



UNIVERSITY OF
CALGARY

Department of History

HTST 338
Modern Britain 1714 to Present
Winter 2022

Instructor: Dr. Warren Elofson

Email: elofson@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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<https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

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:

- 1. 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*
- Robert Shoemaker and Tim Hitchcock, *London Lives: Poverty, Crime and the Making of a Modern City, 1690-1800.*
- 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.*
 - Carey, Hilary, *God's Empire, Religion and Colonialism in the British World, c. 1801 – 1908.*
 - 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.

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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 – 1 April

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

Davidoff, Lenore and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class 1780-1850*. London: Hutchinson, 1987.

Roberts, M.J.D., *Making English Morals: Voluntary Association and Moral Reform in England, 1786-1886*. Cambridge, Cambridge University Press, 2004.

Earle, P. *Making of the English Middle Class: business, society, and family life in London, 1660-1730*. Berkeley, University of California Press, 1989.

James, Laurence, *The Middle Class: A History*. London: Little, Brown Book Group, 2006.

G. Nair and E. Gordon, *Public Lives: women, family, and society in Victorian Britain*. New Haven, Yale University Press, 2003.

Wahrman, Dror, *Imagining the Middle Class*, Cambridge, Cambridge University Press, 1995.

McKibbin, Ross, *Classes and Cultures: England 1918 -1951*, Oxford, Oxford University Press, 2000.

Sachko Macleod, Dianne, *Art and the Victorian Middle Class; Money and the Making of Cultural Identity*, Cambridge, Cambridge University Press, 1996.

Working People

Lees, Lynn Hollen, *The Solidarities of Strangers; the English Poor Laws and the People, 1700 – 1948*, Cambridge University Press, 1998

Bundock, Michael, *The Fortunes of Francis Barber; the True Story of the Jamaican Slave Who Became Samuel Johnson's Heir*, New Haven and London, Yale University Press, 2015.

Griffin, Carl J., *The Rural War; Captain Swing and the Politics of Protest*, Manchester, Manchester University Press, 2012.

Neeson, J.M., *Commoners: Common Right, Enclosure and Social Change in England, 1700 – 1820*, Cambridge: Cambridge University Press, 1993.

Robert Shoemaker and Tim Hitchcock, *London Lives: Poverty, Crime and the Making of a Modern City, 1690-1800* (Cambridge University Press, 2015)

Benson, John, *The Working Class in Britain, 1850 – 1939*, London: Tauris, 2003

Harvey, Adrian, *The Beginnings of a Commercial Sporting Culture in Britain, 1793-1850*. London and Burlington: Ashgate Publishing, 2004.

Joyce, Patrick, *Visions of the people: industrial England and the question of class, 1848-1914*, New York: Cambridge University Press, 1991.

Rose, Jonathan, *The intellectual life of the British working classes*. Connecticut: Yale University Press, 2001.

Reay, Barry, *Rural Englands; Labouring Lives in the Nineteenth Century*, London, Palgrave-Macmillan, 2004.

Laslett, Peter. *The World we have Lost Further Explored*. New York: Scribner, 1984.

Thompson, E. P. *The Making of the English Working Class*. Middlesex, England, Penguin Books, 1963.

Newby, Howard, *Country Life; a Social History of Rural England*, London: Wiedenfeld and Nicolson, 1987.

Rule, John, *The Labouring Classes in Early Industrial England, 1750 – 1850*, London and New York: Longman, 1986

Finn, Margot, *The Character of Credit. Personal Debt in English Culture, 1740–1914*, Cambridge University Press, 2003.

Aristocracy

Andrew, Donna T., *Aristocratic Vice; the Attack on Dueling, Suicide, Adultery, and Gambling in Eighteenth-Century England*, New Haven and London: Yale University Press, 2013.

Cannadine, David, *The Decline and Fall of the British Aristocracy*, New York, Vintage Books, 1999.

Cannon, John Ashton, *Aristocratic Century: the peerage of eighteenth-century England*, New York: Cambridge University Press, 1984.

Horn, Pamela, *Country House; the Private Lives of England's Upper Class after the First World War*, Stroud: Amberly, 2013.

Thompson, F.M.L., *English Landed Society in the Nineteenth Century*, London: Routledge, 2013.

Thompson, F.M.L., *Gentrification and the Enterprise Culture, 1780 – 1980*, Oxford: Oxford University Press, 2001.

Wiener, Martin J., *English Culture and the Decline of the Industrial spirit, 1850-1980*, New York: Cambridge University Press, 2004.

