

Brescia University College
Department of History
2013-2014

History 4491E (530)

British Isles from 1688: Glorious Revolution to 'Broken Britain'

Instructor: Dr. Sara Morrison
Class Times: Monday: 2:30-5:30 (BR 14)
Office: Portable Building 5
Voice Mail: 519 432 8353 ext. 28271
Office Hours: Wednesday: 11.30-12.30 (or by appointment)
Email: smorri5@uwo.ca. The best contact method is by email, or office hours.

GREAT BRITAIN, at the height of her power, controlled a quarter of the world's population, a fifth of its dry surface, and was the unchallenged mistress of its oceans. This course surveys the remarkable history of the British Isles from 1688 to the present day. The shaping and reshaping of this unique nation state during the four centuries will be examined with regard to the history of the European continent and the British Empire as well as within the wider story of the making of the modern world. As we proceed we will attempt to understand how society, culture, politics, diplomacy, warfare, commerce, science, industry, technology, art, literature, music, and migration all interacted to help shape Modern British society into the twenty-first century.

This course is designed to engage us at two levels. It is in part an empirical history of Modern Britain from the late seventeenth century to the present. Yet in the process, it forces us to examine what it means to be "British," a "nation," and a "people." How did the English, Scots, Welsh and Anglo-Irish come to view themselves as "British"? Are these regional identities a sign of British national unity through diversity, or are they themselves nations waiting to be born (or reborn)? As arriving immigrants—many from her former empire—and their children turn Britain into a multi-racial, multi-cultural nation, how does that challenge notions of British identity? Is this a new phenomenon, or merely the latest manifestation of outside influences that have always been part of the British experience? Is Britain really a nation in decline (as is often lamented) or is it a vibrant and young society transforming itself in remarkable ways? We will keep these and other questions in mind as we examine the historical development of Modern Britain. Students are encouraged to view a variety of sources as historical texts and to consider broader questions about the nature of culture, gender, religion, technology, monarchy, and national identity. Through the critical study of history, we encounter ourselves, and the world in which we live, in new and interesting ways.

Marking Scheme:

Short Review	10%	7 October 2013
Seminar Presentation	10%	TBD by lottery
Class Participation	30%	(Participation, attendance & document commentaries)
Journal & Overview	20%	(6 January 2014/24 March 2014)
Research Paper	30%	Seminar TBD March/April 2014 (12-15 pages)

No final exam in this course

Research Paper includes	21 October 2013	Register Topic Choice
10%	25 November 2013	Proposal & Annotated Bibliography
20%	Essay & Seminar (dates by lottery)	
	Peer Responses	

Required Texts (all paperbacks)

Walter L. Arnstein, *The Past Speaks. Sources and Problems in British History*, Vol. II. 2nd edn.

George Dangerfield, *The Strange Death of Liberal England*.

Eric Hobsbawm & Terence Ranger (eds.) *The Invention of Tradition*.

Angus McLaren, *Prescription for Murder*.

John Prebble, *Culloden*

Coursepack.

Suggested

Walter L. Arnstein, *Britain Yesterday and Today. 1830 To Present*. 8th edn.

William B. Willcox & Walter L. Arnstein, *Age of Aristocracy 1688-1830*. 8th edn.

These are standard textbooks; earlier editions may be used but the pagination may vary. They provide the background to the periods and topics discussed in class. You may use these or any other text on Modern Britain.

The Past Speaks is the basis for some of weekly discussions. Used copies of these three books should be readily available, including **a budget 3 pack**.

On Reserve

Linda Colley, *Britons*.

Learning Objectives

Students will be able to:

- Identify the major political, economic, cultural, social and intellectual changes occurring between 1688 and the twenty-first century, and the personalities involved in these changes.
- Develop an appreciation of the significance of Britain in the evolution of modern democracy
- Understand the development of Britain, both the nation and the people.
- Consider the effects of imperial expansion and then decolonization on a small island nation.
- Recognize the positive and negative effects of early industrialization.
- Analyze primary material, both short excerpts and novels, and use such material to consider the way in which history is both written and constantly revised.
- Identify a research topic, develop an answerable historical question, and determine the essential components of an argument, and organize the structure of an essay to lead to a logical conclusion, which is written in grammatical English
- Enhance skills in oral communication.

