



# HIST\*3490 Canada and the Second World War

Winter 2024

Section: DE01

Department of History

Credit Weight: 0.50

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## Course Details

### Calendar Description

This course examines Canada's experience with the Second World War. Topics include: Canada's changing roles in the world; the role and growth of the state; gender and sexuality; conscription and English-French relations; race, ethnicity and the experiences of Indigenous peoples during the war; the homefront and social transformations; military engagements and soldier experiences; nationalisms, citizenship and identity; wartime legacies and post-war ramifications; public history and the memory of the war.

**Pre-Requisite(s):** 7.50 credits

**Co-Requisite(s):** None

**Restriction(s):** None

**Method of Delivery:** Online

### Take Home Final Exam

**Exam Questions released:** Monday, April 15, 2024 at 9:00 am ET

**Exam Due:** Friday, April 19, 2024 at 11:59 pm

**Note:** The questions for the take-home final exam will be released *via* the **Announcements** tool on the Course Home page in CourseLink; the take-home final exam should be submitted via the **Dropbox** tool in CourseLink

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## Instructional Support

### Instructor

[REDACTED]

Email: [REDACTED]

Telephone: [REDACTED]

Office: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Office Hours via Microsoft Teams:** If students wish to meet with a teaching assistant, they should contact them *via* email to book an appointment for a Microsoft Teams meeting. If students wish to meet with the instructor, they should contact them *via* email to book an appointment *via* Microsoft Teams meeting. Please note that further details will be posted in the **Announcements**.

### Teaching Assistant(s)

Name: [REDACTED]

Email: [REDACTED]

Name: [REDACTED]

Email: [REDACTED]

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## Learning Resources

### Required Textbook

There is no required textbook for this course.

### Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

## Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material>

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## Learning Outcomes

### Course Learning Outcomes

By the end of this course, you should be able to:

1. Identify and describe the social, cultural, political, economic, and military transformations and continuities that shaped Canada and its relationships with other countries both during and in the aftermath of the Second World War;
2. Explain why the Second World War was experienced differently by various groups in Canada, depending on their race, gender, sexual orientation, class, Indigeneity, and other determinants of identity;
3. Interpret and analyze primary source materials pertaining to Canada's Second World War experience, including diaries, newspapers, government documents, newsreels, Hansard parliamentary transcripts, advertisements, and propaganda materials;
4. Summarize and critically evaluate historical arguments presented by historians in their assessments of aspects of the wartime experience;
5. Present and defend an argument about a controversial topic by analyzing a variety of primary and secondary sources reflecting different positions on the issue; and
6. Communicate your ideas and arguments clearly in written form, and demonstrate your analytical abilities through the skills developed in your written assignments.

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# Teaching and Learning Activities

## Method of Learning

Each unit of the course will provide you with a short, overarching narrative outlining key events and explaining important themes related to a particular aspect of Canada's experience with the Second World War. This will provide you with necessary context for understanding the assigned materials. In each unit, you will normally be assigned a series of primary sources (including propaganda materials, war art, newspaper articles, diary entries, cookbooks, government reports, and other materials that were produced by various actors during the war) that you will evaluate and analyze, guided by a series of questions that will be provided to you. Working with these primary sources will develop your skills in analyzing original materials that were produced during this time period, and develop your understanding of Canadians' lived experience with the war. Primary source analysis is a fundamental aspect of the work of historians. Advanced scholarship in the field of history is rooted in research based on primary sources.

In each unit, you will also be assigned secondary source readings (scholarly articles and book chapters) and films that pertain to various aspects of the war experience. Your reading and analysis of these sources will be guided by a series of questions that will help you develop your understanding of the main issues of scholarly inquiry and debate related to these aspects of Canada's Second World War experience. They will also help you to develop your skills in understanding how scholars working on these topics frame their questions, approach their topics, conduct their research, select their sources, construct their arguments, and position their findings relative to previously published scholarship by other authors.