Prisons, Punishment & Madness

Wise, Sarah, *Inconvenient People; Lunacy, Liberty and the Mad-Doctors in Victorian England*, London: Vintage, 2013,

Byrne, Katherine, *Tuberculosis and the Victorian Literary Imagination*. Studies in Nineteenth-Century Literature and Culture Series. Cambridge: Cambridge University Press, 2011

Ignatieff, Michael. *A Just Measure of Pain: The penitentiary in the Industrial Revolution, 1750-1850*, London: Penguin Books, 1989.

King, Peter, *Crime, Justice, and Discretion in England, 1740-1820*, Oxford: Oxford University Press, 2000.

Credit, Finance and Commerce:

Simon Mowatt, Howard Cox, *Revolutions from Grub Street: A History of Magazine Publishing in Britain*. Oxford: Oxford University Press, 2014.

Roodhouse, Mark, *Black Market Britain, 1939-1955*. Oxford: Oxford University Press, 2013

Ashworth, W.J., *Customs and Excise: Trade, Production, and Consumption in England, 1640-1845*, Oxford: Oxford University Press, 2003.

Brewer, John, *The Sinews of Power: War, Money, and the English State, 1688-1783*, New York: Knopf, 1989.

Finn, Margot C., *The Character of Credit: Personal Debt in English Culture, 1740-1914*, New York: Cambridge University Press, 2003.

Trentmann, Frank, *Free Trade Nation; Commerce, Consumption, and Civil Society in Modern Britain*, Oxford; Oxford University Press, 2008.

Gender

Sutherland, Gillian, *In Search of the New Woman; Middle-Class Women and Work in Britain 1870 – 1914*, Cambridge University Press, 2015

Mayhall, Laura E. Nym, *The Militant Suffrage Movement; Citizenship and Resistance in Britain, 1860 – 1930*, Oxford University Press, 2003

Clark, Linda L. *Women and Achievement in Nineteenth-Century Europe*

G. Nair and E. Gordon, *Public Lives: women, family, and society in Victorian Britain*

Hill, Bridget, *Women, Work and Sexual Politics in Eighteenth-Century England*, Montreal: McGill-Queen's University Press, 1994.

Pinchbeck, Ivy, *Women Workers and the Industrial Revolution, 1750-1850*, London: Cass Publications, 1969.

Davidoff, Lenore and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class 1780-1850*. London: Hutchinson, 1987.

Vickery, Amanda, *The Gentleman's Daughter; Women's Lives in Georgian England*, New Haven & London; Yale University Press, 1998.

Burton, Antoinette M., *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915*, Chapel Hill: University of North Carolina Press, 1994.

Hall, Catherine, *White, Male and Middle Class*, New York: Wiley, 1992.

Horn, Pamela, *Flappers; the Real Lives of British Women in the Era of the Great Gatsby*, Stroud: Amberley, 2013.

Holton, Sandra Stanley, *Feminism and Democracy: Women's Suffrage and Reform; Politics in Britain, 1900-1918*, Cambridge: Cambridge University Press, 1986.

Kent, Susan Kingsley, *Sex and Suffrage in Britain, 1860-1914*. Princeton: New Jersey: Princeton University Press, 1987.

Nicholson, Virginia, *Singled Out; How Two Million Women Survived Without Men After the First World War*, London: Penguin Books, 2008

Pugh, Martin. *The March of the Women: A Revisionist Analysis of the Campaign for Women's Suffrage, 1866-1914*, Oxford: Oxford University Press, 2000.

Walkowitz, Judith R, *City of Dreadful Delight: Narratives of Sexual Danger in late-Victorian London*, Chicago: University of Chicago Press, 1992.

Tosh, John, *A Man's Place, Masculinity and the Middle-Class Home in Victorian England*, New Haven and London: Yale University Press, 2007.

Shoemaker, Robert B., *Gender in English Society, 1650 – 1850; the Emergence of Separate Spheres?*, Edinburgh: Pearson Education, 1998.

Peakman, Julie, *Lascivious Bodies; a Sexual History of the Eighteenth Century*,

London: Atlantic Books, 2004.

Weeks, Jeffrey, *Sex, Politics and Society; the Regulation of Sexuality since 1800*, London and New York: Longman, 1988.

Langhamer, Claire, *The English in Love; the Intimate Story of an Emotional Revolution*, Oxford: Oxford University Press, 2013.

Rosenthal, Laura J., *Infamous; Prostitution in Eighteenth-Century British Literature and Culture*, Ithica and London: Cornell University Press, 2006.

