HIST 370
Bond, Bowie, and Brexit: Britain from 1945 to the New Millennium
Winter 2020

Instructor and T.A. Information

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Course Description

The United Kingdom underwent a remarkable transition in the second half of the 20th century. It lost an empire, experienced large-scale immigration from around the world, joined the European Economic Community (now the European Union), and became a global cultural engine. This course examines the history of Britain from the end of the Second World War until recent events including the death of Princess Diana and Brexit. In this course you will study decolonization and its impact on British society, the creation and expansion of the welfare state, the "White Heat" of the "Swinging Sixties," shifting dynamics of class and gender, British popular culture from James Bond to David Bowie to Britpop, Irish and Scottish nationalism, the rise of Margaret Thatcher and neo-liberalism in the 1980s, New Labour in the 1990s, and developments in the new millennium.

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Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

A. Deepen understanding of modern British history, and its relevance to the present.
   - Lectures, discussion, research paper, simulation
B. Develop an original research project, identify sources, conduct original research, and present research arguments in a long-form essay.
   - Research essay
C. Synthesize arguments and important information from source material, and discuss their own interpretations of the material with peers
   - Seminar discussions, general class discussion
D. Develop collaborative and group work skills.
   - Simulation exercise
   - Lecture material, seminar discussions.

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Readings
- All course readings are accessed electronically, either through the Library system, via hyperlinks in the syllabus, or as a pdf posted in LEARN.

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Assignments

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<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>5 Bi-weekly sessions</td>
<td>25%</td>
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<tr>
<td>Essay</td>
<td>Feb. 25 (11:59 on LEARN)</td>
<td>25%</td>
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<tr>
<td>Brexit Simulation</td>
<td>March 24</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>April 7 (11:59 on LEARN)</td>
<td>30%</td>
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<tr>
<td>Total</td>
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Seminar Participation

- Our seminars are your opportunity to engage with our course material in a smaller group setting. Please read the assigned readings before coming to class. We will then discuss the material in a relaxed group discussion. All of your ideas are valid and valued, and the sessions will be structured so that everyone can contribute in ways that they feel comfortable. Your seminar grade will be based on a combination of: attending each session, preparing ahead of time, participating in our discussion to the best of your abilities, and being an active and engaged listener.
- TIP: come to each session with 1 or 2 ideas or arguments from the readings that you want to discuss, and/or that tie the readings together. This will give you something to share with the group.

Research Essay  (2,000 words)

- Choose a British film, novel, play, album, artwork, political speech, or other primary source. Explain the historical context within which it was created, and the ways in which it helps explain aspects of modern British History. Your research should draw on secondary sources to help you establish and analyze the historical context within which your primary source was created, and the audience to which it was aimed.

- I will post a list of potential sources on LEARN if you need some inspiration. We will also brainstorm topics together and look at primary source databases in class.

- Please use the Chicago Manual of Style format (foot/endnotes + a bibliography) for your references.

- The essay is due on **February 25, 11:59 pm**, submitted on LEARN.

Brexit simulation

- We will divide the class into different groups in the Brexit debate, and conduct a simulation seeking a Brexit agreement/outcome that reflects themes of modern British history we’ve studied this term. More details will be provided during term. The Simulation will be held in class on March 24.

Final Exam

You will receive a take-home exam after our last class. The exam is due to me as an electronic submission to our LEARN drop box on **April 7 by 11:59pm**.

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Weekly Class Schedule

Introduction

January 7

- Themes in the History of Modern Britain
- Britain’s Second World War and its Legacies

British Society

January 14  A Class Society & a Multicultural Britain
January 21  A United Kingdom?: England, Scotland, Wales, Northern Ireland

January 28  Work and Play, Body and Soul
  o  Histories of Work, Leisure, Private Life, and Religion

**British Culture**

February 7  The Monarchy (Elizabeth II and Princess Diana to Harry and Meghan)

February 14  Postwar Culture
  o  Kitchen-Sink Drama; James Bond and Imperial Nostalgia; Swinging London; and Postwar Fiction

February 21  Reading Week

February 28  Culture 1970s – present
  o  Bowie, Punk, & Britpop; the “Diamond Decade” of the 1980s; “New Britain” of the 1990s; The London Olympics & the 21st c.

**British Politics**

March 3  The Postwar Consensus? (1945-1970s)

March 10  Thatcher and the 1980s

March 17  Blair to Brexit (New Labour to Brexit)

March 24  Brexit Simulation

**Conclusion**

March 31  Change and Continuity in Modern Britain

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**Tutorial Session Readings**

Session 1: Social Attitudes and Class


Choose one primary document on social history in 1950s from the following National Archives site: [https://www.nationalarchives.gov.uk/education/resources/fifties-britain/?show=all#more](https://www.nationalarchives.gov.uk/education/resources/fifties-britain/?show=all#more)
Read one of the following two short pieces:

- V&A, *An Introduction to 1960s Fashion*

**Session 2: Cultural Change in the 1970s**


Choose and read a 1970s music magazine article on David Bowie from this list: [http://www.bowiewonderworld.com/press/press70.htm#77CSM](http://www.bowiewonderworld.com/press/press70.htm#77CSM)


**Session 3: Reader’s Choice**

Choose a scholarly article from *Twentieth Century British History, Journal of British History,* or *Contemporary British History* on a social history topic related to race, class, gender, “ordinary life,” or other social history topic.

Choose a primary source that relates in some fashion to your scholarly article. This could be a newspaper article, popular media work, TV or radio news report, work of art, or anything else you can find.

**Session 4: Thatcher to New Labour**

Margaret Thatcher, *Speech to Conservative Party Conference, 10 October 1986*, Margaret Thatcher Foundation


**Session 5: Brexit Preparation**

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**Course Policies**

Mental Health
Your mental health is important – please take care of yourself. There are many people and resources on campus if you need some help, or someone to talk to - [https://uwaterloo.ca/campus-wellness/counselling-services](https://uwaterloo.ca/campus-wellness/counselling-services)

**Late Work**
Late assignments will be penalized 3% per day, including weekends. Please speak to me if you need an extension for a legitimate reason.

**Information on Plagiarism Detection**
I don’t use plagiarism software, but I will send your work to the Dean’s office if I detect plagiarism while grading your assignments. Suffice it to say, please do your own work.

**Electronic Device Policy**
You are free to use whatever devices you wish for class purposes, but please be considerate of others – videos or other moving images are particularly distracting to those sitting behind you.

**Attendance Policy**
Attendance at seminar is necessary (you can’t participate if you’re not there!). Coming to lecture is up to you, but our lecture material forms the spine of the course, will help you complete the assignments, and will be the basis of the exam questions.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/services/academic-integrity) and the [Arts Academic Integrity webpage](https://arts.uwaterloo.ca/services/academic-integrity) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/services/student-affairs/policies). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/services/student-affairs/policies).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/services/student-affairs/policies), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://uwaterloo.ca/services/student-affairs/policies).

**Note for students with disabilities:** The [AccessAbility Services](https://uwaterloo.ca/services/accessability) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.