



**History 145.3 (01) Summer 2017**  
**History Matters: The British Empire at War from Napoleon to NATO**  
Monday-Friday 4:00-6:20 Arts 210

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### Course Description, Textbooks, and Grading

**Welcome to History 145!** Like other courses in the History Matters series this course examines how historians have understood the complex relationship between war and violence, and society. War is used as a vehicle for understanding political, social, technological, and cultural change throughout the nineteenth and early-twentieth centuries in the British Isles and the British Empire. Topics include social and cultural responses to war, imperial growth through military means, military technologies and strategies, the impacts of the First and Second World Wars, military medicine, and the intersection of state power, military might, and diplomacy.

**Prerequisites:** None.

Note that a maximum of nine credit units of 100-level History classes may be taken for credit. Only six of these credit units may count toward a History major or minor. The remaining three credit units will count as a junior elective in Requirement 7.

### Required Textbooks

Rampolla, M. *A Pocket Guide to Writing in History*, 8th ed. Boston and New York: Bedford/St. Martins, 2015.

Textbooks are available from the University of Saskatchewan Bookstore:  
<http://bookstore.usask.ca>

**Other Readings:** All other readings are either available online through the Library website ([library.usask.ca](http://library.usask.ca)) or are on posted on Blackboard.

Supplementary Resources and study aids will be posted to the Blackboard page for this class.

## Grading

Assignment	Due Dates	Grade Percentage
Research Plan and Bibliography (1-2 pages)	July 7	15%
Research Paper (6-7 pages double spaced)	July 20	25%
Seminar Participation	ongoing	15%
Midterm	July 12	15%
Final Exam	TBA	30%

In order to qualify for a passing grade all assignments and exams must be completed.

## Table of Contents

### Learning Outcomes and Course Objectives

Hist 145: The British Empire at War from Napoleon to NATO .....	3
History Matters Courses .....	3-4

### Class Format and Policies

Lectures, Attendance, and Reading .....	4-5
Class Recordings & Copyright .....	5
Email Etiquette .....	5-6
Academic Honesty .....	6-7
Other important links .....	7

### Assignments and Exams

Late Penalties and Extensions .....	7
Research Plan and Bibliography .....	8
Research Paper .....	8
Midterm Exam .....	8
Final Exam .....	8-9
University of Saskatchewan Grading System .....	9-10

### Where to Find Help

Writing Help .....	10
Disability Services for Students .....	10

Lecture and Reading Schedule .....	11-12
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## Learning Outcomes and Course Objectives

This course is designed to help students:

- Develop and demonstrate a knowledge of military thought and practice and its influence over major events, ideologies, and people that shaped the military/diplomatic, political, social, intellectual/cultural, and economic history of 19<sup>th</sup> and early 20<sup>th</sup>-century Britain
- Demonstrate a knowledge of historical processes that shaped the military history of the British Empire (ideologies, technologies, militarization, and environmental factors)
- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Understand the changing physical and political geography of the British Isles and the British Empire

**History 145 is a “History Matters” course which promotes the following learning objectives:**

**Students will engage HISTORICAL THINKING and be able to:**

- Demonstrate a working knowledge of what historians typically mean by “historical thinking,” focusing on concepts such as chronology, cause and effect, context, contingency, continuity and change, and historical significance.
- Acknowledge the historian as a creator of evidence-based interpretations and as part of a scholarly community rather than as a transmitter of facts or “fixed” knowledge.
- Recognize the potential for historical understanding to serve as the basis of ethical action and critical judgment in the world.

**Students will examine HISTORICAL EVIDENCE and be able to:**

- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and in local archives (where appropriate).
- Explain the ethical dimensions involved in the evaluation of evidence and the production of historical knowledge.

**Students will use HISTORICAL ARGUMENTATION to:**

- Compare, contrast, and analyse historical arguments by looking, for example, at journal articles or monographs; at how historians link evidence to argumentation; and at the different approaches historians have taken toward topics under study.

- Practice using evidence to develop their own historical arguments.

**Students will learn HISTORICAL WRITING & COMMUNICATION SKILLS and**

- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of forms: class discussions, oral presentations, and regular writing assignments, including one essay of at least 1500 words (about six pages)
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting.
- Practice academic honesty.

**Class Format and Policies**

**Lectures, Attendance, and Reading**

You are expected to attend 18 hours of lectures and 3 hours of seminar each week. Lectures introduce the main themes of the class, disseminate course content, and provide detailed information about assignments and exams. Due to the compressed nature of a full-term class into a three-week time frame attendance at lectures and seminar is integral to your success and attendance will be taken at seminar. PowerPoint slides from the lectures will be posted on Blackboard each day before the lecture.

Typically, the last hour of each day will be reserved for in-class participation in the form of seminar. Discussion of, and engagement with, readings of primary and secondary sources is a key component of doing history at the university level. Seminars are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes. **Students are expected to have read, and come to seminar prepared to discuss the assigned reading.** Informal reading responses may be collected to assist in assessing student engagement with the reading material. Seminars are also a space of hands-on learning of historical methods and tools to help students gain the skills to complete their written assignments.

