Course Outline

HIST 334-A
“Social History of England 1918-Present”
Winter 2019
Dr. Jeff Wigelsworth

<table>
<thead>
<tr>
<th>Class Time: Mon/Wed 3:30 – 4:50 PM</th>
<th>Class Location: 932</th>
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</thead>
<tbody>
<tr>
<td>Office Phone: 403.343.4094</td>
<td>Office Hours:</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:jeffrey.wigelsworth@rdc.ab.ca">jeffrey.wigelsworth@rdc.ab.ca</a></td>
<td>Tues/Thurs 11:00AM -12:00PM</td>
</tr>
<tr>
<td>Credit hours: 3</td>
<td>Preferred Contact: email is best and I will reply the same day, if not sooner.</td>
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<td>Prerequisite: None</td>
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Academic Calendar Entry:
This course will examine the everyday life of the English people within the context of the modern state. The course will place special emphasis on the emergence of a consumer culture, the Welfare state, mass media, and changing class perceptions. Special attention will be placed on popular culture, the relationship to work and leisure, social legislation, political protest and Thatcherism and the New Conservatives.

Required Textbooks:
Peter Clarke, Hope and Glory: Britain 1900-2000 2nd Edition
George Orwell, George Orwell, The Road to Wigan Pier
Wade Davis, Into the Silence: The Great War, Mallory, and the Conquest of Everest.

Course Outcomes:
Describe the chronology of English history in the 20th century
Describe the impact that various wars had on the English home front
Illustrate the link between ideas and actions in English social history
Analyze the multiple perspectives in historical events.
Examine the connections between ideas, beliefs, and actions in the past.
Critically assess information and choose appropriate sources based on the assignment
Engage with primary sources
Employ critical thinking skills and challenge assumptions about past places and people
Communicate effectively a thesis and its defense

Course Topics:
See “Class Topics and Textbook Reading Schedule”

Learning Activities:
Lecture, video clips, in-class discussion of readings, question and answer reviews.
Assessments:
(For due dates see the schedule of topics at the end of the outline)

Reading Reports: 5% [5 x 1% each]
Essay on Road to Wigan Pier 30%
Essay on Into the Silence 30%
Quizzes: 35% [4 x 8.75% each]

Assignments, Quizzes, and Expectations:

Students should expect their graded work returned within approximately two weeks.

Assignments will be penalized 1/3 letter grade (i.e. B+ to B) for every day past the due date (weekends count as two days). No assignment will be accepted after 7 days past the original due date. Having said that I know that life intervenes sometimes. Should that happen, please contact me ASAP.

*Please Note: This course is paperless, meaning all assignments will be handed in via Blackboard. Assignments must be uploaded in PDF format. Instructions on file conversion will be made available. Should technological glitches prove insurmountable, it may become necessary that some assignments will be handed in on paper.

The Chicago Manual of Style is the format of citation used for all assignments in this class. Consult Rampola, A Pocket Guide to Writing in History, the guides on Blackboard and the RDC Library webpage: http://rdc.libguides.com/chicago

**Essays without citations will not be graded and given an “F”**
There will be a Chicago Citation information package and quiz on Blackboard that must be completed before the Wigan Pier submission portal will open.

Reading Reports:
Beginning the second week and continuing five times during the term students will submit a one page (double spaced) commentary on the week’s readings: were they helpful to your understanding of the period, did you learn anything new.
These Reading Reports will be submitted through Blackboard

Quizzes:
During the term, there will be four quizzes (two in each part of the course) to assess students’ retention and understanding of the course material (lecture and textbook reading) and their ability to form historical accounts based on evidence and examples. The quizzes, which should be conceived as mini-essays (including all essay elements: introduction, evidence, examples, and a conclusion), will query your understanding of the material and your ability to answer both general and broad questions about it. Quizzes will be available for a specific period of time. This will be announced in class. These will be conducted on Blackboard.
There is no final exam in this course.
**Essay on George Orwell’s *The Road to Wigan Pier***:
After reading this Orwell classic work, students will write six (6) pages (double spaced, 12pt black font) essay that addresses the following questions: what is the image of early-twentieth century poverty in England that Orwell provides in his book (what are the experiences of the poor and what is the attitude toward them) how might historians make use of Orwell’s account when they write about modern England?

*This essay is submitted through Blackboard, before class on the day it is due, unless otherwise stated.*
See the rubric for written work at the end of the outline

**Book Review of *Into the Silence***:
Historians often read and evaluate the work of other scholars. To be able to do this well is an important skill and one that this course will help to develop in students. Therefore, the major assignment for this course is a review of a recent work on modern England. The book will be reviewed in an essay of six (6) pages (double spaced, 12pt black font) which will answer the following questions: what is the thesis of the book, is it defended successfully, what kind of evidence is presented as support, are you convinced: why or why not, and finally what does the book contribute to our understanding of England in the nineteenth century? It is insufficient to provide a summary of contents only. The purpose is for students to identify the argument in a piece of scholarly writing and evaluate the evidence used to sustain it. I have placed links to useful guides under the external links tab on the Blackboard website. Be sure to have a look at these before writing the reviews. As always I am available for help.

