



# IRE332Y0 Historical British Industrial and Cultural Influences on the Contemporary Workplace Summer 2024 LEC0101

Course details	
Instructor	Bob Thompson
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	We will remain in regular contact during the course
Class day/time:	Monday to Friday from approximately 9:00 am to 12:00 pm. Field trips will occur during scheduled class time AND outside of class time
Office hours	As required. Email for prompt response
Course delivery	In-Person. See <a href="#">Faculty of Arts &amp; Sciences Course Timetables</a> for updates.
	Course content will be available in person. Additionally, materials will be uploaded on Quercus each week.
Course website	<a href="#">Quercus</a>

**This Course Outline is a DRAFT and will be updated as the course progresses.**

## Course description

The influence of British law, governance and culture on modern-day work is significant. Through understanding British history and with a focus on the Industrial Revolution, this course will explore these influences. The first three weeks of study will consider the impact of the major stakeholders of the employment relationship: 1. Workers & Trade Unions, 2. Employers & Capital, 3. Governance & Culture. Using these perspectives and critical insight, the fourth week will integrate the British experience into a meaningful understanding of today's worker experience.

## Learning objectives

By the end of this course, you should be able to:

1. Appreciate the complexities and main features of British Culture, Governance and Workplace Ethos as shaped by the Industrial Revolution.
2. Study the major stakeholders of the employment relationship: 1. Workers & Trade Unions, 2. Employers & Capital, 3. Governance & Culture.
3. Draw conclusions about the impact British historical events have had on the modern workplace.

## Prerequisite

None.

## Textbook

See Preliminary Reading List Below. The collection of materials will be accessible online.

## Evaluation

Your grade will be determined as follows:

Assessment Tool	Grading Weight (%)	Due Date(s)
Preliminary Readings Quiz	15	June 17
Independent Field Trip	15	June 24
Significant Article Summary	15	July 1
Instagram-able Photo Essay	15	July 9
Critical Perspective Taking & Workplace Synthesis Paper	25	July 19
Course Participation	15	Ongoing

## Term Work Policies

Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. It is also the student's responsibility to back up their work either electronically or by photocopying the work for their own reference, as well as keeping rough and draft work and hard copies of their assignments, as these may be required by the instructor. You must keep all of your graded term work until your final grade has been released on ACORN. Any grade miscalculations or other grade-related issues may require that you provide your graded assignments to the instructor and/or the Program Office. Students who have the need to request extensions or makeups are asked to be in touch with the instructor as soon as is practicable.

## Assignments

Details of the assignments will be posted on Quercus. Assignments are due online (through Quercus) at the end of the designated day. While the description of the course assessments will be described in more detail on Quercus, the following assignment descriptions are provided here to assist in anticipating for the course deliverables.

### Preliminary Readings Quiz

This quiz will be held online during the first week of the course. To ensure that students have engaged in materials at the outset, three scholarly sources will be the subject of 15 multiple choice questions. Students will be given a window three days to complete them within a 45-minute time frame.

### Independent Field Trip

Students will be asked to find a local event or destination (or an online virtual tour) relating to the host country. They will summarize the experience and provide a short analysis of the significance of it and the impact of it in a short online submission that is to be no longer than 1,000 words. An abstract of this experience will be posted on the Quercus course discussion board.

### Instagram-able Photo Essay

Students are to select three to five photos that reflect their experiences during their Summer Abroad experience and post a collage of them on Quercus along with a description of the most impactful historical, cultural, or academic concepts they encountered. Sharing how these observations might affect their future careers and world view.

## Critical Perspective Taking & Workplace Synthesis Paper

For the final assignment of the course, students are asked to review at least three scholarly articles from the course (or external materials) and demonstrate how influence of British law, governance and culture had an impact on their understanding of today's worker experience. This paper is to be a maximum of 2,000 words.

## Exams

There is no final exam for this course.

## Class participation

Participation is critical in an interactive course, and you are expected to come to the classroom and field trips prepared to discuss the topic, the readings and to actively participate. Accordingly, you will be graded in this category based not only on your regular attendance but also your active participation by volunteering your ideas and making reasoned, thoughtful, and informed contributions in class.

Participation includes responses to questions from others, spontaneous remarks, and new questions. This is your opportunity to practice speaking and persuasive skills – as well as the ability to listen.

The course will be administered and provided in accordance with the Summer Abroad Student Guide (made available on Sharepoint).

Expectations related to simulations and exercises are discussed further below.

