Department of History

HTST 338
Modern Britain 1714 to Present
Winter 2021

Instructor:  Dr. Warren Elofson
Email: eloison@ucalgary.ca
Office Hours: by Zoom or email (eloison@ucalgary.ca), Wednesday 10:00 am -1:00 pm.
Email: anytime (response may not be immediate).
Course Delivery: Online, Synchronous (link provided by email invitation).
Synchronous Class Times: TuThr – 11:00 – 12:15 pm

Description
This course will introduce students to topics such as the rise of the fiscal-military and social welfare states; nationalism and imperialism; the development of the middle and working classes; and the emergence of modern British society, economy, politics and constitution. The course will explore in particular the forces and processes of change. Our ultimate challenge will be to determine when (and also if) Great Britain became a genuine working democracy. The course will be presented to students in lectures, assigned readings and group/classroom discussions.

Required Reading Material
The History Student’s Handbook: A Short Guide to Writing History Essays
© 2019, Department of History, University of Calgary

newspaperarchive.com
https://newspaperarchive.com/login

Learning Outcomes
By the end of this course, successful students will be able to:
   1) Identify major themes in the development of modern Britain
   2) Contribute to classroom discussions
   3) Work effectively on a group project
4) Critically assess published writing  
5) Argue a position in an historical debate

Assessment & Grading

Class participation 10%  
Based on contribution to group discussions and final group paper.

Group Discussions 30%  
Class will be divided into groups of five to seven students for discussions every third class (in lieu of a lecture). Dr. Elofson will post the topic to be discussed under the group discussion heading on the D2L. One person will act as the scribe and write out the other group members’ important comments and conclusions. The write-up will be marked each week. All group members will take their turns as scribe.

Book assessment due Thursday 25 February 2021 30%  
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Taylor Family Library Open Access. Your assessment should be 4 – 6 double spaced pages and conform to the *The History Student’s Handbook: A Short Guide to Writing History Essays* © 2019. Further direction will be provided in class and model A level assessments written by students in previous years will be posted under “Content” on the D2L.

Group paper due Thursday 25 April 2021 30%  
8 - 10 double spaced pages based on the lectures and materials presented in class and on items in early British newspapers. Further direction will be provided in class. Students are encouraged to meet together on Zoom or other communication systems to discuss and plan their work. All grading will be by both number and letter and will reflect depth of analysis and writing fluency.

Learning Technologies Requirements  
Students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions  
Classes will be conducted synchronously via Zoom at the Registrar-scheduled times listed above. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct). Only students registered in this course are allowed to be involved in our Zoom meetings.
Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**Inclusiveness, Accommodation, and Classroom Conduct**
If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to attend to childcare during class times, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

**Schedule**

- **11 – 15 January**
  The British Constitution in the eighteenth century
- **18 – 22 January**
  The Industrial Revolution
- **25 – 29 January**
  Rise of the Middle Class
- **1 – 5 February**
  Rise of the Working Class
- **8 – 12 February**
  The Poor
- **15 – 19 February – Reading Break No Classes.**
- **22 – 26 February**
  Constitutional reform to 1867
- **1 – 5 March**
  Nationalism and War
- **8 – 12 March**
  Party Politics in the Nineteenth Century
- **22 March – 26 March**
  Women’s Suffrage
- **29 March – 2 April**
  World War I
12 April – 15 April
Conclusion and World War II

Further Reading List

**Middle Class**

**Working People**

**Aristocracy**


**Prisons, Punishment & Madness**

**Credit, Finance and Commerce:**

**Gender**

Sutherland, Gillian, *In Search of the New Woman; Middle-Class Women and Work in Britain 1870 – 1914*, Cambridge University Press, 2015
Weeks, Jeffrey, *Sex, Politics and Society; the Regulation of Sexuality since 1800*, London and

**Politics, Parties and People**

**International Relations and War**
Weber, Thomas, Our Friend "the Enemy;" Elite Education in Britain and Germany before WWI, Stanford University Press, 2008
Phillips, Timothy, The Secret Twenties; British Intelligence, the Russians and the Jazz Age, Granta, 2017

The Empire and the World
Flavell, Julie, When London was Capital of America, New Haven and London: Yale University Press, 2010.

**National Sentiment**

**Religion**

**Law**
**Culture**

Le Faye, Deirdre, *Jane Austen’s Country Life; Uncovering the rural backdrop to her life, her letters and her novels*, London: Frances Lincoln Ltd. 2014  

**Intellectual Life**

Andrews, Jonathan and Andrew Scull, *Undertaker of the Mind: John Munro and Mad-

Economic
Barker, Hannah, Family and Business during the Industrial Revolution, Oxford University Press, 2017

“Great” People
Penn, Geoffrey, Fisher, Churchill and The Dardanelles, Barnsley, South Yorkshire: Leo Cooper 1999.
Hamlin, Christopher. Public Health and Social Justice in the Age of Chadwick: Britain
THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System
The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.00</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td>Approaching excellent performance</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td>Exceeding good performance</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>Good performance</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td>Approaching good performance</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td>Exceeding satisfactory performance</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>Approaching satisfactory performance.</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>Failure. Did not meet course requirements.</td>
</tr>
</tbody>
</table>

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services
• Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the Registration Changes and Exemption Requests page.

**Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.

**Writing**
All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in The History Student’s Handbook.

**Plagiarism**
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see The History Student’s Handbook for more details, but to summarize, plagiarism may take several forms:
- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art’s associate deans of students who will apply the penalties specified in the University of Calgary Calendar, Section K: Integrity and Conduct.

**Academic Accommodations**
Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities in the Student Accommodation Policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

**Copyright**
The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the University of Calgary copyright page.

**Sexual Violence Policy**
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the sexual violence policy.

**Other Useful Information**
Please see the Registrar's Course Outline Student Support and Resources page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Campus Security (220-5333)**

**Department of History Twitter @ucalgaryhist**

Winter 2021