

**History 721: Graduate Independent Study, Fall 2016**  
**Readings in the Modern History of Britain, c. 1850 to c. 1940**

**Dr. Stephen Heathorn**

Meeting times, once a week, TBA

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**Participation -- Reading and Discussion:**

Students in the seminar will read a variety of different books, book chapters and academic articles on a variety of themes, but concentrating on gender, politics and society, and war and culture. Core readings will be read by everyone: it is the minimum expected reading. I have also provided a recommended list for many weeks for further general context and for different perspectives. Plan to read something from this list in addition to the core. In general, it is the student's responsibility to read as much of the recommended reading as is necessary for them to debate/contextualize the main issues, themes and events covered in the required core. The recommended lists also provide a starting point for research papers. Special attention ought to be paid to the methods and approaches used by the authors, and to what sources are used and how. All students must be ready to discuss with their peers what they have read: attendance at meetings alone is not considered participation. Thus, students need to think about the key arguments presented in each reading; how those arguments are advanced or defended; and examples of the detail/evidence that is used to support each argument. 35% of the course mark is assigned to participation in meetings (that is, about 3% of your final mark per week, although clear improvement over the course of the term will be weighted into the final mark).

I have not ordered books for the bookstore. I suggest that students may wish to share books or to order them online/used to reduce costs. Not having purchased a book (or having ordered it too late to read it for class), however, does not qualify as an excuse for not doing the required reading. **Unexcused absence and coming to meetings unprepared to discuss the readings are the two cardinal sins in this course and will be penalized accordingly.** Articles on the syllabus will be found either in the Library (in hard copy) and/or on JSTOR and other online journal storage sites.

The following is also suggested for context for those with limited background in modern British history.

Stephanie Barczewski, John Elgin, Stephen Heathorn, Michael Silvestri, Michelle Tusan, *Britain Since 1688: A Nation in the World* (2015).

**Written Assignments:**

All students will write a historiographical paper, of 10-12 pages in length which discusses an issue debated by modern British historians that is related to the themes of the course and their own interests within in the period 1850 to 1940. Ideally this first paper will help prepare the context for the writing a research paper. Topics will be chosen in consultation with the instructor, and must be approved well in advance of submission. This paper should be based on the analysis of an absolute minimum of 6 different authors but should

also reference many more. The paper is worth 20% of the course mark and is due by end of day **21 October, 2016**.

Students will also write a research paper, due noon **21 December, 2016**, based predominantly on secondary sources, but primary material use is also **strongly** encouraged. Again, ideally this paper should follow-on from the first paper in some way although this is not required. Regardless, topics must be approved by the instructor well in advance of submission. The research paper should be around 20 pages of text *plus* notes and bibliography, but should in no case be longer than 30 pages in total length. Details of this assignment will be discussed in meetings. The research paper is worth 45% of the course mark.

### **Evaluation:**

Participation:	35%
Historiographical Paper:	20%
Research Paper:	45%

### **The Rules:**

Students should not be fooled by the relative informality of the meetings. I have high standards when it comes to the scholarly work that I expect in terms of the discussion and the writing for this course. Just so there are no misunderstandings, the following ought to be considered the course "rules."

All students are expected to attend and participate every week. I want to encourage a free and vigorous exchange of ideas, criticisms and opinions. To do so requires that every member of the class treat everyone else with respect and courtesy.

I expect all written assignments to be word-processed/typewritten in coherent English. Formal academic style and conventions should be used (students should not use point form; contractions; colloquialism; slang, etc.). Style and format should conform to a standard humanities guide. I suggest Kate Turbian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago 1996) or the *Chicago Manual of Style* (14<sup>th</sup> edition or later). However, take note that when citing authorities, I **insist** on end or footnotes rather than the use of internal citation systems. Ask me if you are unclear on what this means.

Assignments are due on the specified dates: unexcused or excessive lateness will be penalized at a rate of **3%** of the grade per day. I want all assignments turned-in to me *in person*, either in class or in my office. Contact me by email or phone to arrange the handing in of late work. **I DO NOT ACCEPT PAPERS TURNED INTO THE MAIN OFFICE, PUT IN THE HISTORY DROP BOX, OR SLIPPED UNDER MY DOOR.**

It is the policy of the McMaster History department that all email communication between students and instructors (including TAs) must originate from their official McMaster University email accounts. This policy protects the confidentiality and sensitivity of information and confirms the identities of both the student and instructor. **I WILL DELETE, UNREAD, MESSAGES THAT DO NOT ORIGINATE FROM McMASTER EMAIL ACCOUNTS.**

### **Academic Integrity and Dishonesty:**

Academic dishonesty consists of misrepresenting by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is **your** responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at:  
<http://www.mcmaster.ca/academicintegrity>

The following illustrate only three of the various forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Important Note:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

### **Seminar Topics and Reading List:**

**Week of 12 Sept. Introduction**  
(no reading required)

**19 Sept. The late-Victorian Social Order: the elite**

*Required Core:*

Paul Deslandes, *Oxbridge Men* (2005)

*Recommended:*

Carol Dyhouse, *No distinction of Sex? Women in British Universities, 1870-1939* (1995).