Politics, Parties and People

Clark, J.C.D., *English Society, 1688-1832*, Cambridge: Cambridge University Press, 1985.

Hadley, Elaine, *Living Liberalism; Practical Citizenship in Mid-Victorian Britain*, Chicago and London: University of Chicago Press, 1995.

Kusmaul, Ann. *A General View of the Rural Economy of England, 1538-1840*. New

York: Cambridge University Press, 1990.

McCrillis, Neal R., *The British Conservative Party in the Age of Universal Suffrage*. Columbus: Ohio State University Press, 1998.

Morgan, Kenneth O., *Labour in Power: 1945-1951*. Oxford: Clarendon Press, 1984.

Packer, Ian, *Liberal Government and Politics, 1905-1915*, **Basingstoke:** Palgrave Macmillan, 2006.

Pugh, Martin, *'Hurray for the Blackshirts!' Fascists and Fascism in Britain Between the Wars*, London: Pimlico, 2005.

Pugh, Martin. *The Tories and the People: 1880-1935*, Oxford: Basil Blackwell Ltd., **1985**.

Pye, Neil, *The Home Office and the Chartists 1838 - 48; Protest and Repression in the West Riding of Yorkshire*, Pontypool: Merlin Press, 2013.

Speck, W.A., *Reluctant Revolutionaries; Englishmen and the Revolution of 1688*, Oxford: Oxford University Press, 1988.

Thompson, E.P. *Whigs and Hunters*. New York: Pantheon Books, 1975.

Worley, Matthew. *Labour Inside the Gate: A History of the British Labour Party Between the Wars*. London: I.B. Tauris, 2005.

International Relations and War

McGarr, Paul M., *The Cold War in South Asia: Britain, the United States and the Indian Subcontinent, 1945 - 65*, Cambridge University Press, 2013

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

Bond, Brian, *Britain's Two World Wars against Germany: Myth, Memory and the Distortions of Hindsight*. Cambridge: Cambridge University Press, 2014.

Madeira, Victor, *Britannia and the Bear: The Anglo-Russian Intelligence Wars, 1917-1929*. Suffolk: Boydell & Brewer, 2014.

Mayhew, Emily, *Wounded: A New History of the Western Front in World War I*. Oxford: Oxford University Press, 2013.

Carden-Coyne, Anna, *The Politics of Wounds: Military Patients and Medical Power in the First World War*. Oxford: Oxford University Press, 2014.

Hodgson, Guy, *War Torn: Manchester, its Newspapers and the Luftwaffe's Blitz of 1940*. Chester: University of Chester Press, 2015.

Addison, Paul, *Now the War is Over: A Social History of Britain, 1945-51*, London: British Broadcasting Corporation, 1985.

Bostridge, Mark, *The Fateful Year; England 1914*, Viking: London, 2014.

Ceadel, Martin, *Pacifism in Britain, 1914-1945: The Defining of a Faith*. Oxford: Clarendon Press, 1980.

Pugh, Martin, *'Hurray for the Blackshirts!'; Fascists and Fascism in Britain Between the Wars*, London: Pimlico, 2006.

Fussell, Paul, *The Great War and Modern Memory*, Oxford: Oxford University Press, 1975.

Neville, Peter, *Hitler and Appeasement; the British Attempt to Prevent the Second World War*, London: Hambledon Continuum Book, 2007.

Addison, Paul, *Churchill the Unexpected Hero*, Oxford: Oxford University Press, 2005.

Hochschild, Adam, *To End All Wars; How the First World War Divided Britain*, London: Macmillan, 2011.

The Empire and the World

Bell, Duncan, *The Idea of Greater Britain; Empire and the Future of World Order, 1860 – 1900*, Princeton University Press, 2007

Carey, Hilary, *God's Empire*, Cambridge: Cambridge University Press, 2011.

Barczewski, Stephanie, *Heroic Failure and the British*, New Haven and London: Yale University Press, 2016.

Burton, Antoinette, *The Trouble with Empire*, Oxford: Oxford University Press, 2015.

Eamon, Michael, *Imprinting Britain; Newspapers, Sociability, and the Shaping of British North America*, Montreal and Kingston: McGill-Queen's University Press, 2015.

Dalrymple, William, *The Last Mughal; the Fall of a Dynasty, Delhi 1857*, New York: Vintage Books, 2007.

Shinsuke Satsuma. *Britain and Colonial Maritime War in the Early Eighteenth Century: Silver, Seapower and the Atlantic*. Woodbridge: [Boydell Press](#), 2013.

Friedman, Isaiah, *British Miscalculations: The Rise of Muslim Nationalism, 1918–1925*. New Brunswick: Transaction Publishers, 2012.