Course Objectives

This third-year seminar course uses social and cultural approaches to history to explore the ways in which Britain was constituted and re-constituted as a nation between the Glorious Revolution of 1688 to the Britain of New Labour. We examine the formation of national identity,

the experiences and legacies of industrialization, imperialism and class formation, the social and political impact of modern warfare, as well as changing attitudes to crime, sex and popular culture. The course is necessarily a selective route through modern British history, and seminars are arranged thematically and chronologically. The primary lens will be social and cultural but a grasp of the economic and political contexts is also essential. The course material and discussions emphasize historiographical debates, and students read across a range of sources: fiction, autobiographies, memoirs and films as well as more conventional historical documents and accounts. This course will build on students' prior historical knowledge, and through critical discussion of the readings and a research essay, hone students' analytical and evaluative skills.

ASSESSMENT

Class Participation: 30% (includes document responses 10%) Weekly class attendance & participation marks (20%) are derived from consistent attendance, preparation and participation. The goals of an upper-year history class are to enhance students' critical faculties through the close analysis of texts and classroom debate, to encourage oral and written presentation skills, and to help students gain confidence in these skills through their regular usage in a comfortable small-group setting. **The ideal seminar is a conversation between all members of the class. *Class discussion is the most important aspect of this class.*** In order for our discussion to fulfill its tasks, we must strive to create an atmosphere of mutual respect in class. Discussions will focus on the text(s) for the week, and **student's participation marks will be based on their reading of and reference to class material.**

As with all honours history courses, your regular attendance and participation is essential and expected. Your grade will be pro-rated: that is, those who attend 95% of our meetings will be eligible for a maximum mark of 95%; those who attend 77% will be eligible for a maximum of 77%, and so on. What each student receives will, of course, depend upon the quality of their participation as determined by the instructor. Excessive absences (e.g., 50% of all meetings) will result in a significantly lowered mark. Students who attend less than 50% of the classes will receive zeroes for attendance/participation.

Attendance at and participation every week will form the basis for the participation component of the final grade. Attendance will be taken each class and students will be assigned a grade from 0-4 based on their contributions during that hour. Marking scale: 0 = failure to attend; 1 = present & alive; 2 = made a contribution to discussion; 3 = made meaningful contributions to discussion; 4 = outstanding contribution to class discussion. Regular and attendance and solid effort can significantly improve your overall success in this class!

Document Responses (10%) As part of your contribution to our regular discussions of primary material in the seminar, each student will present roughly 10-15 minutes of supplementary material designed to give context and enhance the usefulness of some or all of the documents in the chapter of *The Past Speaks* assigned. For this you will prepare questions and help lead the discussion. Guidelines for these Commentaries will follow.

Historiographical Discussion 7 October 2013.

This class is designed to introduce, or refresh your knowledge of historiographical analysis. For this class you will assess the arguments of three out of a choice of four historians, writing on slavery and abolition. Point-form analysis should include an assessment of the author's argument, the primary sources they use to back up this argument, and how each author situates themselves in historiographical debates. A handout will follow with more details.

Seminar Presentation: 10% TBD

Student seminar presentations are an excellent way to engage with the class material, to gain confidence in your oral skills and to offer your peers new ways to think about that week's topic. Seminar requirements are three-fold. The first is a 30 minute audiovisual presentation that expands on an aspect of that week's topic. Suggestions are listed with the week's readings (if you need more direction I can assign you a topic). Do not merely repeat material from the reading; this is very boring. You may wish to refer to primary materials. The second is a list of 5-8 discussion questions for the class based on your presentation and linking the presentation to the readings. The third is a written 2-3 page historiographical assessment comparing the assigned readings for the seminar and placing them in the context of the course, handed in at the beginning of class. The assessment will briefly summarize themes, compare arguments, use of sources, theoretical perspectives, and other elements that surface in your reading. Each presenter should submit a separate written assignment.

Journals & Overview: (20% total; due 6 January 2014 for Term I; 24 March Term II)

Details to follow.