You will be expected to demonstrate what you have learned in a variety of ways through the various assignments. These will require that you synthesize what you have learned through your analysis of the assigned primary and secondary sources, and to develop arguments and explanations about various aspects of Canadian history. You will be required to demonstrate what you have learned through various formats, including short response papers and a final exam. You might also – should you select this option – develop these skills through independent research that results in an essay proposal and an essay.

## Course Structure

The course is structured into units that generally proceed in chronological order, interspersed with thematically-oriented units which focus on a particular theme and cover the entire span of the war. This course aims to cover many different facets of Canada's experience with the Second World War, including its political, military, social, economic and diplomatic dimensions.

The course is organized into the following twelve units:

- Unit 01: Canada in the 1930s and the Outbreak of War

- Unit 02: Declaring War and Mobilizing for War
- Unit 03: The Politics of Wartime – Transforming the Role of the State
- Unit 04: The Soldier's experience and Military Engagements (1941-43)
- Unit 05: On the Homefront
- Unit 06: Canada's Military Roles in the War
- Unit 07: Internment, Censorship, and Control
- Unit 08: Race and Indigeneity during the War
- Unit 09: French Canada, Quebec, and Conscription
- Unit 10: Gender and Sexuality during the War
- Unit 11: Canada, its Allies, and its Place on the World Stage
- Unit 12: Planning for War's End

## **What to Expect for Each Unit**

Each unit will be structured around an overarching narrative pertaining to its theme. It will start with a short overview of the unit as a whole. It will then proceed as a series of sections that each develop various aspects of that theme. Within each section, there will be a short narrative. There may also be assigned primary sources or secondary sources for you to read/view and analyze, each of which will be accompanied by a series of questions to guide your reading/viewing and analysis. At the end of each unit, there will be a brief summary of what was covered, and a short list of recommended additional readings, should you wish to pursue these issues further on your own. These readings might be a good starting point for an essay on issues explored in that unit.

Most units have a response paper attached to them, the questions that should be explored in that response paper will be outlined on a page towards the end of the unit.

## **Schedule**

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

## Unit 01: Canada in the 1930s and the Outbreak of War

### Week 1 – Monday, January 8 to Sunday, January 14

#### Required Resources

- CourseLink site: Unit 01 content
- Ares – Primary Sources:
  - Extracts from the “Diaries of William Lyon Mackenzie King”
- Ares – Secondary Sources:
  - Irving Abella and Harold Troper, “‘The line must be drawn somewhere’: Canada and Jewish Refugees, 1933–9,” *Canadian Historical Review* 60, no. 2 (1979): 178-209.

#### Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar
- Participate in the **Introduce Yourself Activity** discussion
- Complete the **Course Scavenger Hunt Quiz**
- Complete the guided reading questions for this unit

#### Assessments

- There are no assessments due this week

## Unit 02: Declaring War and Mobilizing for War

### Week 2 – Monday, January 15 to Sunday, January 21

#### Required Resources

- CourseLink site: Unit 02 content
- Ares – Primary Sources:
  - Extracts from House of Commons Debates, 18th Parliament, 5th Session: Vol. 1 (8 September 1939).

- Extract from Georges Pelletier, "Le Canada n'est pas pays d'Europe," *Le Devoir*, 2 September 1939.
- Extract from Omer Héroux, "Le Canada est en guerre," *Le Devoir*, 11 September 1939.
- Editorials and news items published in *Ottawa Citizen*.
- Ares – Secondary Sources:
  - Ian Miller, "Toronto's Response to the Outbreak of War," *Canadian Military History*, 11, no. 1 (2002): 5-23.
  - Jason Braida, "The Royal City at War: The Military Mobilization of Guelph, Ontario during the First 18 Months of the Second World War," *Canadian Military History*, 9, no.3 (2000): 25-42.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Unit 02 Response Paper**  
Due: Sunday, January 21 at 11:59 pm ET