Belich, James, *Replenishing the Earth; the Settler Revolution and the Rise of the Anglo-World, 1783 – 1939*, Oxford: Oxford University Press, 2009.

Burton, Antoinette. *Burdens of history: British feminists, Indian Women, and Imperial Culture, 1865-1915*. Chapel Hill: University of North Carolina Press, 1994.

Catherwood, Christopher, *Churchill's Folly: How Winston Churchill Created Modern Iraq*, New York: Carroll and Graf Publishers, 2004.

Colley, Linda, *Captives*, New York: Pantheon Books, 2002.

Field, Laurie, *The Forgotten War; Australia and the Boer War*, Melbourne: Melbourne University Press, 1979.

Flavell, Julie, *When London was Capital of America*, New Haven and London: Yale University Press, 2010.

Hall, Catherine. *Civilising Subjects: Colony and Metropole in the English Imagination, 1830-1867*, Chicago: University of Chicago Press, 2002.

Huggins, Mike, *The Victorians and Sport*, London and New York: Hambledon and London, 2004.

Porter, Bernard, *Absent-Minded Imperialists: Empire, Society, and Culture in Britain*, Oxford: Oxford University Press, 2004.

Said, Edward, *Culture and Imperialism*, New York: Vintage Books, 1994.

Semmel, Bernard, *Imperialism and Social Reform: English Social-Imperial Thought, 1895-1914*, Cambridge: Harvard University Press, 1960.

Koditschek, Theodore, *Liberalism, Imperialism, and the Historical Imagination*, Cambridge: Cambridge University Press, 2011.

Gould, *The Persistence of Empire; British Political Culture in the Age of the American Revolution*, Chapel Hill and London: University of North Carolina Press, 2000.

National Sentiment

Colley, Linda, *Britons: Forging the Nation, 1707-1837*, New Haven: Yale University Press, 1992.

Hunt, Tamara L, *Defining John Bull: Political Caricature and National Identity in Late Georgian England*, London: Ashgate, 2003.

Morris, Marilyn, *The British Monarchy and the French Revolution*. London: Yale University Press, 1998.

Jonathan Rose. *The intellectual life of the British Working Classes*, New Haven: Yale University Press, 2001.

Hilton, Boyd, *A Mad, Bad, & Dangerous People? England 1783 – 1846*, Oxford: Clarendon Press, 2006.

Winder, Robert, *Bloody Foreigners; the Story of Immigration to Britain*, London: Abacus, 2004.

Religion

Hempton, David, *Methodism and Politics in British Society, 1750-1850*. London: Hutchinson, 1984.

Kent, John, *Wesley and the Wesleys: Religion in Eighteenth-Century Britain*, Cambridge: Cambridge University Press, 2002.

Strong, Rowan, *Anglicanism and the British Empire*, Oxford: Oxford University Press, 2007.

McLeod, Hugh, *Religion and Society in England, 1850 – 1914*, London: Macmillan, 2006.

Law

Gatrell, V.A.C, *The Hanging Tree; Execution and the English People*, New York: Oxford University Press, 1994.

King, Peter, *Crime, Justice, and Discretion in England, 1740-1820*, Oxford: Oxford University Press, 2000.

King, Peter, *Crime and Law in England, 1750 – 1840*, Cambridge: Cambridge University Press, 2006.

Rogers, Nicholas, *Mayhem; Post-War Crime and Violence in Britain, 1748/53*, New Haven and London: Yale University Press, 2012

Thompson, E.P. *Whigs and Hunters*, New York: Pantheon Books, 1975.

Culture

Ward, Richard B., *Print Culture, Crime and Justice in 18th-Century London*, London: Bloomsbury, 2016.

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

Langford, Paul, *Englishness Identified; Manners and Character, 1650 – 1850*, Oxford: Oxford University Press, 2000.

Brewer, John, *The Pleasures of the Imagination; English Culture in the Eighteenth Century*, Chicago: University of Chicago Press, 1997.

Trentman, Frank, *Free Trade Nation*, Oxford: Oxford University Press, 2008.

Vickery, Amanda, *Behind Closed Doors; at Home in Georgian England*, New Haven & London: Yale University Press, 2009.

Pugh, Martin, *We Danced All Night; a Social History of Britain Between the Wars*, London: Vintage Books, 2009.

Hennessy, Peter, *Having it so Good; Britain in the Fifties*, London: Penguin Books, 2007.

Winder, Robert, *Bloody Foreigners; the Story of Immigration to Britain*, London: Abacus, 2009.

