Instructor: Dr. Warren Elofson  
Email: eloison@ucalgary.ca  
Office Hours, SS 636: Wednesday 10:00 am -1:00 pm.  
Course Delivery:  
In Person, ST 139, Tu Th, 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 reach out to students through lectures, assigned readings and group/classroom discussions.  

Required Reading Material  

The History Student’s Handbook: A Short Guide to Writing History Essays  
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newspaperarchive.com  
https://newspaperarchive.com/login
Parliamentary debates
http://hansard.millbanksystems.com/

Learning Outcomes:
Successful students will be able to:

Think and write analytically about historical issues
Identify major themes in the development of modern Britain
Contribute to classroom discussions
Work effectively on a group project
Critically assess published writing
Argue a position in an historical debate

Assessment & Grading

Class participation 10%
Based on contribution to group discussions.

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 turns as scribe.

Book Assessments Illustrating the Two Major Themes for the Course:

• Due Thursday 25 February 2022, 30%

• Theme: relatively non-violent and non-revolutionary movement to a modern form of government. Please review one of the following books:
  • Colley, Linda, Britons: Forging the Nation, 1707-1837
  • Joyce, Patrick, Visions of the People; Industrial England and the Question of Class, 1848 - 1914
• Benson, John, *The Working Class in Britain, 1850 – 1939*
• Worley, Matthew, *Labour Inside the Gate: A History of the British Labour Party Between the Wars*
• Rose, Jonathan, *The intellectual life of the British Working Classes*

2. Due 25 March 2022, 30%
Theme: Nationalism and imperialism: together an irresistible, dangerous and unifying force. Please review one of the following books:

Books:
• Belich, James, *Replenishing the Earth; the Settler Revolution and the Rise of the Anglo-World, 1783 – 1939.*
• Gould, E.H., *The Persistence of Empire; British Political Culture in the Age of the American Revolution.*
• Armitage, David, *The Ideological Origins of the British Empire*

Your assessment should be 5 – 6 double spaced pages and conform to 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.

Learning Technologies Requirements

In order to successfully engage in their learning experiences at the University of Calgary this term, 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.”

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all
registered students. 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 nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule:

10 - 14 January
The British Constitution in the eighteenth century
17 – 21 January
The Industrial Revolution
24 – 28 January
Rise of the Middle Class
31 January – 4 February
Rise of the Working Class
The Poor
7 – 11 February
Women’s Suffrage
The Press
14 – 18 February
Reading Week No Classes
21 – 25 February
Party Politics in the nineteenth century.
Nationalism
28 February – 4 March
Fashoda
Death of Liberalism
7 – 11 March
Birth of the Labour Party
14 - 18 March
WWI
21 – 25 March
Aftermath of WWI
28 March – 1April
WWII
4 April – 8 April
Aftermath of WWII
11 – 12 April
Conclusion

Reading List (for students interested in further exploring subjects examined in class):

**Middle C**
**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
Clark, Linda L. *Women and Achievement in Nineteenth-Century Europe*
G. Nair and E. Gordon, *Public Lives: women, family, and society in Victorian Britain*
Peakman, Julie, *Lascivious Bodies; a Sexual History of the Eighteenth Century,

**Politics, Parties and People**
Pugh, Martin, ‘*Hurray for the Blackshirts!*’ Fascists and Fascism in Britain Between the Wars, London: Pimlico, 2005.

**International Relations and War**
Philips, Timothy, *The Secret Twenties; British Intelligence, the Russians and the Jazz Age*, Granta, 2017

**The Empire and the World**


**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**


**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.

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</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>requirements.</td>
</tr>
</tbody>
</table>

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

**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 schedule. 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 this course 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*.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

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 calendar](#).

Academic Accommodation
It is the student’s responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an
accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities. Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit Student Accessibility Services.

Research Ethics
If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics website before beginning the assignment.

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Copyright of Educational Materials
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.

**Freedom of Information and Protection of Privacy**
Student information will be collected in accordance with usual classroom practice. Students’ assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

**Media Recording**
The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

**Media Recording for the Assessment of Student Learning**
The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**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

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)