**26 Sept. The late-Victorian Social Order: the elite and the middle-classes**

*Required Core:*

Erika Rappaport, *Shopping for Pleasure* (2000)

*Recommended:*

Amy Milne-Smith, "A Flight To Domesticity? Making a Home in the Gentlemen's Clubs of London, 1880-1914," *Journal of British Studies* 45:4 (2006): 796-818.

Deborah Cohen, "Buying and Becoming: New Work on the British Middle Classes" *Historical Journal*, 46:4 (2003): 999-1004.

Lori Loeb, *Consuming Angels* (1994).

Judith Walkowitz, *City of Dreadful Delight* (1992), pp. 15-134, 191-228.

### **3 Oct. The late-Victorian Social Order: the working classes**

*Required Core:*

Marjorie Levine-Clark, *Unemployment, Welfare, and Masculine Citizenship* (2015)

**OR**

Ellen Ross, *Love and Toil* (1993)

### **10 Oct. The Gender Order in Print, c. 1850 – c. 1940**

*Required Core:*

Kelly Boyd, *Manliness and the Boy's Story Paper* (2003).

Kay Boardman, "The Ideology of Domesticity: the regulation of the household economy in Victorian women's magazines" *Victorian Periodicals Review* 33:2 (2000): 150-64.

*Recommended:*

Elizabeth Langland, *Nobody's Angels: Middle Class Women and Domestic Ideology in Victorian Culture* (1995).

### **17 Oct. no meeting – historiographical paper due this week**

### **24 Oct. Britain and the Anglo-Boer War**

*Required Core:*

G.R. Searle, *A New England? Peace and War 1886-1918* (2004), pp. 275-307.

Paula Krebs, *Gender, Race, and the Writing of Empire: Public Discourse and the Boer War* (1999)

*Recommended:*

Denis Judd and Keith Surridge, *The Boer War* (2002), pp. 221-65.

### **31 Oct. The Great War: Experience and Meaning**

*Required Core:*

Adrian Gregory, *The Last Great War* (2008).

*Recommended:*

George Robb, *British Culture and the First World War* (2002).

### **7 Nov. Men, Women, Gender and Class During the Great War**

*Required Core:*

Nicoletta Gullace, "White Feathers and Wounded Men: Female Patriotism and the Memory of the Great War," *Journal of British Studies*, 36 (1997): 178-206.

- Philippa Levine, "'Walking the Streets in a Way No Decent Woman Should': Women Police in World War I," *Journal of Modern History*, 66:1 (1994): 32-78
- Janet Watson, "Khaki Girls, VAD's, and Tommy's Sisters: Gender and Class in First World War Britain," *International Historical Review*, 19:1 (1997): 32-51.
- Susan Pedersen, "Gender, Welfare and Citizenship in Britain during the Great War" *American Historical Review*, 95:4 (1990): 983-1006.

*Recommended:*

- Ilana R. Bet-El, "Men and Soldiers: British Conscripts, Concepts of Masculinity, and the Great War" in Billie Melman, ed., *Borderlines: Genders and Identities in War and Peace, 1870-1930* (1998), pp. 73-94
- Susan Grayzel, "'The Outward and Visible Sign of Her Patriotism': Women, Uniforms and National Service during the First World War" *Twentieth-Century British History* 8 (1997): 145-64.
- Nicoletta Gullace, *'The Blood Of Our Sons': Men, Women and the Renegotiation of Citizenship During the Great War* (2002).
- Deborah Thom, *Nice Girls and Rude Girls* (2000).
- Angela Woollacott, *On Her Their Lives Depend: Munitions Workers in the Great War* (1994)

#### **14 Nov. Remembering the Great War**

*Required Core:*

- Janet Watson, *Fighting Different Wars* (2004).

*Recommended*

- Stephen Heathorn, *Haig and Kitchener in Twentieth-Century Britain: Remembrance, Representation and Appropriation* (2013).
- Jay Winter, *Remembering War: The Great War Between Memory and History in the Twentieth Century* (2006).
- Stephen Heathorn, "The Mnemonic Turn in the Cultural Historiography of the Great War," *Historical Journal* 48: 4 (2005): 1103-1124.
- Dan Todman, *The Great War: Myth and Memory* (2005)
- Paul Fussell, *The Great War and Modern Memory* (1976; 2012 ed.).
- Adrian Gregory, *The Silence of Memory: Armistice Day 1919-1946* (1994).
- Jay Winter, *Sites of Memory, Sites of Mourning* (1995).
- Samuel Hynes, *A War Imagined* (1990).

#### **21 Nov. Domesticating War in the Interwar Years**

*Required Core:*

- Susan Grayzel, *At Home and Under Fire* (2012).

*Recommended:*

- Michele Haapamaki, *The Coming of the Aerial War: Culture and the Fear of Airborne Attack in Inter-War Britain* (2014)
- Brett Holman, *The Next War in the Air* (2014).
- David Edgerton, *Warfare State: Britain, 1820-1970* (2006).
- Uri Bialer, *The Shadow of the Bomber* (1980).
- Joanna Bourke, *Fear: A Cultural History* (2005), pp. 222-254.

**The remainder of the term is devoted to your major research essay.**