



Department of History

HTST 488
Great Britain as a Great Power, 1690 - 1970
Summer 2022

Instructor: Mr. Quentin Holbert

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Office Hours: MW, 1:00pm – 2:00pm or by appointment

Office Hours Location: Social Sciences 607

Classroom Location, Days and Times: Earth Sciences 054, MW 9:00am – 11:45am

Course Delivery: In-Person

Description

In the mid seventeenth century, England was a middling player in the European and Atlantic worlds; By the 1920s, Great Britain stood as a powerful, seemingly omnipresent empire. Yet by the early 1980s, only echoes of *Pax Britannica* remained. This course will explore the emergence of Great Britain as a world power and highlight its many developments from 1690 up to Margaret Thatcher's tenure as Prime Minister (1979-1990). We will explore how Great Britain used a combination of military, diplomatic, and economic means to possess, project, and exercise its power around the world. We will also challenge assumptions about British hegemony and explore just how tenuous and fragile British control truly was.

Course Readings

This course does not have any required texts for purchase. All required readings are available through D2L via Leganto for free. Readings are listed in the schedule below.

Learning Outcomes (LO)

1. Demonstrate understanding of major events and themes in modern British history.
2. Foster communication skills with peers.
3. Summarize and analyze major arguments in academic writing.
4. Create and sustain evidence-based arguments.
5. Develop academic writing and citation skills.

Assessment

Method	Due Date (if Applicable)	Weight	LO
Quizzes	Most Wednesdays	10%	1
Participation	Every Class	20%	2, 3, 4
Article Review	July 11 th @ 5:00pm	20%	3, 5
Research Proposal	July 20 th @ 5:00pm	10%	2, 4, 5
Research Paper	August 12 th @ 5:00pm	40%	1, 3, 4, 5

Grading Policies

All grades provided as a percentage value alongside the associated letter grade. I am happy to provide further feedback on your work after you read the initial comments. Students must wait 24 hours after receiving a grade before contacting the instructor about grades; I will not read or respond to any emails sent within this 24-hour window.

All assignments, unless otherwise indicated, must be submitted to D2L via the dropbox as a .pdf file before 5:00pm on their respective due dates. Each assignment's rubric will be listed on D2L.

A penalty of 10% per day (including weekends) will be applied to all late assignments. Students are encouraged to contact the instructor regarding concerns surrounding assessment deadlines *before* the due date, and extensions are negotiable. It is the student's responsibility to verify that the uploaded file works and is visible in D2L's preview feature. Files that cannot be opened are treated as late submissions. The last file submitted before the due date will be the one graded. Email responses will not be graded.

Details on Methods of Assessment

Quizzes (10%)

Throughout the semester, there will be a brief reading quiz that covers major points about assigned readings and material covered recently in class. Each quiz will typically comprise of 10-15 multiple choices, true/false, or short answer-questions. Any material covered in class is fair game. Students are also expected to know the basic arguments that the author(s) make and general information about the article's contents. The answers to the quizzes will be given out in-class immediately after all quizzes are collected. Please take note of these answers, as the quizzes will not be returned. There will be 6 quizzes, of which the 2 lowest grades are automatically dropped. There will be no make-ups for missed quizzes.

Participation (20%)

Historians develop their thinking through dialogue with peers. During each class, students will form groups of 3-4 people, collaborate on in-class work and participate in larger discussions. These may include analyzing primary sources, comparing articles, answering question prompts, and workshopping the main term paper. Students may miss up to two classes without penalty.

Article Review (20%)

All scholarship is built upon predecessors' work, and it is important to understand how and why they approached their research the way they did before engaging in your own. For this assignment, you will select one of the provided academic articles (listed on D2L) and write a review approximately 600-800 words long. It is highly recommended, although not required, to choose an article that you can incorporate into your larger research paper later in the term.

Professional historians regularly review each others' work, but there are a few common traits across reviews. They must contain an accurate summary of the article or book's content, clearly identify the author's main argument, some commentary about the author's methodology, and an assessment of whether they successfully addressed their research question. An article review is NOT an assessment of what *could* have been, but rather of how effective what the author *intended* is.

Research Proposal (10%)

In both academia and industry, it is often necessary to write a proposal before undertaking a major project. You will write a research proposal that must contain the following:

1. **Topic or Title:** A short title that accurately reflects the paper's topic.
2. **Research Question:** In approximately 250 to 300 words, summarize what the paper is about, a tentative argument for the paper, the type of primary sources you will consult and how you intend to use them.
3. **Preliminary Bibliography:** There must be a list of at least five relevant academic sources that will be used in the final paper. Academic sources include scholarly books, book chapters, and/or peer-reviewed articles. Reference works like encyclopedias, and book reviews must not be used. This bibliography must use Chicago Manual of Style. You may use the article you reviewed previously as one of the sources, if it is relevant.

Research Paper (40%)

Students will write a research paper of approximately 2000 ± 200 words. Footnotes are included in the wordcount, but the title page and bibliography are not. This paper topic should be an evolution of the ideas presented in the research proposal. To achieve full marks, students must make and sustain a central argument, which they support with appropriate evidence. Students must use at least 8 scholarly sources and meaningfully incorporate at least 2 primary sources.

Note: Failure to incorporate feedback from the research proposal may result in additional lost marks.

Academic Integrity Statement

While we will workshop ideas during class and you are encouraged to incorporate feedback from your peers, students are expected to submit their original work for each assignment. Any outside sources like academic articles or books must be cited. Use of third-party services including, but not limited to, hired freelancers, 'study' services, and online forums, are strictly forbidden.

Learning Technologies 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 reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; office software; and 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 a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible, or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun than the Registrar uses, please contact the instructor by email or during office hours.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

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.

All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

The full list of required readings is listed on D2L. Readings are to be completed before each class. They are intended to supplement discussion and activities during class.

Date	Topics	Readings	Notes
June 27 th	Course Introduction		
June 29 th	The Glorious Revolution, Politics, and Religion	Cox, Gary W	
July 4 th	The Fiscal Military State: Domestic and Foreign Impacts	Harling, Philip, and Peter Mandler	Quiz #1
July 6 th	An Era of Revolutions Part 1: Political Upheavals	Pettinito, Johnathan M.	
July 11 th	An Era of Revolutions Part 2: The Industrial Revolution	Allen, Robert.	Quiz #2 Article Review Due at 5:00pm
July 13 th	The Victorian Era: Science, Culture, and Political ideas	Reed, Charles V.	
July 18 th	Colonization of Africa and Contemporary Imperialism	English, Jim	Quiz #3
July 20 th	The First World War and its aftermath in a Global Perspective	McCarthy, Helen	Research Proposal Due at 5:00pm
July 25 th	Interwar Crises and Resistance	Elkins, Caroline	
July 27 th	Second World War and the World Empire	Gluckstein, Donny	Quiz #4
August 1 st	No Class		
August 3 rd	Decolonization and Shifting Power	Lawal, Olakunle A.	Quiz #5
August 8 th	Cold War Conflicts and Social Movements	Peden, G. C.	
August 10 th	Course Conclusion: 1970s and 1980s	Jackson, Ben	Quiz #6

Final term paper is due on August 12th at 5:00pm.

There is no registrar-scheduled final exam.

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

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

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 and gender-based 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

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