Research Paper: 30% Due in Seminar class TBD

For this paper (12-15 pages) you will create an argument, based on at least **three** primary sources, on a narrowly-focused topic. *HINT-* When you choose your seminar, pick an area close to the topic or time period that you think you might like to research. Topic selection with Annotated Bibliography (10%) **25 November 2013** Essay & Seminar (20%)

Students will draw lots in the first few weeks to determine the order of presentation and due dates for their respective papers and oral presentations. The class will read the essay(s) that are due for that week. Individual students will **present their research findings** in class (allotted time depends on class enrollment), and answer questions in a discussion period. Students who miss a class on their presentation date, without good grounds, will forfeit 10% of their final course grade. The formal written essay, fully documented, must be submitted by **NOON on the Thursday PRIOR to the day assigned for the oral presentation.** Penalties for late submission of electronic copy to the professor for posting on WebCT because this affects all students. Students will also submit their assignments in electronic format to the course website at Western's OWL/SAKAI, where they will be checked for plagiarism using **Turnitin.com.**

The essay topics will be chosen in consultation with the instructor by the end of the first term. No essays will be accepted on topics not recorded in advance. Electronic submission of all papers to turnitin.com, as well as submission of hard copies, is required. Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf . Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

CLASS SCHEDULE

9 September Introduction: Defining Britain and “Britishness”

The Restoration 1660 and the Glorious Revolution 1688

Why British History? Start thinking about a Research Topic

16 September The Rise and Fall of Britain (no presenter)

Primary- “England’s Shocking Decline” in *Maclean’s* June 11th, 2007. (CP)

-David Cannadine, “Statecraft: The Haunting Fear of National Decline” in *Churchill’s Shadow* (Oxford UP, 2003), 26-44. (CP)

Discuss: The Glorious Revolution Arnstein, *The Past Speaks*, chapter 1.

Background: Willcox & Arnstein, *The Age of Aristocracy*, chapters 1 & 2.

23 September Enemies and the Celtic Fringe (no presenter)

-Linda Colley, “Britishness and Otherness: An Argument” *The Journal of British Studies* 1992, 31 (4): 309-329. (Electronic) [Look at Linda Colley, *Britons* Preface & Introduction. **Reserve**]

-Hugh Trevor-Roper, “The Highland Tradition in Scotland” in Hobsbawm & Ranger, *The Invention of Tradition*.

Discuss: J. Prebble *Culloden*. (1964)

30 September Eighteenth-Century England: Society, Culture & Violence

-Anna Clark, “The Struggle for the Breeches: Conflict in Plebian Marriage” *Gender and the Making of the British Working Class*. (Berkeley: U of California P, 2005). (CP)

-Martin J. Wiener, “Alice Arden to Bill Sikes: Changing Nightmares of Intimate Violence in England, 1558-1869” *The Journal of British Studies*, 2001, 40 (2): 184-212. (Electronic)

Discuss: Pre-industrial England and Religious Reforms: *The Past Speaks*, chapters 2 & 4.

Background: Willcox & Arnstein, chapters 3, 6, & 10.

Presenter: The Courts, punishments, Prisons, Violence in popular culture.

7 October Ambivalence vs. Abolition: The Slave Trade (no presenter)

Primary- Slaves' Appeal to Thomas Gage, Royal Governor of Massachusetts, May 25 1774.

(CP) Discuss:-Clare Midgley. “Sugar Boycotts, Female Activism and the Domestic Base of British Anti-Slavery Culture” *Slavery & Abolition* 1996 17(3): 137-162. (CP)

-Christopher L. Brown, “Empire without Slaves: British Concepts of Emancipation in the Age of the American Revolution” *The William and Mary Quarterly*, 3rd Ser., Vol. 56, No. 2, African and American Atlantic Worlds. (Apr., 1999), 273-306. (Electronic).

- Seymour Drescher, “Whose Abolition? Popular Pressure and the Ending of the British Slave Trade” *Past and Present*, No. 143. (May, 1994), 136-166. (Electronic).

-Michael J. Turner. “The Limits of Abolition: Government, Saints and the “African Question” c.1780-1820” *English Historical Review* 112, 446 (1997), 319-357. (Electronic)

Review due 7 October 2013; Register Essay Topic 21 October

14 October THANKSGIVING

21 October Madness of King George: Empire & the American Revolution (no presenter)

Discuss: -John C.G. Rohl, Martin Warren, and David Hunt, Chapters 1 and 3 in *Purple Secret: Genes, "Madness" and the Royal Houses of Europe*. (New York: Bantam, 1998) (CP)

-*The Past Speaks*, chapter 5. Background: Willcox & Arnstein, chapters 5, 7 & 8.