## Group work

While there are no specific assignments that are designated as group assignments, it is nevertheless advised that the principles of teamwork should be upheld during this interactive course. Students are reminded of the following expectations with respect to their behavior and contributions to class collaboration:

- Treat other members with courtesy and respect;
- Establish a positive and productive team dynamic;
- Contribute substantially and proportionally;

Learning to work together in teams is an important aspect of your education and preparation for your future careers.

## Field Trips

As these field trips are an integral part of the learning process and important for the appreciation of the host country's culture, it is expected that students will attend these events with enthusiasm and curiosity and show a respect for its traditions and customs.

## Academic integrity

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's in Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential

offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.
- Signing attendance forms on behalf of another student

Selling, Distributing Course Work Material:

- Selling or distributing any lecture material such as outlines, slides, tests, answers to tests, essay questions without prior permission of the Instructor is an infringement of copyright. You are absolutely NOT authorized to post/distribute/sell any material if you do not have permission of the instructor.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact the instructor. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other available campus resources like the College Writing Centers, the Academic Success Centre, or the U of T Writing Website.

## Copyright

"Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Canadian Copyright Act*. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. **It is absolutely forbidden for a student to publish an instructor's notes** to a website or sell them in other form without formal permission." [Faculty of Arts & Science Academic Handbook for Instructors](#) Section 4.5 Taping/Recording/Photographing Lectures etc.

## Late assignments and missed tests and other course work policies

Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. It is also the student's responsibility to back up their work either electronically or by photocopying the work for their own reference.

It is also the student's responsibility to keep rough and draft work and hard copies of their assignments as these may be required by the instructor. You must also keep all your graded term work until your final grade has been released on ACORN. Any grade miscalculations or other grade related issues may require that you provide your graded assignments to the instructor or Program Office.

Attendance: Students who attend weekly sessions will be more likely to understand the material and will therefore be in a better position to do well in the course. Students who, for whatever reason, miss a lecture will have to make arrangements to get notes from another student.

### Late Penalties/Extensions/Missed Tests

Students are asked to alert the instructor to any difficulties that you may be experiencing in a timely manner so that appropriate assistance and/or direction can be provided.

Missed tests will be assigned a grade of zero. If you miss a test, you must approach the instructor within one week of the test date in order to request an opportunity to write a make-up. A make-up test will only be granted if there are legitimate medical or compassionate grounds. Documentation (Verification of Student Illness or Injury form etc.) must be submitted to the instructor.

Assignments will incur a penalty of 4% per day (including weekends) for assignments handed in late (i.e., after 2:10 pm on the day they are due), unless prior arrangements with the instructor have been made. They will not be accepted 10 days after the due date. Note: Due to the nature of the Final Negotiation Exercise & Reflection assignments these will NOT be accepted after the due date.

Missed Simulations/Exercises will be given a grade of zero. Given the nature of this assignment there are no makeup opportunities given for missed simulations/exercises.

Rules for the Conduct of Examinations/Tests will be posted on Quercus and may be updated from time to time.

### COVID-19-related absences and accommodations

If you are absent from class for any reason (e.g., COVID, other illness or injury, family situation) and need consideration for missed academic work, report your absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. Advise your instructor of your absence also. [Click here for more information.](#)

### Extensions

Please alert the instructor to any difficulties that you may be experiencing in a timely manner so that appropriate assistance and/or direction can be provided.

### Remarking term work policy

Please submit a detailed memo in writing in which you specify the questions or portions of the assignment or test that you believe were marked incorrectly, and why you think the marking was incorrect, together with the test or assignment. The deadline for requesting a re-marking is two weeks from the date the term work was made available for pickup. Late requests will not be accepted.

The instructor will re-mark the entire assignment, not simply the questions or portion you believe were scored improperly. Note that in the course of re-marking your assignment, your instructor may discover errors or defects that were not originally detected on the paper or test. As a result, it is possible that your revised mark may go down, rather than going up or staying the same. The revised mark stands. It is not to your advantage to submit a request for a second re-marking unless you believe you will gain points.

## Equity, Diversity, and Inclusion.

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### Students with accessibility needs

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information on services and resources available to instructors and students, please see the [Accessibility Services website](#).

### Religious observances

The University also provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences, and instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. For more information, and to link to the University's policy on accommodations for religious observances, please see the website of the [Office of the Vice-Provost, Students](#).

## Schedule Abroad

(subject to change)

This Schedule Will be updated as the course progresses.

