**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.


**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*, 6th ed. (Chicago 1996) or the *Chicago Manual of Style* (14th 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:*  
*Recommended:*  

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

*Required Core:*  
*Recommended:*
Lori Loeb, *Consuming Angels* (1994).

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

*Required Core:*

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

*Required Core:*

*Recommended:*

17 Oct. no meeting – historiographical paper due this week

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

*Required Core:*

*Recommended:*

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

*Required Core:*

*Recommended:*

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

*Required Core:*

**Recommended:**
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.

**14 Nov. Remembering the Great War**

**Required Core:**

**Recommended**

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

**Required Core:**

**Recommended:**
Michele Haapamaki, *The Coming of the Aerial War: Culture and the Fear of Airborne Attack in Inter-War Britain* (2014)

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