Instructor: Dr. Warren Elofson  
Email: Elofson@ucalgary.ca  
Office Hours and Method: In Person Tuesday 3:00 – 5:45 pm.  
Email: anytime (response may not be immediate).  
Course Delivery: In Person  
Class Times: Thursdays, 3:00 – 5:45 pm.  
Room: SS 623.

Description
This course is concerned with the social history of modern Britain. We will be particularly interested in significant socio-economic developments in the eighteenth and nineteenth centuries that set the stage for the acceptance (or rejection) of plutocratic middle-class values in the twentieth century. You will present one book assessment, a research paper, and a critique of a classmate’s research paper in class. You will also prepare for and participate in our weekly discussions related to the presentations and submit an annotated bibliography of all the books assessed in class.

Learning Outcomes:  
By the end of the course, successful students will be able to:  
1. Display an advanced comprehension of issues related to the history of Modern Britain.  
2. Critically assess some major scholarly works in the field as well as their colleagues’ writings.  
3. Do, write up and present original research.
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](https://newspaperarchive.com/login)

Hansard Parliamentary Debates
[https://hansard.parliament.uk/login](https://hansard.parliament.uk/login)

Assessment: Further details relative to assignments will be provided in class.

Participation – 20%

Book assessment – 20%
The book assessment will be presented orally and then in writing (online). It should clearly state the author’s thesis or purpose in writing and provide a thorough discussion of the book’s analytical contribution. It should also offer your opinion of the degree to which the author succeeds in achieving their purpose.

Book assessments are usually 6 - 8 pages (double spaced) in length. Quality book assessments written by previous students will be posted on the D2L.

Annotated Bibliography – 10 %
This should be a paragraph or two on each book presented in class illustrating the author’s central argument and briefly discussing their academic contribution.

Research Paper – 40%
The research paper will be presented both orally and in writing (online). It should be 10 to 15 pages (double spaced) in length. It should be based on both primary and secondary research sources. For primary sources you are encouraged to use the online newspapers (newspaperarchive.com) and Hansard Parliamentary Debates ([https://hansard.parliament.uk/login](https://hansard.parliament.uk/login)).
Quality research papers written by previous students will be placed on the D2L.

Critique of Research Paper – 10%
You will give an oral critique of one of your colleague’s papers following presentation.

Written assignments will be assessed based on completeness, depth of analysis and writing style (clarity and fluency).

Failure to complete any of the assignments will result in an F grade for the course.

**Technology Requirements**
There is a D2L site for this course that contains required readings and other relevant class resources and materials.
Students in this course will need a computer, tablet, or phone with reliable internet access.

**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**

To be determined at the first meeting.

The book assessments will be presented during the *first* five or six meetings and the research papers will be presented in the *last* five or six meetings. The assessments will conform to the debates outlined below. Please go over the debates **before our first class** and pick out books that interest you so that we...
can set up the schedule of presentations at that time.

**History 517 Debates – Winter Term 2021**

7. Has the separate spheres argument been overdone in British history? Tosh, John, *A Man’s Place Masculinity and the Middle-Class Home in Victorian England* vs Sutherland, Gillian, *In Search of the New Woman; Middle-Class Women and Work in Britain 1870 – 1914*


14. Appeasement, a stroke of genius or tragic mistake, Faber, David, *Munich 1938* vs. Neville, Peter, *Appeasing Hitler?*


25. Folk culture between the great wars. Saler, Michael T., *Avant Guard Inter-war England* vs. Pugh, Martin, *We Danced All Night; a*
Social History of Britain Between the Wars.
32. The British Empire, propagated by settlement or food. Belich, James, *Replenishing the Earth; the Settler Revolution and the Rise of the Anglo-World, 1783 – 1939* vs Collingham, Lizzie, *The Hungry Empire, How Britain’s Quest for Food Shaped the Modern World*.


**Modern Britain Reading List. For Students’ Who Wish to Develop a Compendium**

**Middle Class:**


**Working People:**


Bundock, Michael, *The Fortunes of Francis Barber; the True Story of the*

**Aristocracy:**

Horn, Pamela, *Country House; the Private Lives of England’s Upper Class after*

Prisons, Punishment & Madness:


Credit, Finance and Commerce:

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
Clark, Linda L. Women and Achievement in Nineteenth-Century Europe
G. Nair and E. Gordon, Public Lives: women, family, and society in Victorian Britain
Hall, Catherine, White, Male and Middle Class, New York: Wiley, 1992.
Weeks, Jeffrey, Sex, Politics and Society; the Regulation of Sexuality since 1800,

**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:**


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

**The Empire and the World:**

Gould, *The Persistence of Empire; British Political Culture in the Age of the*

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:**

Feske, Victor, *From Bellog to Churchill; Private Scholars, Public Culture and the

Economic:

Barker, Hannah, Family and Business during the Industrial Revolution, Oxford University Press, 2017
“Great” People:


Environment:

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>
Undergraduate 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 timetable. 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 Arts’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