

HIST* 2500 F'15
Britain since 1603

Instructor: Kevin James

Course Meetings: Lectures: Tuesday and Thursday, 10:00-11:20

Office Hours: I am available for consultation on Tuesday, 14:30-16:30 and in my office, room 1011 in the MacKinnon Extension; my phone extension 53226. You can also reach me at kjames@uoguelph.ca to schedule an appointment.

Learning Outcomes:

By the end of this course, you will:

1. develop a critical understanding of developments within Britain from 1603 to the present day, with an emphasis on economic, social and cultural change;
2. be able to relate these developments to Britain's changing place in the world, with particular emphasis on the economic, social and cultural implications of the growth and decline of Great Britain/the United Kingdom as a world economic and military power;
3. have gained a nuanced understanding of historiographical debates in British history, and develop critical skills by engaging primary and secondary historical sources in a variety of formats; and
4. have acquired analytical and communication skills through participation in weekly class discussions.

COURSE TEXT:

Kenneth O. Morgan, ed., *The Oxford History of Britain*, rev. ed. Oxford: Oxford University Press, 2010.

There are also weekly online primary sources linked to lecture themes; this is the material upon which seminar discussions are based. The seminar guide is available through the course website.

ASSESSMENT:

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|------------------------|------|---|
| I. Test: | 20 % | Thursday 1 October in class |
| II. Research Essay: | 35 % | Due Tuesday 17 November |
| III. Participation: | 15 % | |
| IV. Final examination: | 30 % | As scheduled and listed on WebAdvisor. |

I. Test

The test comprises multiple-choice, short answer and document analysis exercises: full details appear on D2L.

II. Research Essay

The essay assignment is based on primary sources selected by you; *though you will be assigned the year of your analysis, you may use material from any section of the newspaper, exploring any theme, within your birth month.*

For the essay, you will be required to access the *British Library Nineteenth-Century Newspaper Collection*, *The Scotsman*, or *The Times of London* to explore issues which occurred in your birth month in an assigned year.

The essay section has two parts, which can be divided with separate titles (you don't have to integrate Parts A and B).

Before writing, review your issue of the newspaper, examine and evaluate the secondary source base, and decide what theme will form the focus for the main part of the essay (part B).

In the first section (Part A) of the essay (400 words), you will: choose one newspaper title (such as *The Scotsman*) and look at the format of the entire newspaper (including print and visual elements and layout) for one week. Overall, can you argue that the newspaper privileges any political/social/cultural 'points of view' over others? What evidence do you have for your argument? Be cautious about claiming that the newspaper represents a 'neutral' or 'unbiased' position, or that it is merely (and irredeemably) 'biased'. Instead, look for subtle as well as more apparent indications of specific orientations on the part of writers and editors, and also speculate as to readership (not just 'the British public'), supporting your arguments with evidence. You are also encouraged to consult secondary sources which can offer insight into the evolution of the newspaper, its politics and position amongst the constellation of titles in the British press.

Then identify and explore, in Part B (1,600 words), in detail, one specific event reported during your month (such as a particular war, a domestic political debate, or a trend you observe in advertising):

1. Interpret the importance of the theme you have chosen, developing links to wider social, cultural and/or economic themes in British history at the time. Looking at no fewer than ten secondary sources, your aim is to develop an original analysis grounded in both primary and secondary source research. One goal is to be judicious in your choice of themes; it would be impracticable, for instance, to focus on the theme of the 'Napoleonic Wars', given the constraints of this assignment, and it would be equally problematic to focus on an event for which you cannot find a range of high-quality secondary source material. On the other hand, an essay which explores the Priestley riots in Birmingham in 1791, and how they reflected domestic tensions centred on the French Revolution, would allow you to balance specific primary and wider secondary material nicely. While primary sources from your month and year should 'anchor' your analysis, you are free to find other material from the newspaper, in other months and years that also support your analysis. You must use at least three primary sources in this essay as evidence.
2. In the second paragraph of your 'Section B essay' you must evaluate different ways historians have looked at the key research question you have chosen for your essay. Then situate your argument in relation to those other scholars: where does your interpretation fit into the existing scholarship? How is it original?

The total word limit for sections A & B is 2,000 (not including footnotes, bibliography and title material).