Participation will be assessed on both the quantity and quality of contributions and will be graded based on the following rubric:

Grade	Criteria
0	• Absent.
1	• Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
2	• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyse them. • Offers straightforward information (e.g., straight from the case or reading) without elaboration or very infrequently (perhaps once a class)

	<ul style="list-style-type: none"> <li>• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li> <li>• Demonstrates sporadic involvement.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</li> <li>• Offers interpretations and analysis of case material (more than just facts) to class.</li> <li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>• Demonstrates consistent ongoing involvement.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrates excellent preparation: has analysed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</li> <li>• Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyse which approaches are appropriate, etc.</li> <li>• Demonstrates ongoing very active involvement</li> </ul>

Rubric from University of Virginia Center for Teaching Excellence “Grading Class Participation,” by Martha L. Maznevski <http://cte.virginia.edu/resources/grading-class-participation-2/>

The assigned readings provide chronological and political background of events and are essential to an adequate understanding of this course. The readings are designed to supplement the lectures that will feature thematic examinations of individual countries, social, cultural, medical, and political developments and movements. Successful exam answers will require reference to the assigned primary and secondary reading material.

### **Class Recordings and Copyright**

If you wish to record the lectures you must receive permission from the instructor. Pictures are not permitted in this class. All lecture materials, including lecture slides, are under the intellectual copyright of the instructor unless otherwise indicated.

### **Email Etiquette**

Students are strongly encouraged to **check their university e-mail daily**. Announcements about readings, upcoming assignments, and last minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during business hours excluding class time 8am-3:30pm. For very quick questions, or further discussion outside class, I'm available on Twitter. Please use the hashtag #hist145. I will reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 145 is in the subject line**, that **you include a proper salutation**, and **sign your full name**. E-mail *must* be sent from your university account; non-university account e-mail may end up in my junk folder and go unanswered. For a handy guide on emailing your professor please see:

<http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

## Academic Honesty

### Departmental Policy on Plagiarism

It is important that students read and understand the University's regulations governing academic misconduct, which apply to all University courses. Plagiarism is one of 23 examples of misconduct that are outlined in these regulations. Because it concerns the use of sources in the production of one's own work (term essays, prepared in-class essays, take-home exams, book reviews, historiographic overviews, artistic or historical reproductions, and any other written requirements), a clear understanding of plagiarism is particularly important in History and CMRS courses, where such work often constitutes an important component of the course. Accordingly, every student must understand the distinction between plagiarism and the legitimate use of external sources. As stated in the University's regulations:

*"Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.*

*Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.*

*Examples of Plagiarism are:*

- (i) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author.*
- (ii) The verbatim use of oral or written material without adequate attribution.*
- (iii) The paraphrasing of oral or written material of other persons without adequate attribution."*

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes.

If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

## **Integrity Defined (From the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

### **University Learning Charter and Other Important Links:**

University of Saskatchewan Learning Charter:

[http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

Academic Courses Policy: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Grading at the University of Saskatchewan:

<https://students.usask.ca/academics/grading/grading-system.php>

## **Assignments and Exams**

### **Late Penalties and Extensions**

The **penalty for late assignments is -5% the first day late, with additional deductions of - 2% per day thereafter, including weekends.** You will receive the daily penalty at midnight each day. Assignments may be submitted by e-mail to stop the late clock, but a paper copy must be submitted by the next business day. **Do not slide papers under my office door.**

Extensions will only be granted for documented medical or family emergencies. Please consult with me as soon as possible if you have a medical or family emergency.

**Remember to back up your work, as failures with technology will not result in an extension.**

## **Research Plan and Bibliography**

This assignment will contain the specific research question you will seek to answer/argue in your research paper and a list of sources (five secondary and one primary) in proper bibliographic format following the guidelines of the Chicago Manual of Style. Your research question may be presented as a question or as a thesis that you seek to argue. Information on how to organise your bibliography in the proper format can be found here:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) and in Rampolla. If you have any questions please do not hesitate to send an email. The purpose of this assignment is to receive early feedback and assistance on your research paper. It should contain a separate title page, with your name, the date, the course number, and the instructor's name. **Your research plan and bibliography is due July 7th.**

## **Research Paper**

For your research essay you may choose a topic from the topic list on my office door or craft your own in consultation with me (no later than July 5th). You must use a minimum of five secondary, and one primary source. Due to historiographical developments in the field of military/social history, secondary sources should have been published post-1980 (depending on the topic chosen earlier sources may be used with permission). The course readings may be used as additional sources but will not be counted against the five-source requirement. A sign-up sheet is available on my office door. Only one student may sign up for a particular topic.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the other assignments your paper must include a separate title page. Your paper should 7-8 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers. Your paper is **due July 20th. You must attach the completed (e.g. checked off) assignment checklist available on Blackboard to your submission. Failure to do so will result in a loss of 5%.**

## **Midterm Exam**

An in-class midterm will be held on **Wednesday July 12th**. This exam will cover the first half of the course and will consist of multiple choice, short answer, and an essay question based on the lectures and course readings. A more detailed midterm exam information sheet will be posted to the 'Midterm Exam Resources' folder on Blackboard.