## Unit 03: The Politics of Wartime – Transforming the Role of the State

### Week 3 – Monday, January 22 to Sunday, January 28

#### Required Resources

- CourseLink site: Unit 03 content
- Ares – Primary Sources:
  - 1940 Election Campaign Advertisements.
  - Extracts from Leonard Marsh, *Report on Social Security for Canada* (1943) (pp. 2-4, 6-28, 233-48, 260-62). **[Required only for students completing the response paper.]**
  - Extracts from Charlotte Whitton, *The Dawn of Ampler Life* (1943) (pp. iii-v, 1-4, 15-24, 33-35, 39-45). **[Required only for students completing the response paper.]**
- Ares – Secondary Sources:
  - J.L. Granatstein, "Chapter 5: Financing the War at Home," in *Canada's War: The Politics of the Mackenzie King Government, 1939-1945* (Toronto: UTP, 1990), 174-86, 197-99.

- Lisa Pasolli, ““I ask you, Mr. Mitchell, is the emergency over?”: Debating Day Nurseries in the Second World War,” *Canadian Historical Review* 96, no.1 (2015): 1-31.
- J.L. Granatstein, “Chapter 7: Public Welfare and Party Benefit,” in *Canada’s War: The Politics of the Mackenzie King Government, 1939-1945* (Toronto: UTP, 1990) 249-78, notes 288-92.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Unit 03 Response Paper**  
Due: Sunday, January 28 at 11:59 pm ET

## Unit 04: The Soldier’s Experience and Military Engagements (1941-43)

### Week 4 – Monday, January 29 to Sunday, February 4

#### Required Resources

- CourseLink site: Unit 04 content
- Ares – Primary Sources:
  - “Canada Carries On – How Training will be carried out under the National Resources Mobilization Act” reproduced in Daniel Byers, *Zombie Army: The Canadian Army and Conscription in the Second World War* (Vancouver: UBC Press, 2016), 68-69.
  - Newsreels produced by the Canadian Army about Soldier Training.
  - Bill McRae, “Bed and Breakfast: A Canadian Airman Reflects on Food and Quarters during the Second World War,” *Canadian Military History* 9, no.1 (2000): 60-70.
  - YMCA’s *The Canadian Soldier’s Leave Guide for London*.
  - Newsreels produced by the Canadian Army about the Sicilian campaign.
- Ares – Secondary Sources:
  - Terry Copp: “The Defence of Hong Kong,” *Canadian Military History* 10, no.4 (2001): 5-20.
  - Peter J. Henshaw, “The Dieppe Raid: A Product of Misplaced Canadian Nationalism?,” *Canadian Historical Review* 77, no 2. (1996): 250-66.
  - Brian Loring Villa and Peter J. Henshaw, “The Dieppe Raid Debate,” *Canadian Historical Review* 79, no. 2 (1998): 304-15.



- Brandey Barton, "Public Opinion and National Prestige: The Politics of Canadian Army Participation to the Invasion of Sicily, 1942–1943," *Canadian Military History* 15, no. 2 (2006): 23-34.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Essay Proposal**  
Due: Sunday, February 4 at 11:59 pm ET
- Submit **Unit 04 Response Paper**  
Due: Sunday, February 4 at 11:59 pm ET

## Unit 05: On the Homefront

### Week 5 – Monday, February 5 to Sunday, February 11

#### Required Resources

- CourseLink site: Unit 05 content
- Ares – Primary Sources:
  - National War Finance Committee, "Go On, Spend It..." advertisement. Appeared in *Maclean's Magazine*, 1 July 1942, 28.
  - *Food for Health in Peace and War*. Toronto: Canadian Medical Association, 1940.
  - Gibson, Josephine, ed., *How to Eat Well Though Rationed: Wartime Canning and Cooking Book*. NP: Vital Publications, 1943. Read the cover, introduction, and pages 1-5, 12-13, 21-22.
  - Canada, Department of Agriculture, *Meat: This is the way to make the most of your ration*. Ottawa, n.d.
  - Canada, Department of Agriculture, Consumer Section, Marketing Service, *Wartime Sugar Savers*. Ottawa, 1942.
- Ares – Secondary Sources:
  - Graham Broad, "Chapter 1: Mrs. Consumer, Patriotic Consumerism, and the Wartime Prices and Trade Board," in *A Small Price to Pay: Consumer Culture on the Canadian Home Front, 1939-45* (Vancouver: UBC Press, 2013), 16-49, notes 214-21.
  - Ian Mosby, "Chapter 4: Tealess Teas, Meatless Fridays and Recipes for Victory: Transforming Food Culture and Culinary Practice in Wartime," in *Food Will Win the War: The Politics, Culture, and Science of Food on Canada's Home Front* (Vancouver: UBC Press, 2014), 133-61, notes 241-47.

