



## Department of History

**HTST 593.02**  
**Post-War Britain, 1945-1990**  
Fall, 2020

**Instructor:** Dr. Glenn R. Wilkinson

**Email:** grwilkin@ucalgary.ca

**Office Hours and Method:** W 11.30am-12.30pm online

**Course Delivery:** Online

**Originally Scheduled Class Times:** W 2-4.45pm

**Synchronous Class Times:** W 2-4.45pm

### Description

This course will examine the History of Britain in the post-war period primarily from a cultural and social perspective, though other forms of historical inquiry will be utilized, such as politics, economics, diplomacy, and conflict. The course will look at the myths of the period and the contradictions and balances between optimism and decline, nationalism and imperialism, race, class, and gender, Greater and Little Britain, Empire and Europe, the welfare state and Thatcherism, and the influence of wars, both 'hot' and 'cold'. The course, like the main text, will look thematically at the period and, like all histories, look to continuities and changes.

### Learning Outcomes

The objectives of this course include: the understanding of changing paradigms and worldviews; the development of critical thinking; the writing of research papers and fostering the ability to understand the purpose and importance of historical enquiry, and the practice of speaking about ideas as detached from personalities and, as far as can be established, free inquiry (both these being the essence of any seminar). The main goal is to see that the past can be seen in diverse and creative ways, and to analyze the way in which national histories and identities can be understood and examined.

### Required Texts

Addison, Paul, and Harriet. Jones. *A Companion to Contemporary Britain, 1939-2000.*

Blackwell Companions to British History. Malden, MA: Blackwell, 2005. (E-book available on the library website)

Weekly Readings

## Assessment

Assessment Method	Weight	Due Date
<p><b>Paper Proposal and Outline</b>            Students will be asked to write an essay proposal with a thesis statement and an outline of what it is they wish to research for their final term paper. This assignment is designed to encourage students to begin the process of research for their term paper, but it is not a contract, as your topic may change. It can also be used as a starting point for their paper presentation to the seminar. Submitted to the digital dropbox on D2L.</p>	10%	September 30
<p><b>Seminar Leadership</b>            Students will lead 2 seminar discussions based on one of the readings assigned for the week. These presentations are meant to foster discussions in the seminar related to thematic and methodological issues related to the course topic and themes. These are designed to encourage and open up discussion and debate in the seminar. They will be no more than 5-10 minutes in duration and students will do two during the course of the semester. These presentations will be also written up and handed in to the digital dropbox on D2L <i>before</i> the class. Students are encouraged to look beyond the readings for the week and to find more context for their analyses and to distribute supplementary readings (a brief article or two) the week before class to round out the analysis or provide background. Your grade will be based on both the in-class leadership and the written component. We will work on a schedule during the first class and a roster will be posted on D2L. Students may be given the opportunity to</p>	15% (3 x 5% each)	Varies
<p><b>Paper Presentation</b>            Students will present their ideas and paper themes to the class. The class will provide critical and useful suggestions to help their participation grade. These presentations will be 10-15 minutes in duration with 15-20 minutes of questions and comments from the class.</p>	10%	Last 3 Weeks of the Course
<p><b>Term Paper</b>            Students will be asked to write a term paper on any subject relating to the course topic and themes. This can follow the direction of the outline and bibliography but that is not</p>	45%	December 7

required. Your essay must contain primary documents and demonstrate historical use of those documents. It will be 20-25 pages of text in length and should be based upon standard margins, Times New Roman 12pt. font.		
<b>Participation</b> Students are expected to actively engage with the material, their colleagues, and to present their own ideas on the readings and the ideas raised in the seminar. This means that just showing up is not enough to garner full marks.	20%	Weekly

### **Late Submissions Policy**

Written assignments are to be uploaded to the digital dropbox on D2L, where they will be graded and returned to students. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late. Seminar leadership and presentations will be help synchronously online during the regularly scheduled seminar. All assignments and oral presentations must be completed, or a course grade of F may be assigned at the discretion of the instructor.

### **On-Line Instruction Statement:**

Instruction in the seminar will be synchronous, held in real time via zoom found on D2L.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials and the digital dropbox to submit assignments (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

### **Guidelines for Synchronous Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video seminar, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be made, shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of

Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> .

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students are advised that they are expected to turn on their webcam for the entire seminar. If this is impossible, please contact your instructor.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### Schedule

Date	Topic & Reading	Assignments/Due Dates
<b>Week 1:</b> Sept 8-11	<b>Introductions and Paper Ideas</b>	
<b>Week 2:</b> Sept 14-18	<b>Hot/Cold War and Families</b> Addison and Jones, Chapters 1-3	
<b>Week 3:</b> Sept 21-25	<b>Cities, Class and Race</b> Addison and Jones, Chapters 4-6	
<b>Week 4:</b> Sept 28-Oct 2	<b>Sport, Youth Culture, and Sexuality</b> Addison and Jones, Chapters 7-9	<b>Paper Proposal/Outline:</b> September 30
<b>Week 5:</b> Oct 5-9	<b>Decline, Transformation, Geography</b> Addison and Jones, Chapters 10-12	
<b>Week 6:</b> Oct 13-16	<b>Consumption, Gender, Welfare</b> Addison and Jones, Chapters 13-15	
<b>Week 7:</b> Oct 19-23	<b>Education, Health, Constitution</b> Addison and Jones, Chapters 16-18	
<b>Week 8:</b> Oct 26-30	<b>Secret State, Two-Party Politics, Working Class, Social Movements</b> Addison and Jones, Chapters 19-22	

<b>Week 9:</b> Nov 2-6	<b>Civil Society, Devolution, Northern Ireland, World Economy</b> Addison and Jones, Chapters 23-26	
<b>Week 10:</b> Nov 9-13	<b>Reading Week – No Classes</b>	
<b>Week 11:</b> Nov 16-20	<b>Empire, Anglo-America, Europe, Defence</b> Addison and Jones, Chapters 27-30	
<b>Week 12:</b> Nov 23-27	<b>Paper Presentations</b>	
<b>Week 13:</b> Nov 30-Dec 4	<b>Paper Presentations</b>	
<b>Week 14:</b> Dec 7-9	<b>Paper Presentations</b>	<b>Term Paper:</b> December 7

### 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.

Percentage	Letter Grade	Grade Point Value	Description
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

*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.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see The History Student's Handbook, <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook> .

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 of Calgary Calendar*, Section K: Integrity and Conduct, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

**Academic Accommodations:**

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/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 reading 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. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**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 policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**Other Useful Information:**

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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
- Campus Security and Safewalk (220-5333)
- Department Twitter @ucalgaryhist

*Fall 2020*