- Linda Colley, *Britons*, (Reserve); Film: "The Madness of King George." (1993)

NOTE Register Essay Topic

28 October The Aristocracy and the Great Estate

-David Cannadine, "The making of the British Upper Classes," in *Aspects of Aristocracy: Grandeur and Decline in Modern Britain*, (New Haven, 2004), 9-36. (CP)

-Nancy Mitford, "The English Aristocracy," in *Noblesse Oblige: An enquiry into the Identifiable Characteristics of the English Aristocracy*, (1956), 39-61. (CP)

-Judith S, Lewis, "When a House Is Not a Home: Elite English Women and the Eighteenth Century Country House," *Journal of British Studies*, 2009, 48 (2), 336-63. (Electronic)

-George Arthur, (1903) "Is the British Aristocracy on the Wane?" *The North American Review*, 176, 554, (Jan 1903), 39-45. (CP)

Presenter: Decline of Aristocracy; Great Estates, Country Houses

NOTE Library Visit

4 November Industrialization and Class Formation: The Working Class

-E. P. Thompson, Chap. 6 "Exploitation", in *The Making of the English Working Class* (Penguin, 1980), 207 -32. (CP)

-Catherine Hall, "The Tale of Samuel and Jemima: gender and working-class culture in early nineteenth-century England," in *White, Male, and Middle-Class* 124 -50. (CP)

-T.S. Ashton, 'The Standard of Life of the Workers in England 1790-1830' (1949) in ed. F.A. Hayek, *Capitalism and the Historians*, Chicago, 1954, 123-55. (CP)

Discuss: The Industrial Revolution *The Past Speaks*, chapter 7.

Background: Willcox & Arnstein, chapter 9; Arnstein, chapter 2.

Presenter: Industrial Cities, factories, mines, women in industry, Great Exhibition.

11 November Political Reform and Class Formation: The Middle Class

Primary: "The Queen's Matrimonial Ladder." (CP)

-Simon Gunn, "The Industrial City, the middle class and bourgeois culture" in *The Public Culture of the Victorian Middle Classes*. (Manchester UP: 2000). (CP)

-Dorothy Thompson, "Queen Victoria, the Monarchy and Gender" in *Outsiders: Class Gender and Nation*. (London: Verso, 1993) (CP)

Discuss: The status of Women, *The Past Speaks*, chapter 8.

Background: Wilcox & Arnstein, chapter 13; Arnstein, chapters 1 & 3.

Presenter: Queen Caroline Affair, Queen Victoria, Reformers & Popular Protest, 1832-48: Chartism, Domesticity, Servants.

18 November Poverty and Crime in Victorian London

Primary: Garrotting Satires. (CP), pp.256-7

-Angus McLaren, *A Prescription for Murder*. (U of Chicago P, 1993)

Online: The Ripper Files. (*Records of the Metropolitan Police*)

Jack the Ripper, Letters and Postcards. (1888-90) Background: Arnstein, 82-5.

Presenter: Nineteenth-century London, Neill Cream, Jack the Ripper.

25 November Ireland and the Perils of Non-Industrialisation: The Great Famine 1845-8

Primary: letters to *The Times* on the Famine. (CP)

- James S. Donnelly, Jr. "Irish Property must pay for Irish Poverty: British Public Opinion and the Great Irish Famine" in *Fearful Realities*. (Blackrock: 1996), 60-76. (CP)

- R.F. Foster, "Paddy and Mr. Punch" *Journal of Newspaper and Periodical History* 7 (2) 1991.

-C. Kinealy, "Potatoes, providence and philanthropy: the role of private charity during the Irish Famine" in P. O'Sullivan, ed. *The Meaning of the Famine* (Leicester 1997), 140 -171. (CP)

- "Ireland's Famine Museum" *History Today* Dec.1996. (Electronic)

Discuss: The Irish Question, *The Past Speaks*, chapter 11.

Background: Arnstein, chapter 9.

Presenter: Ireland, the Famine, Emigration, Popular responses, Irish Home Rule, Ulster

Essay Topic Short Proposal and Annotated Bibliography (10%) due 25 November 2013

2 December The Victorian Age: Society, Culture & Democratic Politics

Victorian values: religion, science, cities, the workhouse & Christmas Past

Discuss: *The Past Speaks*, chapters 9 & 10. Background: Arnstein, chapters 5, 7 & 11.

Presenter: Oxford Movement, Darwin's impact, Social Darwinism, Representative government & reform, the Victorian Workhouse.