## Activities

- Complete the guided reading questions for this unit

## Assessments

- Submit **Unit 05 Response Paper**  
Due: Sunday, February 11 at 11:59 pm ET

## Unit 06: Canada's Military Roles in the War

### Week 6 – Monday, February 12 to Friday, February 16

**Note:** This is a shortened learning week because of Winter Break. Please carefully note the due dates.

## Required Resources

- CourseLink site: Unit 06 content
- Ares – Films:
  - “Death by Moonlight: Bomber Command” (1 hr 44 min), directed by Brian McKenna.
- Ares – Primary Sources:
  - Newsreel produced by the Canadian Army, “Crusade for Liberation.”
  - Bomber Command display at the Canadian War Museum – Original panel text and revised panel text.
- Ares – Secondary Sources:
  - Terry Copp, “Chapter 2: D-Day,” in *Fields of Fire: The Canadians in Normandy*, 2<sup>nd</sup> ed. (Toronto: University of Toronto Press, 2014), 33-58, notes 285-89.
  - J.L. Granatstein, “Chapter 5: The Liberation of the Netherlands,” and selections from Chapter 6 “Aftermath” in *The Best Little Army in the World: The Canadians in Northwest Europe, 1944-1945* (Toronto: HarperCollins, 2015), 211-233, 242-249.
  - S.F. Wise and David J. Bercuson, “Introduction,” in *The Valour and the Horror Revisited* (Montreal: McGill-Queen's University Press, 2004), 3-11.

## Activities

- Complete the guided reading questions for this unit

## Assessments

- Submit **Unit 06 Response Paper**  
Due: Friday, February 16 at 5:00 pm ET  
NOTE: By the end of this week (Unit 06), you will have submitted at least three response papers (or two if you are submitting an essay proposal).

## Winter Break – Monday, February 19 to Sunday, February 25

### Unit 07: Internment, Censorship, and Control

#### Week 7 – Monday, February 26 to Sunday, March 3

##### Required Resources

- CourseLink site: Unit 07 content
- Ares – Primary Sources:
  - House of Commons Transcripts regarding removal of the Japanese from British Columbia.
- Ares – Secondary Sources:
  - Mark Bourrie, “Chapter 1: A Good Fishing Trip Ruined: The Genesis of the World War Two Censorship System,” in *The Fog of War: Censorship of Canada’s Media in World War II* (Toronto: Douglas & McIntyre, 2011), 29-51, notes 281-84.
  - Reg Whitaker and Gregory S. Kealey, “A War on Ethnicity? The RCMP and Internment,” in *Enemies Within: Italians and Other Internees in Canada and Abroad*, ed. Franca Iacovetta, Roberto Perin, and Angelo Principe (Toronto: University of Toronto Press, 2000), 128-147.
  - Patricia Roy, J.L. Granatstein, Masako Ino, and Hiroko Takamura, “Chapter 5: In Temporary Quarters: The Experiences of the Evacuees” in *Mutual Hostages: Canadians and Japanese during the Second World War* (Toronto: University of Toronto Press, 1990), 102-138, notes 243-51.
  - Pamela Sugiman, ““Life is Sweet”: Vulnerability and Composure in the Wartime Narratives of Japanese Canadians,” *Journal of Canadian Studies*, 43, no. 1 (2000): 186-218.