Flanders, Judith, *The Invention of Murder; How the Victorians Reveled in Death and Detection and Created Modern Crime*, London: Harper Press, 2011.

Berry, Christopher J., *The Idea of Luxury; a Conceptual and Historical Investigation*, Cambridge: Cambridge University Press, 1994.

Berg, Maxime, *Luxury and Pleasure; in Eighteenth Century Britain*, Oxford: Oxford University Press, 2005.

Robert Shoemaker with Tim Hitchcock) *London Lives: Poverty, Crime and the Making of a Modern City, 1690-1800* (Cambridge University Press, 2015)

Intellectual Life

Meadows, Arthur Jack, *The Victorian Scientist: The Growth of a Profession or*
Romano, Terrie M. *Making Medicine Scientific: John Burdon Sanderson and the Culture of Victorian Science*.

Feske, Victor, *From Bellog to Churchill; Private Scholars, Public Culture and the Crisis of British Liberalism, 1900 – 1939*, Chapel Hill and London: University of North Carolina Press, 1996.

Paterson, John, *Edwardians; London Life and Letters, 1901 – 1914*, Chicago: Ivan R. Dee, 1996.

Porter, Roy, *Enlightenment; Britain and the Creation of the Modern World*, London: Penguin, 2000.

Collini, Stefan, *Absent Minds; Intellectuals in Britain*, Oxford: Oxford University Press, 2006.

Romano, Terrie M., *Making Medicine Scientific: John Burdon Sanderson and the Culture of Victorian Science*, Baltimore: The Johns Hopkins University Press, 2002.

Meadows, Jack, *The Victorian Scientist; the Growth of a Profession*, London: British Library, 2010.

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

Doctoring in Eighteenth-Century England, Berkeley: University of California Press, 2001.

Hamlin, Christopher. *Public Health and Social Justice in the Age of Chadwick: Britain*

1800-1854, Cambridge: Cambridge University Press, 1998.

Economic

Trentmann, Frank, *Free Trade Nation*, Oxford: Oxford University Press, 2008.

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

Allen, Robert C., *The British Industrial Revolution in Global Perspective*, Cambridge: University of Cambridge Press, 2009.

Wrigley, E.A. *Energy and the English Industrial Revolution*, Cambridge: Cambridge University Press, 2010.

Weightman, Gavin, *Children of Light: how Electricity Changed Britain Forever*, London: Atlantic Books, 2011.

Humphries, Jane, *Childhood and Child Labour in the British Industrial Revolution*, Cambridge: Cambridge University Press, 2010.

Osborne, Robert, *Iron, Steam and Money; the Making of the Industrial Revolution*, London: The Bodley Head, 2003.

Steedman, Carolyn, *Labours Lost; Domestic Service and the Making of Modern England*, Cambridge: Cambridge University Press, 2009.

“Great” People

Kent, Susan Kingsley, *Sex and Suffrage in Britain, 1860-1914*. Princeton: New Jersey: Princeton University Press, 1987.

Pugh, Martin, *The Pankhursts, The History of One Radical Family*, Vintage Books, 2008.

Davenport-Hines, Richard, *Universal Man: The Lives of John Maynard Keynes*.

New York: Basic Books, 2015

Addison, Paul, *Churchill the Unexpected Hero*, Oxford: Oxford University Press, 2005.

Aldous, Richard, *The Lion and the Unicorn; Gladstone and Disraeli*, Pimlico: London, 2007.

Roskill, Stephen, *Churchill and the Admirals*, Barnsley: Pen and Sword Military Classics: 1977.

Aldous, Richard, *The Lion and the Unicorn: Gladstone and Disraeli*, London: Pimlico, 2007.

Penn, Geoffrey, *Fisher, Churchill and The Dardanelles*, Barnsley, South Yorkshire: Leo Cooper 1999.

Catherwood, Christopher. *Churchill's Folly: How Winston Churchill Created Modern*

Iraq, New York: Carroll and Graf Publishers, 2004.

Romano, Terrie M., *Making Medicine Scientific: John Burdon Sanderson and the Culture of Victorian Science*, Baltimore: The Johns Hopkins University Press, 2002.

Meadows, Jack, *The Victorian Scientist; the Growth of a Profession*, London: British Library, 2010.

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

Doctoring in Eighteenth-Century England, Berkeley: University of California Press, 2001.

Hamlin, Christopher. *Public Health and Social Justice in the Age of Chadwick: Britain*

1800-1854, Cambridge: Cambridge University Press, 1998.

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.

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

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

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