CELEBRATE A VICTORIAN CHRISTMAS

Journal I for Term I due 6 January 2014 (10%)**CHRISTMAS HOLIDAY****6 January Emerging Nationalism: Wales**

Primary: *The Times* account of the 1911 Investiture. (CP)

-Andrew David, "Welsh Indigenous! And British Imperial? Welsh Rugby, Culture and Society 1890-1914" *Journal of Sport History* 1991 18 (3), pp. 335-349. (CP)

- John S. Ellis, "Reconciling the Celt: British National Identity, Empire, and the 1911 Investiture of the Prince of Wales" *The Journal of British Studies*, 1998, 37 (4): 391-418. (Electronic)

-Martin Johnes, 'A Prince, a King, and a Referendum: Rugby, Politics and Nationhood in Wales 1869-1979,' *Journal of British Studies*, Vol. 47, (Jan. 2008), 129-148. (Electronic)

-Prys Morgan, "From Death to a View: The Hunt for the Welsh past in the Romantic Period" in Hobsbawm & Ranger, *The Invention of Tradition*.

Presenter: Wales, Cardiff, the Investiture, Welsh Language, Welsh music and/or poetry

Journal I for Term I due 6 January 2014 (10%)

13 January British Imperialism, Identity & Manhood

Primary: Thomas Carlyle, "Occasional Discourse on the Negro Question" *Fraser's Magazine* Vol. 40

(Dec. 1849). John Stuart Mill, "The Negro Question" *Fraser's Magazine* vol 41 (Jan.1850). (CP)

-Stephen Hymer, "Robinson Crusoe and the Secret of Primitive Accumulation" *Monthly Review* (Sept 1971) pp. 11 -36. (CP)

- Catherine Hall, "Competing Masculinities: Thomas Carlyle, John Stuart Mill and the Case of Governor Eyre" in *White, Male and Middle Class*.(Oxford UP, 1992). (CP)

- Jan Morris, "Governor Eyre" in *Heaven's Command: An Imperial Progress*, 301-17. (CP)

Discuss: The Burden of Empire? *The Past Speaks*, chapter 12.

Background: Arnstein, chapters 6 &10.

Presenter: Imperial influences on Britain, India, The Eyre Case, Plantations, Commodities of Empire e.g sugar, tea, "Scramble for Africa", Boer War, Views of Empire

20 January The Edwardian Crises and the Limits of Liberalism

Discuss: George Dangerfield, *The Strange Death of Liberal England* (1935)

- Paul Thompson, "The Edwardian Crisis" in *The Edwardians*, Routledge, (1992). (CP)

The Past Speaks, chapter 13. Background: Arnstein, chapter 12.

Presenter: Parliament, The People's Budget, House of Lords, Fabians, David Lloyd George

NOTE Research Update

27 January Women's Issues

Primary: Excerpts from Christobel Pankhurst's *The Militant* describing the 1908 "Rush the Commons" Suffragette trial. (CP)

-Ian Fletcher, "A Star Chamber of the Twentieth Century": Suffragettes, Liberals and the 1908 "Rush the Commons" Case" *Journal of British Studies* 35(4), 1996, 504-530. (Electronic)

- Rachel Monaghan. "Votes for Women: An Analysis of the Militant Campaign" *Terrorism and Political Violence* [Great Britain] 1997 9(2): 65-78. (CP)

-- Elizabeth Prevost, 'Married to the Mission Field: Gender, Christianity and the Professionalization in Britain and Colonial Africa,' *Journal of British Studies*, 47 (Oct. 2008), 796-826 (Electronic)

Background: Arnstein, 237-41; refer to Dangerfield chapter (1935)

Presenter: Suffragettes, Women missionaries

3 February World War I and Masculinity

Primary- "Behind the Lines" (1998) Wilfrid Owen, "Dulce et Decorum Est", Siegfried Sassoon, "Blighters", Robert Graves "To the Man I Killed." (CP)

Discuss *The Past Speaks*, chapter 14.

Background: Arnstein chapters 13 and 14

Presenter: Trench Warfare, Trench Poets, Pat Barker's *Regeneration*.