##### Activities

- Complete the guided reading questions for this unit

##### Assessments

- Submit **Unit 07 Response Paper**  
Due: Sunday, March 3 at 11:59 pm ET

### Unit 08: Race and Indigeneity during the War

#### Week 8 – Monday, March 4 to Sunday, March 10

##### Required Resources

- CourseLink site: Unit 08 content
- Ares – Films:

- *Unwanted Soldiers*, directed by Jari Osborne (National Film Board of Canada, 1999).
- *Forgotten Warriors*, directed by Loretta Todd. (National Film Board of Canada, 1997).
- Ares – Secondary Sources [See unit instructions regarding choice of readings]:
  - Robert Alexander Innes “I’m On Home Ground Now. I’m Safe’: Saskatchewan Aboriginal Veterans in the Immediate Postwar Years, 1945-1946,” *The American Indian Quarterly*, 28, no. 3&4, (2004): 685-718.
  - Mathias Joost, "Racism and Enlistment: The Second World War Policies of the Royal Canadian Air Force," *Canadian Military History*, 21, no. 1 (2015): 17-34.
  - Patricia Roy, “The Soldiers Canada Didn’t Want: Her Chinese and Japanese Citizens,” *Canadian Historical Review* 59, no.3 (1978): 341-358.
  - Simon Theobald, "Not So Black and White: Black Canadians and the RCAF’s recruiting policy during the Second World War," *Canadian Military History* 21, no. 1 (2015): 35-43.
  - Michael Stevenson, “The Mobilization of Native Canadians during the Second World War,” *Journal of the Canadian Historical Association* 17, no. 1 (1996): 205-226.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Unit 08 Response Paper**  
Due: Sunday, March 10 at 11:59 pm ET

## Unit 09: French Canada, Quebec, and Conscription

### Week 9 – Monday, March 11 to Sunday, March 17

#### Required Resources

- CourseLink site: Unit 09 content
- Ares – Primary Sources:
  - Wartime propaganda posters targeting Quebec
  - Arthur LeMay, “Que prefers-tu?” cartoons
  - Canadian Army newsreels
- Ares – Secondary Sources:
  - J.L. Granatstein and J.M. Hitsman, “Chapter 5: Towards the Plebiscite and Bill 80” in *Broken Promises: A History of Conscription in Canada* (Toronto: Copp Clark, 1985), 140-145, 158-184.

- Daniel Byers, “Chapter 6: Canada’s Zombies, Part 2: Life in Uniform,” in *Zombie Army: The Canadian Army and Conscription in the Second World War* (Vancouver: UBC Press, 2016), 144-174, notes 284-294.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Unit 09 Response Paper**  
Due: Sunday, March 17 at 11:59 pm ET

## Unit 10: Gender and Sexuality during the War

### Week 10 – Monday, March 18 to Sunday, March 24

#### Required Resources

- Ares CourseLink site: Unit 10 content
- Ares – Primary Sources:
  - Documents and images about homemakers
  - Documents and images about venereal disease
- Ares – Secondary Sources:
  - Cynthia Toman, “Chapter 3: Shaping Nursing Sisters as Officers and Ladies” in *An Officer and a Lady: Canadian Military Nursing and the Second World War* (Vancouver: UBC Press, 2007), 92-116, notes 227-230.
  - Ruth Roach Pierson “Chapter 1: Women’s Emancipation and the Recruitment of Women into the War Effort” in *They’re Still Women After All: The Second World War and Canadian Womanhood* (Toronto: McClelland & Stewart, 1990 [1986]), 22-61, notes 239-250.
  - *Open Secrets*, directed by José Torrealba.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Unit 10 Response Paper**  
Due: Sunday, March 24 at 11:59 pm ET

## Unit 11: Canada, its Allies, and its Place on the World Stage

### Week 11 – Monday, March 25 to Saturday, March 30

#### Required Resources

- Ares CourseLink site: Unit 11 content

- Ares – Secondary Sources:
  - J.L. Granatstein, “Chapter 2: Staring into the Abyss” in *How Britain’s Weakness Forced Canada into the Arms of the United States* (Toronto: University of Toronto Press, 1989), 19-40.
  - Adam Chapnick, “Chapter 10: Growing Up: Canada at San Francisco (April-June 1945)” in *The Middle Power Project: Canada and the Founding of the United Nations* (Vancouver: UBC Press, 2005), 127-138, notes 182-186.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Essay**  
 Due: Tuesday, April 2 at 11:59 pm ET  
 NOTE: You must be pre-approved to submit an essay and you must have submitted an essay proposal by the due date outlined above.

