

**UNIVERSITY OF CALGARY**  
**Department of History**

**HTST 488: Britain as a Great Power, 1690-1970**  
Mondays, Wednesdays, and Fridays, 1 to 1:50 p.m.  
Fall 2017

**Instructor:**

Dr. Denis Clark  
Office: SS 642  
403-220-3066

[jdenis.clark@ucalgary.ca](mailto:jdenis.clark@ucalgary.ca)

Office hours: Mondays and Wednesdays 11 a.m. to 12:30 p.m., Tuesdays 2 to 3:30 p.m., or by appointment

**Course Description**

By 1920, an island kingdom occupying a small, damp portion of northwestern Europe had come to control the largest empire in world history, comprising nearly a quarter of the Earth's total land area. This course examines Britain's transformation from a European and Atlantic power at the end of the 17<sup>th</sup> century into a world power. We will consider factors in Britain's rise, including its industrial strength and naval predominance, and the effects of Britons' interactions in the world on domestic culture and on indigenous societies throughout the empire.



Caricature of Cecil Rhodes in *Punch*, Dec. 10, 1892.

Goals for student learning are:

1. To become familiar with the principal events, people, discoveries, movements, and ideas in Britain's interactions with the world since 1690.
2. To advance reading, writing, and oral communication skills, with special focus on analysis and argumentation.
3. To demonstrate through their writing their understanding of the importance of different topics and historiographical viewpoints in Britain's international history.
4. To understand the nature and practice of history, including situating events and developments in historical context and doing critical analysis of primary and secondary sources.

**Assignments overview**

Further details about assignments will be posted on D2L.

*Book review (20%) – due Monday, October 16*

A 4-5 page critical review of a book on any aspect of Britain's interactions with the world during the period of the course. The review should avoid summarizing and instead analyze the book's content and place it in its historiographical context. The instructor will provide you with a list of suggested books, but you are welcome to choose your own. Students may use the book review as introductory reading for their research essay topic.

*Paper proposal (15%) – due Monday, October 30*

Students will develop their paper topic in consultation with the instructor and will submit a 250-word paper proposal, along with a bibliography with at least 7 secondary sources. The proposal can either be submitted on paper or given in a formal, 10-minute interview with the instructor.

*Major research paper (40%) – due Friday, December 8*

The major assignment for this class will be a 12-15 page research paper. The paper will be based on some primary research and should also reference applicable course readings.

*Class participation (25%)*

Discussions – as a class and in small groups – will be held on most Fridays. Students will be assessed on their attendance at these classes and on the quality of their contributions. Attendance is mandatory on discussion days. Each student has one excused absence (or can drop their lowest participation mark). Any other absences will only be excused with a doctor's note or evidence of team/university involvement.

**Assignment submission**

All assignments must be submitted through the D2L portal by 4:30 p.m. on the due date. (If you are giving the proposal as an interview, this must be scheduled by 4:30 p.m. on the deadline day.) Extensions will not be granted within 24 hours of the due date, unless in exceptional circumstances. Late assignments will be penalized one-third of a letter grade per day, including weekends. (E.g. if your assignment is one day late, your B+ will be reduced to a B.)

All written assignments must be completed to pass the course.

**Required course text**

Barczewski, Stephanie, et al. *Britain since 1688: A Nation in the World*. London and New York: Routledge, 2015.

**Course schedule:**

Textbook and other secondary readings are presented below. Primary source readings will be assigned for each week's discussion; links to these sources will also be available on the course's D2L website. Order and topics are subject to change with advance notice from the instructor.

**1. Introduction to Britain before 1690 (Sept. 11-15)**

- Read *Britain since 1688*, chs. 1-2

**2. The British Empire in the 18<sup>th</sup> century (Sept. 18-22)**

- Discussion reading: ch. 1 and 2 documents from [Britain since 1688 website](#)

**3. Britain and the Atlantic Revolutions (Sept. 25-29)**

- *Britain since 1688*, ch. 3
- Discussion reading: selections from Edmund Burke, [Reflections on the Revolution in France](#)
- Textbook website, ch. 4: [A plea for Irish independence](#)

**4. The Napoleonic Wars and the postwar peace (Oct. 2-6)**

- *Britain since 1688*, ch. 4
- Discussion reading: selections from [The Interesting Narrative of the Life of Olaudah Equiano](#)

5. **Britain in 19<sup>th</sup>-century Europe (Oct. 11-13)**
  - *Britain since 1688*, chs. 5-6 (short Friday discussion on textbook readings)
6. **The expanding Victorian empire (Oct. 16-20)**
  - *Review essay due Monday, October 16*
  - *Britain since 1688*, ch. 7
  - Discussion reading: selections from [British and Irish Women's Letters and Diaries](#) on life in the British Raj
7. **The British Empire in Africa (Oct. 23-27)**
  - *Britain since 1688*, ch. 8
  - Discussion readings: textbook website documents for [chapters 3 and 7](#)
8. **The First World War (Oct. 30-Nov. 3)**
  - *Essay proposal due Monday, October 30*
  - *Britain since 1688*, ch. 9
  - Discussion readings: read *The Times* or *The Telegraph* from August 1 to 5, 1914
  - Jérôme aan de Wiel, '[1914: What Will the British Do? The Irish Home Rule Crisis in the July Crisis](#)', *The International History Review*, 37.4 (2015), 657–81.
9. **Managing the interwar empire (Nov. 6-8)**
  - *Britain since 1688*, ch. 10
  - Susan Pedersen, '[Getting Out of Iraq—in 1932: The League of Nations and the Road to Normative Statehood](#)', *The American Historical Review*, 115 (2010), 975–1000.
10. **Britain in interwar Europe, 1918-1939 (Nov. 15-17)**
  - Discussion readings: National Archives documents on [Chamberlain and Hitler in 1938](#)
  - Neville Chamberlain's 1938 speech on appeasement: textbook website, [ch. 10](#)
  - B.J.C. McKercher, '[Strategy and Foreign Policy in Great Britain, 1930-1938: From the Pursuit of Balance of Power to Appeasement](#)', in *Britain in Global Politics, Security, Conflict and Cooperation in the Contemporary World*, edited by Christopher Baxter, Michael L. Dockrill and Keith Hamilton, volume 1 (London: Palgrave Macmillan, 2013), 153-174.
  - Philip Bell, '["Thank God for the French Army": Churchill, France and an Alternative to Appeasement in the 1930s](#)', in *Britain in Global Politics*, volume 1, 175-189.
11. **The Second World War (Nov. 20-24)**
  - *Britain since 1688*, ch. 11
  - Discussion readings: excerpts from [Churchill's wartime speeches](#)
12. **Empire into Commonwealth (Nov. 27-Dec. 1)**
  - *Britain since 1688*, ch. 12-13
  - Discussion readings: Gandhi, [To Every Englishman in India](#)
  - National Archives documents on [The Road to Partition](#) or [The End of British Rule in Ghana](#)
13. **Britain since 1970 (Dec. 4-8)**
  - *Britain since 1688*, ch. 14-15
  - Discussion readings (for Wednesday): Iraq War inquiry: [Sir John Chilcot's public statement](#)
  - *Research essay due Friday, December 8*

## Important Departmental, Faculty, and University Information

### **Department Twitter @ucalgaryhist**

#### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

#### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

#### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

#### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

#### **Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number.** Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning

and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

**Campus Resources for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

*Fall 2017*