10 February Irish Nationalism and the Easter Rising 1916

Primary: Easter Rising Declaration 1916, poetry by W.B. Yeats and H.E. Pearse. (CP)

- Richard English, "The Inborn Hate of Things English": Ernie O'Malley and the Irish Revolution 1916-1923" *Past and Present*, No. 151. (May, 1996), 174-199. (Electronic)

-Tom Bowden, "The Irish Underground and the War of Independence 1919-1921" *Journal of Contemporary History* 8 (2) 1973, 3-24. (Electronic)

Background: Arnstein, chapter 12, 241-43, 286-88.

Presenter: Easter Rising, Irish Nationalists, Women radicals

17 February READING WEEK

24 February Politics, Economy and Society between the Wars

Sexuality Between the Wars *Primary*- Marie Stopes, excerpt from *Married Love*. (1918) (CP)

-Lesley Hall, "Impotent Ghosts from no man's land, flappers' boyfriends, or crypto-patriarchs? Men, sex and social change in 1920s Britain" *Social History* 21 (1) January 1996, 54-70. (CP)

-Peter Guernsey: "Intersex" and "Dirty Girls": Mass-Observation and Working Class Sexuality in England in the 1930s" *Journal of the History of Sexuality* 1997 8:2, 256-290. (CP)

Discuss: *The Past Speaks*, chapter 15, 331-51; chapter 16; Arnstein, 288-92

Background: Arnstein, chapters 15, 16 & 17.

Presenter: Hunger Marches, Fascism, Communism, Appeasement, Interwar Popular Culture: Cars, Plastics, Cinema, Music Hall.

3 March World War II: On the Western Front & the Home Front

Primary: Tom Harrison, "Down Memory Lane" in *Living Through the Blitz*. (1976) (CP)

-Arthur Marwick, "People's War or Top People's Peace" in *Crisis and Controversy* (1976) (CP)

-Geoffrey Field, "Perspectives on the Working-Class Family in Britain, 1939-1945" *International Labor and Working-Class History* 38: Fall 1990, 3-28. (Electronic)

Discuss: *The Past Speaks*, 376-8; 351-3.

Background: Arnstein, chapter 18, espec. 346-51.

Presenter: the Blitz, the Battle of Britain, rationing; Mass Observation; *Nella Last's War*

10 March Post-War Britain, Popular Culture of the 1960s/70s & Thatcherism

(no presenter) -Bill Ogersby, "Well, It's Saturday Night and I Just Got Paid": Youth, Consumerism and Hegemony in Postwar Britain" *Contemporary Record* 6 (2): 287-305. (CP)

Discuss: *The Past Speaks*, chapter 17 Britain's transition from Empire to Europe; chapter 18, chapter 19 Background: Arnstein 21 & 22.

Margaret Thatcher, *The Downing Street Years*, 3-59. (Reserve)

David Cannadine, "Margaret Thatcher," in *History in Our Time*, (1998), 288-97. (CP)

Discuss in Class BBC "in Depth" Statistics for the Thatcher Years" Interview with Margaret Thatcher. Video: BBC Panorama Falklands War Outbreak. (You Tube)

Margaret Thatcher, Speech to the House of Commons on the European Council (1990)

17 March **New Labour, Cool Britannia and the Monarchy: 1997 to the Present** (No presenter) -Henry Porter, “Less a servant of the people, more a hammer of Parliament” *The Observer* February 25, 2007. **(All CP)**-Andrew Rawnsley, “The Reckoning”; Rafael Behr, “Culture Clash,” *The Blair Years* April 8, 2007. -David Cannadine, “Diana, Princess of Wales” in *History in Our Time*. **(CP)**-David Cannadine, “The Context, Performance and Meaning of Ritual: The British Monarchy and the ‘Invention of Tradition,’ c. 1820-1977, in Hobsbawm and Ranger (eds) *The Invention of Tradition*. Background: Arnstein, chapters 22, 23.
 Film: *The Queen* or *Live Forever* (2003)
 - BBC Panorama TV Interview with Tony Blair (1997)

24 March **Overview and Final Words (In class)**
 Journal II due for Term II

31 March **Class Seminars**

7 April **Class Seminars**

NO FINAL EXAM

* Schedule Subject to change depending on enrollment

30 July 2013

IMPORTANT INFORMATION

Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE:** Contact **Brescia's Senior Academic Advisors**.

Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
 - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
 - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE:** Contact **Brescia's Senior Academic Advisors**.
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

Support Services

Brescia's Senior Academic Advisors: to book an appointment call 519-432-8353 ext. 28266

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the

Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.