## Unit 12: Planning for War’s End

### Week 12 – Monday, April 1 to Monday, April 7

#### Required Resources

- Ares CourseLink site: Unit 12 content
- Ares – Primary Sources:
  - Government of Canada, "On to Civvy Street" poster
- Ares – Secondary Sources:
  - Raymond Blake, "Chapter 2: Family Allowance Comes to Canada, 1943-45," in *From Rights to Needs: A History of Family Allowances in Canada, 1929-92* (Vancouver: UBC Press, 2008), 47-88, notes 292-300.
  - Jennifer Stephen, "Balancing Equality for the Post-War Woman: Demobilising Canada's Women Workers After World War Two," *Atlantis: Critical Studies in Gender, Culture & Social Justice* 32, no. 1 (2007): 125-135.
  - Magda Fahrni, "The Romance of Reunion: Montreal War Veterans Return to Family Life, 1944-1949," *Journal of the Canadian Historical Association* 9, no. 1 (1998): 187-208.

### Activities

- Complete the guided reading questions for this unit

### Assessments

- Submit **Unit 12 Response Paper**  
 Due: Monday, April 8 at 11:59 pm ET

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## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 1: Course Assessments**

<b>Assessment Item</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Response Papers (10% each)	30-70%*	1, 2, 3, 4, 6
Essay Proposal	10%*	1, 3, 4, 6
Essay	30%*	1, 3, 4, 6
Take-Home Final Exam	30%	1, 2, 4, 6
<b>Total</b>	<b>100%</b>	

\*The in-course written assignments submitted during the semester can add up to 70% of your final grade, but you may opt to complete this component of your grade in one of the three following ways:

- A) Submit 7 response papers (10% each);
- B) Submit 3 response papers (10% each), the essay proposal (10%), and the essay (30%); or
- C) Submit 6 response papers (10% each) and the essay proposal (10%).

## Assessment Descriptions

### Response Papers

There are response papers attached to Units 02, 03, 04, 05 and 06 in the first half of the course, and Units 07, 08, 09, 11 and 12 in the second half. The number of response papers that you are required to complete will depend on which option you select to complete the requirements for in-course written assignments. Each response paper should be 500-900 words in length, and should be structured as a short essay that responds to the questions that have been given to you at the end of each unit. A good response paper will develop an overarching argument about the material that you have covered in that unit, which will allow you to respond to those questions. At least three response papers (two if you are submitting an essay proposal) must be submitted by the end of week six (Unit 06). You may only submit the number of response papers that correspond to the option that you have selected – we will not

grade additional papers and count your best marks.

## Essay Proposal

The essay proposal is the first phase of a two-part process for students who wish to further develop their independent research skills, and produce an independent essay on a topic of their choosing. The first component of this assignment requires that you construct an annotated bibliography containing at least eight (8) relevant scholarly articles, books, and primary sources that pertain to the topic you have selected from the list of essay topics. The second component requires that you narrow down your topic for the essay, determine your central research question, and begin to develop a working thesis statement and argument. This requires that you write a few paragraphs (about 500-750 words) outlining your main research question and your intended approach to your topic. It should be clear from this section how you plan on narrowing the initial broad essay topic down to a manageable scope that can be covered within the word and page limits for this assignment.

