HTST 517 S01
Social and Political History of Modern Britain
Fall 2022

Time: Tuesday 2:00 – 4:45 pm.
Class Room: SA123
Course Delivery: In person

Instructor: Warren Elofson
Email: elofson@ucalgary.ca (Email anytime; Response may not be immediate.)
Office Hours and Location/Method: Tuesday 1:00 – 2:00, SS636, in Person, Zoom or email (elofson@ucalgary.ca).

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.

Reading Material

There are no assigned textbooks in this course.

“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

British Library Newspapers (Taylor Family Library)

Hansard Parliamentary Debates  
https://hansard.parliament.uk/login

Assessment

<table>
<thead>
<tr>
<th>Method</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Book assessment</td>
<td>TBD</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Biography</td>
<td>7 Dec. 2022</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>TBD</td>
<td>40%</td>
</tr>
<tr>
<td>Critique of Research Paper</td>
<td>TBD</td>
<td>10%</td>
</tr>
</tbody>
</table>

There is no registrar-scheduled final exam.

Grading Policies

All assignments will be assessed a letter grade. See below for numerical/grade comparison and GPA.

Details on Methods of Assessment

Further details relative to assignments will be provided in class.

Participation – 20%
Students are judged according to their ability (and willingness) to get involved in our frequent class discussions.

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 and sources. It should also offer your opinion of the degree to which the author succeeds in achieving their purpose. You will choose your book from the attached list. Further explanation will be provided in class.

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/or the British Library newspapers through the University of Calgary Library) and Hansard Parliamentary Debates (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 research paper 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.

Learning Technologies Requirements
Some course materials are delivered through D2L. Students will need access to a computer, tablet or other devise and reliable internet. To attend office hours remotely, students will also need a microphone.

Inclusiveness, Accommodation, Privacy, and 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.

2. Aristocratic Influence on industry and commerce.
Wiener, Martin, English Culture and the Decline of the Industrial Spirit vs. Cannon, John


6. Heroes of the suffrage movement – the Suffragettes or the Suffragists. Kent, Susan Kingsley, Sex and Suffrage in Britain, 1860-1914 vs. Pugh Martin. The March of the Women: A Revisionist Analysis of the Campaign for Women’s Suffrage, 1866-1914 or Holton, Sandra Stanley, Feminism and Democracy: Women’s Suffrage and Reform Politics in Britain, 1900-1918.

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 or Clark, Linda L. Women and Achievement in Nineteenth-Century Europe or G. Nair and E. Gordon, Public Lives: women, family, and society in Victorian Britain.


13. Violence and murder in nineteenth century Britain – a common threat or figment of middle-class imagination. Flanders, Judith, The Invention of Murder vs Walkowitz, Judith R., City of
**Dreadful Delight.**

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 Jamaican Slave Who*

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*
Holton, Sandra Stanley, *Feminism and Democracy; Women’s Suffrage and Reform; Politics in...

Politics, Parties and People:

International Relations and War:


The Empire and the World:


Shinsuke Satsuma. *Britain and Colonial Maritime War in the Early Eighteenth Century: Silver,
Flavell, Julie, When London was Capital of America, New Haven and London: Yale University Press, 2010.

National Sentiment:


Religion:

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

**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:**


**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>

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 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 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 U of C Student Academic Misconduct Policy and Procedure 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**

*Fall 2021 (in-person)*