Theme	Day	Date	Topic	Weekly Readings
<b>Pre-Departure Lecture</b>	0	TBD	General Concepts & Logistics Time to be determined (Class Will Be Streamed on Zoom & Recorded for Those Unable to Attend Live)	No Prereading Necessary – General Discussion
<b>Workers &amp; Trade Unions</b>	1	June 10	Introductions, On-Campus Tour & Tour of the City of Canterbury	Meet in Classroom at 9 am for Introductions followed by Campus Tour & Guided Walk Around Canterbury into the Afternoon
	2	June 11	The Industrial Revolution, The Tolpuddle Martyrs and the Swing Riots & Canterbury Cathedral Tour	Read Roebuck and Scriven Articles Cathedral Tour is into the Afternoon
	3	June 12	The Dockyards & Matchstick Girls	Pre-Read The Docklands Article & Matchstick Girls Articles.

Theme	Day	Date	Topic	Weekly Readings
	4	June 13	Day Trip to London. Attend Dockyards Museum, Match Girl Memorial, Walking Tour of Westminster and Buckingham Palace, British Museum	Field Trip
	5	June 14	Contact Bob If You Wish To Meet Individually or in a Small Group to Discuss The Course Progress	
<b>Employers &amp; Capital</b>	6	June 17	The Industrial Revolution	Including Potential Guest Lecturer & Possible Trip to Rare Books Collection of Library <b>Preliminary Readings Quiz</b>
	7	June 18	Crabble Corn Mill and Agriculture in the 1800s	Discuss Tann & Tames Articles + Potential Guest Lecture
	8	June 19	Charles Dickens on the Industrial Revolution and Poverty & England's Role in the Slave Trade	Read the Two Dickens Articles as Well As One Related to The Slave Trade
	9	June 20	Day Trip to Dover. Attend Crabble Corn Mill, Dover Castle & White Cliffs	Field Trip
	10	June 21	Contact Bob If You Wish To Meet Individually or in a Small Group to Discuss The Course Progress	
<b>Governance &amp; Culture</b>	11	June 24	British Governance & Law	<b>Independent Field Trip Due</b>  Presentation on British Monarchy, Government, Law and the Current State of Industrial Relations
	12	June 25	Dickensian England	Potentially Day for Viewing Dickens Film, Analysis & Discussion

Theme	Day	Date	Topic	Weekly Readings
	13	June 26	Day Trip to Cambridge, morning at Town Market en route, Cam River Tour & Lecture at Cambridge University	Field Trip Potential Guest Lecture
	14	June 27	The Role of Government & Culture in the Industrial Revolution	Presentations of Independent Field Trip Assignments &
			Stonehenge Exercise, The Tolpuddle Martyrs and the Swing Riots Continued	Pre-read one Stonehenge Article (to be assigned) along with Sullivan and Griffin
	15	June 28	Contact Bob If You Wish To Meet Individually or in a Small Group to Discuss The Course Progress	
<b>Synthesis: Influence on Contemporary Workplaces</b>	16	July 1	The Impact of Industrial Revolution Trade Unions Then and Now	Presentations of Independent Field Trip Assignments, continued and Discussion of PEST Analysis <b>Significant Article Summary Due</b>
	17	July 2	Overnight Field Trip to Stonehenge & Bath (overnight)	Field Trip
	18	July 3	Attend the Tolpuddle Martyrs Festival at noon & Return to Canterbury	Field Trip
	19	July 4	Contemporary Work Culture and How it Has Been Shaped by History & Significant Article Summary Discussion	Presentations of Significant Article Summary & Analysis of Strangleman Article
	20	July 5	Wrap Up of the Course, Reflection of Cambridge Tour, Commentary on Historical Significance	Casual Discussions & Reflection on Trip
	<b>Final Deliverables</b>		July 9	



Theme	Day	Date	Topic	Weekly Readings
		July 19		Critical Perspective Taking & Workplace Synthesis Paper Due

## Reading List

This Reading List is being refined and compiled (See below).

## Structure of a Typical Class

While the structure of a class meeting will vary depending on the circumstances, typically a three-hour class will include a 45-minute to 90-minute lecture/discussion, followed by a short break and an exercise or activity that further develops the contents of the day's materials.

## IRHR Library Research Guides & Resources

Check out the IRHR Library website for additional resources - resources specific to this course are available on the [IRE472: Negotiation](#) guide, and the [Industrial Relations & Human Resources Library](#) guide will be useful for all your research projects. Research help is available from the IRHR Library by email at [cirhr.library@utoronto.ca](mailto:cirhr.library@utoronto.ca).