## **Final Exam**

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final



exam at the instructor's discretion through consultation with the class. A more detailed final exam information sheet will be posted to the 'Final Exam Resources' folder on Blackboard. This will be a three-hour written exam during the Summer exam period date to be announced.

**Midterm and final examinations must be written on the date scheduled.** In the case of a missed exam for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam *may* be given. Final examinations are scheduled by the University and may be any time during the examination period. Students should avoid making prior travel, employment, or other commitments during the examination period (July 21-24). Please consult all examination policies and procedures: <http://www.usask.ca/calendar/exams&grades/examregs/>

### **University of Saskatchewan Grading System (For Undergraduate Courses)**

**Exceptional (90-100)** A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

**Excellent (80-90)** An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

**Good (70-79)** A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse and to examine the subject material in a critical and constructive manner.

**Satisfactory (60-69)** A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**Minimal Pass (50-59)** A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**Failure <50** An unacceptable performance

See also the **Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning**: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

## Where to Find Help

### Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. Writing help is also available from Student Learning Services on the first floor of the Murray Library (Rm 142) Monday-Thursday from 1:30-4:30. SLS also offers an online tutoring service where essays and assignments will be looked over by tutors and feedback given electronically (<http://library.usask.ca/studentlearning/academic-help/writing-help.php#OnlineTutoring>). This process can take up to 72 hours so please keep assignment deadlines in mind when using these services.

### Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://www.students.usask.ca/disability/>, or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

## Course Schedule

### Week One:

#### **Thursday June 29: Course Introduction**

Hands-On History: Doing History

#### **Friday June 30: War and the British Empire An Introduction**

Hands-On History: Using and Evaluating Primary Sources

### Week Two:

#### **Tuesday July 4: The Napoleonic Wars**

Seminar Reading: Kevin Linch, "'A Citizen and not a Soldier': The British Volunteer Movement and the War against Napoleon," in *Soldiers, Citizens and Civilians: Experiences and Perceptions of the Revolutionary and Napoleonic Wars, 1790-1820*, Alan Forrest, Karen Hagemann, and Jane Rendall eds., 205-221 (New York: Palgrave Macmillan, 2009).

**On reserve at Murray Library**

#### **Wednesday July 5: Industrialisation and Pax Britannia**

Hands-On History: Evaluating Secondary Sources

#### **Thursday July 6: Industrial War, Lessons from the Crimea and the US Civil Wars**

Seminar Reading: Stefanie Markovits, "Rushing into Print: 'Participatory Journalism' during the Crimean War," *Victorian Studies* 50(4) (2008): 559-586.

#### **Friday July 7: Humanitarianism and Military Medicine**

Seminar Reading: Daniel Low-Beer, Matthew Smallman-Raynor, and Andrew Cliff, "Disease and Death in the South African War: Changing Disease Patterns from Soldiers to Refugees," *Social History of Medicine* 17(2) (2004): 223-245.

**Research Plan and Bibliography Due**

### Week Three:

#### **Monday July 10: The South African War**

Hands-On History: Changing your Research Question into a Thesis

#### **Tuesday July 11: A Technological Arms Race and Threat of Global War**

Seminar Reading: Brett Holman, "The Phantom Airship Panic of 1913: Imagining Aerial Warfare in Britain before the Great War," *Journal of British Studies* 55(1) (2016): 99-119.

**Wednesday July 12: Midterm Exam**

**Thursday July 13: The First World War**

Hands-On History: Writing an Argumentative History Essay

**Friday July 14: Total War on the Homefront**

Seminar Readings: Simon Abernethy, "Moving Wartime London: Public Transport in the First World War," *The London Journal* 41(3) (2016): 233-248.

**AND**

Stella Hockenull, "Everybody's Business: Film, Food and Victory in the First World War," *Historical Journal of Film, Radio and Television* 35(4) (2015): 579-595.

**Week Four:**

**Monday July 17: The Interwar Period**

Hands-On History: Citing Your Paper

**Tuesday July 18: The Second World War**

Seminar Reading: Claire Gorrara, "What the Liberator Saw: British War Photography, *Picture Post* and the Normandy Campaign," *Journal of War & Culture Studies* 9(4) (2016): 303-318.

**Wednesday July 19: The Second World War on the Homefront**

Hands-On History: Common Mistakes in Essays and How to Fix Them

**Thursday July 20: NATO**

Seminar Reading: Steve Marsh, "Anglo-American Relations 1950-51: Three Strikes for British Prestige," *Diplomacy & Statecraft* 23(2) (2012): 304-330.

**Research Essay Due**