## Essay

This assignment requires that you write a research essay of approximately 2500-3500 words (plus Chicago Style footnotes and bibliography) in length, using standard historical methods. The main objective of this assignment is for you to learn how to develop a solid argument with a well-defined thesis, backed by supporting evidence, in response to a historical question. Your essay should be based on a minimum of eight-to-ten sources or more, and should ideally be a mix of quality secondary sources (scholarly articles and books) and primary sources. Some topics may more explicitly require the extensive use of primary sources. NOTE: You will only be able to write the essay if you are approved and if you have submitted an essay proposal by the date outlined above.

## Final Exam

This course requires you to submit a take-home final exam to the **Dropbox** tool in CourseLink. The format of the exam will be essay questions, based on the entire course's content. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of the final exam.

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# Course Technology Requirements and Technical Support

## CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

## Microsoft Teams Requirements



This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

## Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox** and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

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## Course Specific Standard Statements

### Acceptable Use

The University of Guelph has an [Acceptable Use Policy](https://www.uoguelph.ca/ccs/infosec/aup), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

### Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Email:** The best way to get a hold of your Instructor or your GTA is *via* email. Make sure you know which group you are before you send an email. Emails sent on the weekend will normally receive a reply by the following Tuesday.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Online Meetings:** If you have a complex question you would like to discuss with your instructor or your TA, you may request an online meeting. These meetings depend on the availability of you and the instructor or GTA.

### Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;

- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Recording lectures without the permission of the instructor; and
- Sharing your username and password.

## Submission of Assignments to Dropbox

The Response Papers, Essay Proposal, and Essay should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

## Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of seven days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

## **Reweighting of Assignments**

The value of the various components for this course will *not* be reweighted, except in very exceptional cases (such as severe and prolonged illness or health circumstances, or the death of a close family member).

## **Obtaining Grades and Feedback**

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor/GTA will normally have grades posted online within two weeks of the submission deadline, if the assignment was submitted on time. Once your assignments have been marked, you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

## **Rights and Responsibilities When Learning Online**

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

## **Academic Integrity, Artificial Intelligence and Turnitin**

The University of Guelph released a statement on the use of AI, ChatGPT, and academic integrity. Read the [University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity - U of G News \(uoguelph.ca\)](#)

In line with that statement, we are informing you that the use of ChatGPT or other AI systems that conduct research, mimic independent analysis, and generate text is

strictly prohibited for *all* assignments in this course. Your course assignments must reflect your own intellectual work and demonstrate the application of critical thinking and analysis. The unauthorized use of ChatGPT (or other similar AI systems) will be considered a violation of the university's academic misconduct policies.

We encourage you to reflect on how the use of these tools to evade doing the actual work of your courses would really be cheating yourself. Humanities courses such as history ones are supposed to be helping you develop the skills to critically assess information, to weigh evidence, to think about why arguments are convincing or not, and to synthesize large amounts of information in meaningful ways, among a myriad of other skills (in addition to learning the various elements of the course content). These are not just useful skills for the workforce, but for being an informed citizen in a world increasingly filled with actors who are actively trying to disseminate misinformation. You're only going to be able to develop those skills if you put in the work yourself.

You are strongly encouraged to keep detailed research and reading notes, and other documentation, such as email correspondence with your GTAs or staff at the library and writing centre, or earlier drafts of your assignments, as evidence that you conducted your own research and writing.

Also, we will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

<https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

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## University Standard Statements

### University of Guelph: Undergraduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Email Communication**

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **When You Cannot Meet Course Requirements**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Drop Date**

### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Copies of Assignments**

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

## **Accessibility**

### **University of Guelph Degree Students**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

<mailto:accessibility@uoguelph.ca>

<https://wellness.uoguelph.ca/accessibility/>

### **Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Executive Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Executive Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

[jessica.martin@uoguelph.ca](mailto:jessica.martin@uoguelph.ca)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need



to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## **Copyright Notice**

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

[http://www.lib.uoguelph.ca/sites/default/files/fair\\_dealing\\_policy\\_0.pdf](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf)

## **Plagiarism Detection Software**

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a



classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

[How U of G Is Preparing for Your Safe Return](#)

[Guidelines to Safely Navigate U of G Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>