## Accessing UofT Library Resources Off Campus

When you use licensed University of Toronto Libraries resources (online journals, articles, ebooks, and databases) off campus, you'll be asked to log in with your [UTORid](#). Check out authentication tips at [Is there an easy way for me to authenticate as a U of T user while I'm researching off-campus?](#)

## Useful Links for Citing Sources

- [Citing Your Sources](#)
- CIRHR courses use [APA style](#), unless otherwise specified
- [Citation software](#), such as RefWorks, can help you quickly generate citations; you can also copy APA citation from [Google Scholar](#) (look for the cite icon under the article link) and most journal websites.
- [Legal Citations](#)
- Help with citations and bibliographies is available from the [IRHR Library](#)
- Additional writing support is available from U of T Writing Centres, including the [Woodsworth College Academic Writing Centre](#)

## Reading List

Prior to the commencement of the course a reading list of materials will be made available online. The list below is subject to change, but preliminarily, the following titles are to be incorporated into the course. Electronic versions of resources to be posted on Quercus. Below, articles that are required reading are noted with "R". The remaining resources are suggested reading but may be useful for your Significant Article Summary Assignment due July 31<sup>st</sup>.

## General Topics

- Booth, A., & Melling, J. (2016). *Managing the modern workplace: Productivity, politics and workplace culture in postwar Britain*. Routledge. pp 18 to 21
- Richardson, M., & Nicholls, P. (Eds.). (2011). *A business and labour history of Britain: Case studies of Britain in the nineteenth and twentieth centuries*. Palgrave Macmillan UK. pp. 5 to 7 **R**
- Howell, C. (2008). *Trade unions and the state: The construction of industrial relations institutions in Britain, 1890-2000*. Princeton University Press. pp. 9 to 67
- Crafts, N. F. R., Gazeley, I., & Newell, A. (2007). *Work and pay in twentieth-century Britain*. Oxford University Press.
- The Cambridge Economic History of Modern Britain*, Floud, R., & Johnson, P. (Eds.). (2004). *The Cambridge economic history of modern Britain. Volume 1, Industrialisation, 1700-1860*. Cambridge University Press. pp. 14 to 27, pp. 36 to 53, pp. 126 to 133, pp. 206 to 214 **R**
- Wrigley, C. (2003). *A companion to early twentieth-century Britain*. Blackwell Pub. The Politics of the Labour Movement, 1900–1939 pp. 41 to 46
- Fox, A. (1985). *History and heritage: the social origins of the British industrial relations system*. G. Allen & Unwin. **R** pp. 61 to 67, pp.91 to 96, pp. 124 to 161
- Burgess, K. (1975). *The origins of British industrial relations: The nineteenth century experience*. Croom Helm. pp.304 to 312
- Weldon, D. (2021). *Two Hundred Years of Muddling Through: The surprising story of Britain's economy from boom to bust and back again*, excerpts **R**

## Tolpuddle Martyrs

- Tolpuddle martyrs: The story*. (n.d.). Tolpuddle Martyrs Museum. <https://www.tolpuddlemartyrs.org.uk/story> **R**
- Castelow, E. (n.d). The Tolpuddle martyrs. *Historic UK*. <https://www.historic-uk.com/HistoryUK/HistoryofEngland/Tolpuddle-Martyrs/>
- Costley, N. (2005). Why the Tolpuddle story still resonates with us today. *Tribune (London)*, 69(28), 17–. [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_proquest\\_miscellaneous\\_1851594803](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_1851594803)
- Roebuck, J. A. (1835). *The Dorchester labourers*. J. Longley. **R**
- Scriven, T. (2016). The Dorchester Labourers and Swing's aftermath in Dorset, 1830–8. *History Workshop Journal*, 82(1), 1–23. **R**
- Dickson, R. (1986). The Tolpuddle Martyrs: Guilty or not guilty? *Journal of Legal History*, 7(2), 178–187.
- Griffiths, C. (2018). From “Dorchester Labourers” to “Tolpuddle Martyrs”: Celebrating radicalism in the English countryside. In *Secular martyrdom in Britain and Ireland* (pp. 59–84). Springer International Publishing.
- Wright, D.G. (2013). Trade unionism and the Tolpuddle Martyrs. In *Popular radicalism: The working-class experience, 1780-1880*. (pp. 104-105). Routledge.