*This essay is submitted through Blackboard, before class on the day it is due, unless otherwise stated.*
See the rubric for written work at the end of the outline

**Attendance Policy:**
While I will not be taking attendance in this course, a lack of attendance will impact a students’ final grade. A great deal of course material and explanations takes during class time. The textbook is intended to supplement this class material, not to replace it.

**Grading Scheme:**
Please note that a passing grade of D/D+ may not transfer to all receiving institutions; check with the receiving institution for clarification.

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<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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<td>GPA</td>
<td>4.0</td>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
<td>1.7</td>
<td>1.3</td>
<td>1.0</td>
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**Mid-Term Feedback:**
Students may see their standing in the course at any time on the Blackboard grade book.
The RDC Final Examinations Policy:
In courses with Final Examinations, the RDC Final Examinations Policy (new) and Final Examinations Guidebook (new) will apply. Please review these documents to ensure that you understand the contents and implications of the policy.

Academic Misconduct:
Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student’s record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism:
The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one’s own original work. The most common forms of plagiarism are copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Cheating:
Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination). Some examples of cheating are unauthorized cheat sheets in a test or exams, the unauthorized use of electronic devices during an exam, and copying from an adjacent student.

• Student Academic Integrity and Academic Misconduct (New)
• Student Academic Integrity and Academic Misconduct Guidebook (New)
• Student Misconduct: Non-Academic (New)
• Student Misconduct: Non-Academic Guidebook (New)
• Student Appeals (New)
• Student Appeals Guidebook (New)

Student Rights and Responsibilities Policy:
Red Deer College (RDC) is a learning community dedicated to the pursuit of knowledge and to ensuring that the adult learners it serves have the knowledge, skills, and competencies to develop to their full potential. The essential conditions for a learning community are an atmosphere of freedom, respect, and appreciation for the basic rights and responsibilities of all members of the community. Students should familiarize themselves with the RDC Students Rights and Responsibilities Policy and follow the guidelines defined within the policy.

Audio-Visual Recording:
Audio or video recording, digital or otherwise, of lectures, labs, seminars, or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a
part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Important Red Deer College Dates – Winter 2019

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| January 1st   | New Year’s Day – **College closed**  
College open. No Credit Classes |
| January 2nd   | First Day of Classes for Winter Term 2019  
**Mid-term feedback for full year 2018-2019 courses**  
Reading week break – No credit classes |
| January 3rd   | As a result of RDC partnering to host the 2019 Canada Winter Games, an extended Winter Term  
Reading Break has been approved for the 2018/2019 academic year. The Reading Break applies  
to all credit classes and is scheduled from February 15th through to March 1st 2019. Please refer  
to 2018/2019 Academic Schedule for exceptions. |
| February 15th – 28th |                                                                                             |
| February 18th | Family Day – **College closed**  
Credit Classes resume  
Mid-term feedback for Winter term 2019 courses |
| March 4th     | Continuing Student Registration opens for 2019-2020  
Final Exam Schedule posted |
| March 8th     | **Last day to withdraw from Winter term 2019 and Full term 2018-19 courses and receive a WD**  
Last day of classes for Winter term 2019 and Full year 2018-19 courses  
Good Friday – **College closed**  
Final exams written |
| March 18th    | Deferred Exams for Winter term 2019 and Full-year 2018-2019 courses  
Last day for submission of final grades for Winter term 2019 and Full year 2018-2019 courses |
| March 22nd    | **Final grades available for Winter term 2019**  
Supplemental exams for Winter term 2019 written |
| April 17th    |                                                                                             |
| April 17th    |                                                                                             |
| April 19th    |                                                                                             |
| April 22nd – 27th |                                                                                             |
| April 30th    |                                                                                             |
| May 3rd       |                                                                                             |
| May 6th       |                                                                                             |
| May 18th      |                                                                                             |

Prior Learning Assessment:

This course may be eligible for Recognition of Prior Learning. Students should refer to the RDC Academic Calendar for a list of excluded courses.

Student Services on Campus

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility of students to discuss their specific learning needs with the appropriate service provider.

