



Department of History

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,”

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

newspaperarchive.com
<https://newspaperarchive.com/login>

British Library Newspapers (Taylor Family Library)

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

Assessment

Method	Due Date	Weight
Participation	Ongoing	20%
Book assessment	TBD	20%
Annotated Biography	7 Dec. 2022	10%
Research paper	TBD	40%
Critique of Research Paper	TBD	10%

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 device 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.

History 517 Debates – Fall 2021

1. Winston Churchill – Great Man? – Catherwood, Christopher, *Churchill's Foley* vs. Roskill, Stephen, *Churchill and the Admirals*
2. Aristocratic Influence on industry and commerce. Wiener, Martin, *English Culture and the Decline of the Industrial Spirit* vs. Cannon, John Ashton, *Aristocratic Century: the peerage of eighteenth-century England*.
3. Conservatives or Labour, the party of the people in the twentieth century. Pugh, Martin, *The Tories and the People: 1880-1935* vs. Morgan, Kenneth O., *Labour in Power, 1945 – 1951* or Worley, Matthew, *Labour Inside the Gate: A History of the British Labour Party between the Wars*.
4. Working class or working people. – Joyce, Patrick. *Visions of the people: industrial England and the question of class, 1848-1914* or vs. Thompson, E. P. *The Making of the English Working Class*.
5. Women: victims or benefactors of the industrial revolution. Hill, Bridget, *Women, work & sexual politics in eighteenth-century England*. Pinchbeck, Ivy, *Women Workers & the Industrial Revolution, 1750-1850*.
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*.
8. The Law, the shibboleth of upper-class power or voice of the people. Ignatieff, Michael. *A Just Measure of Pain: The penitentiary in the Industrial Revolution, 1750-1850* or Thompson, E.P., *Whigs and Hunters*, vs. King, Peter, *Crime, Justice, and Discretion in England, 1740-1820* or King, Peter, *Crime and Law in England, 1750 - 1840*.
9. The Middle Class – a socio-economic phenomenon or figment of the imagination. Earle, P. *Making of the English Middle Class: business, society, and family life in London, 1660-1730* vs. Wahrman, Dror, *Imagining the Middle Class*.
10. The eighteenth century **principally** an aristocratic or a middle-class century. McKibbin, Ross, *Classes and Cultures: England 1918 -1951* vs. Berg, Maxine, *Luxury and Pleasure*.
11. Imperialism – woven into the fibre of the British psyche or an enigma. Colley, Linda, *Captives* vs. Porter, Bernard, *Absent Minded Imperialists*.
12. Imperialism, a preserved tradition or vehicle of change, Said, Edward, *Culture and Imperialism Carter* vs. Koditschek, Theodore, *Liberalism, Imperialism, and the Historical Imagination* or Semmel, Bernard, *Imperialism and Social Reform: English Social-Imperial Thought, or Gould, Eliga H., The Persistence of Empire; British Political Culture in the Age of the American Revolution.*John
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?*

15. The inevitability of WWI? Bostridge, Mark, *That Fateful Year* vs Weber, Thomas, *Our Friend "The Enemy"*

16. Impact of war on British popular culture. John Brewer, *The Sinews of Power* vs. A.D. Harvey, *Collison of Empires in three world wars, 1793 – 1945.*

17. Print media forming the Nation or the Empire.

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* vs. Michael Eamon, *Imprinting Britain; Newspapers, Sociability, and the Shaping of British North America.*

18. Britons' image of self. Langford, Paul, *Englishness Identified; Manners and Character, 1650 – 1850* vs. Linda Colley, *Britons Forging the Nation, 1707 – 1837*

19. What drove Anglo world dominance? Belich, James, *Replenishing the Earth; the Settler Revolution and the Rise of the Anglo World* vs. Wrigley, E.A., *Energy and the English Industrial Revolution* or Allen, Robert C., *The British Industrial Revolution in Global Perspective.*

20. Attitudes towards the poor in industrial England, empathetic, indifferent or cruel. Finn, Margot, *The Character of Credit. Personal Debt in English Culture, 1740–1914* vs Rule, John, *The Labouring Classes in Early Industrial England, 1750 – 1850.*

21. Scientific progress, great men, great infrastructure or both: Porter, Roy, *Enlightenment Britain and the Creation of the Modern World* vs. 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.*

22. Sex for business, sex for sex, Rosenthal, Laura J., *Infamous Commerce; Prostitution in Eighteenth-Century British Literature and Culture* vs Peakman, Julie, *Lascivious Bodies.*

23. Maintaining business in the early to modern era; grand principals or daily grind. Barker, Hannah, *Family and Business during the Industrial Revolution* vs Trentmann, Frank, *Free Trade Nation.*

24. Proficient protest or reactionary suppression in nineteenth century Britain. Griffin, Carl J., *The Rural War; Captain Swing and the Politics of Protest* vs. Pye, Neil, *The Home Office and the Chartists, 1838 – 48.*

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.*

26. Evolution of the modern bureaucratic state: reacting to crime and poverty or cultural definitions of entitlement. Hitchcock, Tim and Robert Shoemaker, *London Lives; Poverty, Crime and the Making of a Modern City, 1690 – 1800* vs. Lee, Lynn Hollen, *The Solidarities of Strangers; the English Poor Laws and the People, 1700 – 1948.*

27. The print media and the people in early modern England. Rose, Jonathan, *The Intellectual Life of the British Working Classes* vs Ward, Richard M., *Print Culture, Crime and Justice in 18th-Century London.*

28. Poorly acknowledged base elements in the emergence of Modern British society. Humphries, Jane, *Childhood and Child Labour in the British Industrial Revolution* vs. Steedman, Carolyn, *Labours Lost, Domestic Service and the Making of Modern England.*

29. Labour and life in the countryside. Neeson, J.M., *Commoners: Common Right, Enclosure and Social Change in England, 1700 – 1820* vs Reay, Berry, *Rural England.*

30. Breaking the mold in British history. Ceadel, Martin, *Pacifism in Britain, 1914-1945: The Defining of a Faith* vs Bradley, James E., *Religion, Revolution and English Radicalism*.
- 31 Britain and the cold war. McGarr, Paul M., *The Cold War in South Asia: Britain, the United States and the Indian Subcontinent, 1945 – 65* vs. Phillips, Timothy, *The Secret Twentie, British Intelligence, the Russians and the Jazz Age*
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*.
33. Horse culture in the early modern and modern periods, change or no change. Edwards, Peter, *Horses and Man in Early Modern England* vs Derry, Margaret, *Horses in Society, a Story of Animal Breeding and Marketing Culture, 1800 – 1920*.
34. Pollution. Victorian period vs. Early Modern period.
Jackson, Lee, *Dirty Old London, the Victorian Fight Against Filth* vs Cavert, William, *The Smoke of London, Energy and Environment in the Early Modern City*.
36. Nationalism, real or imagined. Hunt, Tamara L, *Defining John Bull: Political Caricature and National Identity in Late Georgian England* vs Morris, Marilyn, *The British Monarchy and the French Revolution*

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

Middle Class:

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

Kussmaul, 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 Wesleyans: 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, 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.

Environment:

- Jackson, Lee, *Dirty Old London: the Victorian Fight Against Filth*, New Haven: Yale University Press, 2014.
- Cavert, William M., *The Smoke of London, Energy and Environment in the Early Modern City*, Cambridge: Cambridge University Press, 2016

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 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)