## Swing Riots

### Web resources

- Sullivan, M. (n.d.). The Swing Riots. *The Age of Revolution*. University of Kent. <https://blogs.kent.ac.uk/ageofrevolution/riots/the-swing-riots/> **R**

History: Working life: Swing Riots – 1830  
(n.d.). BBC. [https://www.bbc.co.uk/history/familyhistory/bloodlines/workinglife.shtml?entry=swing\\_riots&theme=workinglife](https://www.bbc.co.uk/history/familyhistory/bloodlines/workinglife.shtml?entry=swing_riots&theme=workinglife) **R**

Scriven, T. (2016). The Dorchester Labourers and Swing's aftermath in Dorset, 1830–8. *History Workshop Journal*, 82(1), 1–23. **R**

Griffin, C. J. (2009). Swing, swing redivivus, or something after swing? On the death throes of a protest movement, December 1830–December 1833. *International Review of Social History*, 54(3), 459–497. **R**

Ebbatson, R. (2014). Women in the field – Roger Ebbatson. (2014). In *Gender and space in rural Britain, 1840–1920* (pp. 25–34). Routledge.

Griffin, C. J. (Carl J. (2012). *The rural war: Captain Swing and the politics of protest*. Manchester University Press.

## Matchgirls' Strike

British Library. (n.d.). *Timelines: Sources from history. Match Girls strike, 1888*. British Library Board. <https://www.bl.uk/learning/timeline/item106451.html> **R**

Brain, J. (2021). The Match Girls strike. *Historic UK*. <https://www.historic-uk.com/HistoryUK/HistoryofBritain/Match-Girls-Strike/> **R**

Best, C. (2018). Meet the matchstick women – the hidden victims of the industrial revolution. *The Conversation*. <https://theconversation.com/meet-the-matchstick-women-the-hidden-victims-of-the-industrial-revolution-87453> **R**

Satre, L. (1982). After the Match Girls' strike: Bryant and May in the 1890s. *Victorian Studies*, 26(1), 7–31. **R**

## Dock work

*London's Royal Docks history*. (n.d.). London's Royal Docks. <https://londonsroyaldocks.com/londons-royal-docks-history/> **R**

Tillett, B. (1910). *A brief history of the Dockers' Union commemorating the 1889 dockers' strike*. Dock, Wharf, Riverside, and General Workers' Union.

Sapsford, D., & Turnbull, P. (1990). Dockers, Devlin and industrial disputes. *Industrial Relations Journal*, 21(1), 26–35. **R**

Davies, S., Davis, C. J., Hesselink, L., Voss, L. H. van, Vries, D. de, & Weinbauer, K. (Eds). (2017). *Dock workers: International explorations in comparative labour history, 1790-1970*. Routledge.

## Britain and the slave trade

### Books

Scanlan, P. X. (2022). *Slave empire: How slavery built modern Britain*. Robinson. pp 67 to 104 **R**

## Dickens and the industrial revolution

### Academic articles

Schultheiss, K. (2014). Dickens touches a nerve. *Calliope*, 24(5), p. 30+. **R**

Henderson, J. P. (2000). "Political economy is a mere skeleton unless...": What can social economists learn from Charles Dickens? *Review of Social Economy*, 58(2), 141–151. **R**

## Crabble Corn Mill - Milling in Southeast England

### Web resources

*Crabble Corn Mill*. (n.d.). White Cliffs Country. <https://www.whitecliffscountry.org.uk/things-to-do/history-and-heritage/crabble-corn-mill>

On St. Radigun's Abbey, the ruins of which are near the Crabble Corn Mill

Tann, J. (1980). Co-operative corn milling: Self-help during the grain crises of the Napoleonic Wars. *The Agricultural History Review*, 28(1), 45- 57. British Agricultural History Society. **R**

Tames, R. (2006). *Economy and society in nineteenth century Britain*. Routledge. Chapter 5 **R**

## Town markets

Griffin, E. (2002). Sports and celebrations in English market towns. *Historical research: the bulletin of the Institute of Historical Research*, 75(188), 188-208. DOI: 10.1111/1468-2281.00147 pp. 201 to 208.

Dyer, A. (2000). Small market towns 1540–1700. In P. Clark (Ed.), *The Cambridge Urban History of Britain* (425-450). Cambridge: Cambridge University Press. doi:10.1017/CHOL9780521431415.019. pp. 436 to 450 **R**

## Contemporary work culture and how it has been shaped by history

Strangleman, T., & Warren, T. (2008). *Work and society sociological approaches, themes and methods*. Routledge. **R**