**Academic Support:** (Library: 403-342-3264, help_learn@rdc.ab.ca)
- [Writing Skills Centre](mailto:writingskills@rdc.ab.ca)  
- [Math Learning Centre](mailto:mathconcepts@rdc.ab.ca)  
- [Learning Strategies](mailto:learningstrategies@rdc.ab.ca)  
- [Peer-Assisted Study / Tutoring](mailto:peerassistedstudy@rdc.ab.ca)  

**Disability Resources** (Library: 403-357-3629, disabilityservices@rdc.ab.ca)
- Coordination of services (tutoring, alternate format text, note-taking, and so on)  
- Academic accommodations, including exam accommodations

**Counselling and Career Centre** (Room 1402: 403-343-4064, counselling@rdc.ab.ca)
Changes to the Course Outline

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the Appeals: Student Appeals and Student Appeals Guidebook, and Student Academic Integrity and Academic Misconduct and Student Academic Integrity and Academic Misconduct Guidebook and Student Misconduct: Non-Academic and Student Misconduct: Non-Academic Guidebook, should questions or concerns about the Course Outline not be resolved directly with the instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Chair of the Humanities and Social Sciences Department, School of Arts & Sciences.

Dr. Laura Davis
Department Chair, Humanities & Social Sciences

Class Topics and Textbook Reading Schedule:
(subject to adjustments as required or in consultation with the class.)

Because of the longer Reading Break this term, this course is divided into Part 1 and Part 2.

Part 1

7 January: Welcome and Course Introduction
Clarke, *Hope and Glory*, Prologue and Chapter 1

14 – 16 January: England in the Modern Age a Political Overview
Clarke, *Hope and Glory*, Chapter 2
16 January: Reading Report #1

21 – 30 January: Places and People; Ethnicity and Language
Clarke, *Hope and Glory*, Chapters 3-4
23 January: Part 1 Quiz #1

4 – 13 February: Education, Work, Leisure
Clarke, *Hope and Glory*, Chapters 5-6
6 February: Reading Report #2
11 February: Orwell Essay Due
13 February: Part 1 Quiz #2
Part 2

4 – 13 March: Gender, Sex, and the Family
Clarke, *Hope and Glory*, Chapters 7-8
6 March: Reading Report #3

18 – 25 March: Youth Culture and Style
Clarke, *Hope and Glory*, Chapter 9
Part 2 Quiz #1

27 March – 3 April: Class and Politics
Clarke, *Hope and Glory*, Chapter 10-11
1 April: *Into the Silence* Essay Due
3 April: Reading Report #4

8 – 15 April: Religion and Heritage
Clarke, *Hope and Glory*, Chapter 12 and Epilogue
15 April: Reading Report #5

17 April: Review
Part 2 Quiz #2

Dr. Laura Davis
Department Chair, Humanities & Social Sciences
Rubric for written work (this is incorporated in Blackboard)

Essays with no citation will automatically receive an F and will not be graded

<table>
<thead>
<tr>
<th>Elements:</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F</th>
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<tbody>
<tr>
<td>Introduction and Statement of Thesis (10%)</td>
<td>Introduces the essay very clearly. The thesis and focus of the analysis and argument are clearly presented. Main points of the thesis are well laid out.</td>
<td>Introduces the essay less clearly. Focus of the analysis is evident but additional information would be helpful. Main points of the thesis are indistinct.</td>
<td>Imprecise introduction of the essay. Focus of analysis is poorly presented. Main points of the thesis are difficult to understand.</td>
<td>Introduction is unclear. The thesis and focus of the analysis cannot be determined.</td>
<td>Topic and Focus of essay are uncertain. No statement of thesis.</td>
</tr>
<tr>
<td>Analysis of Argument (50%)</td>
<td>The argument follows strongly from the stated thesis and evidence is clearly presented with well-crafted examples.</td>
<td>The argument is linked to the thesis but the reader needs to make some connections. Evidence supports the thesis but the analysis could be stronger.</td>
<td>The argument is less clearly linked to the stated thesis. The evidence and analysis are less convincing: weak examples given as evidence.</td>
<td>Analysis of the thesis is indistinctly supported with examples. The argument and evidence are vaguely presented. Mostly a narrative summary of the topic.</td>
<td>No argument is present, mostly opinion. Narrative summary of the topic only.</td>
</tr>
<tr>
<td>Citations, Bibliography and sources (10%)</td>
<td>This assignment follows proper documentation. The correct number and type of sources are used.</td>
<td>This assignment has minor errors in documentation. The correct number and type of sources are used.</td>
<td>This assignment’s documentation has major errors. The correct number and type of sources are not used.</td>
<td>Citations are present but do not follow Chicago Style. The correct number and type of sources are not used.</td>
<td>No or insufficient documentation. The correct number and type of sources are not used.</td>
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<tr>
<td>Writing and Literary Style (30%)</td>
<td>Very well written. No errors in grammar, sentence structure, or spelling. Writing is easy to follow and shows good style in word choice and usage.</td>
<td>Mostly well written. Some errors in grammar, structure, or spelling but they do not detract from the overall understanding. Writing shows less style in word choice and usage.</td>
<td>Greater number of errors in spelling, grammar or structure on individual pages. Writing is awkward in spots and detracts from presentation.</td>
<td>Frequent and reoccurring errors combined with awkward constructions make the writing difficult to understand.</td>
<td>Writing is very difficult to follow and contains many errors.</td>
</tr>
</tbody>
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Comments and Grade