Avoid the direct quotation of secondary material, and be sure to footnote according to the *Chicago Manual of Style* (and please do not use in-text citations). Remember to please italicise the titles of newspapers, and also to place footnotes after punctuation.

Essays are due in class on the due date, and not at the Department Office.

Essays are graded on structure, coherence of argumentation, appropriate and extensive use of evidence, and on the comprehensive and appropriate use of citations. The Internet is an important and valuable research tool; web pages are not, however, always comparable in quality to reputable, peer-reviewed books and articles. You should exercise sound judgement in making use of them, and remember also to consult on-site library holdings.

Before submission please ask yourself:

1. Have I thoroughly explored the newspaper's structure, language and format in Section A, and provided evidence for any claim I make as to readership, political orientation, etc.?
2. Have I included a clear thesis in my first paragraph of Section B, as well as a discussion of how other historians have approached the issue, developing a comparison of their studies and situating my analysis within it?
3. Have I used at least three newspaper sources as evidence extensively in my study?
4. Do I have a conclusion that summarises my argument, and suggests its contribution to the study of wider themes in British history?
5. Have I footnoted according to the conventions of the *Chicago Manual of Style*, and have I included a properly-formatted bibliography? Have I placed my footnotes outside punctuation? Have I followed the *Manual's* formatting practices for newspaper titles, the placement of footnotes superscripts, etc.?
6. Have I double-spaced my text, and indented long direct quotations (and only included direct quotations that are from primary sources)?

The normal deduction for late papers is 2% per day.

All requests for extensions must be made by e-mail to the instructor, detailing the reason for the request.

III. Seminar Participation

We are fortunate to benefit from a small enough class size to incorporate discussion within the teaching format. In addition to the lecture readings assigned in the course text, please undertake the assigned primary source readings accessible through the D2L site.

IV. Final Examination

The final scheduled examination comprises multiple-choice and essay questions: full details appear on D2L.

ASSIGNMENTS

You are required to keep at least one hard copy of every assignment that you submit in this course; you are required to keep that copy until the completion of the course, when all final grades are submitted and made available to you.

No assignments will be accepted after the last day of class.

CLASS OUTLINE

**10, 15 & 17
September**

Civil War in the Three Kingdoms: Political Revolution and Restoration

Text reading: chapter 6, 'The Stuarts', pp. 327-98.

Class Objectives:

The objectives this week are to:

1. explore the tensions which gave rise to a series of inter-related conflicts in Scotland, Ireland and England, and to explore experiences of republican government in Britain and Ireland between 1649 and 1660; and
2. examine Britain in the Restoration period, leading to the "Glorious Revolution" of 1688, and to explore its consequences for British political, economic and social development, domestically and overseas.

**22 and 24
September**

A 'Peaceable Kingdom'? Whigs Ascendant and 'The Age of Equipoise'

Text reading: chapter 7, 'The Eighteenth Century', pp. 399-424.

Class Objectives:

The objectives this week are to:

1. explore the proposition that the first decades of the eighteenth century represented a period of relative calm in British politics; and
2. examine the rise of cabinet government, the role of Walpole and the Whigs, and the expansion of Britain's role in Europe and the wider world. Political realignment in this period coincided with the expansion of British military influence and "polite society" domestically.

**29 September
& 1 October**

Politics, Commerce and Economic Transformation in the Eighteenth Century

Text reading: chapter 7, 'The Eighteenth Century', pp. 424-69.

****Test on 1 October****

Class Objectives:

The objectives this week are to:

1. explore the growth of urban centres, and the changing urban hierarchy, in eighteenth-century Britain, and how they were influenced by economic and commercial developments in Britain. Britain's precocious urbanisation was exceptional in Europe, and signalled distinctive paths of economic and social development; and
2. explore the relationships between agricultural reorganisation and demographic change in eighteenth-century Britain, including analyses of land tenure, enclosure and systems of domestic production. The implications of these structural changes for British culture, and for long-term British development, were profound.

6 & 8 October

Evangelical Religion and Anti-Catholicism: Religion in British Society

Class Objectives:

The objective this week is to explore Protestantism as a cornerstone of British national identity, and to examine popular anti-Catholicism in the later-eighteenth century. In particular, we examine the extent to which Protestantism became a cornerstone of "Britishness" in the imperial age.

15 October

Crime, Punishment and the Law; The Queen Caroline Affair and the Emergence of Middle Class Opinion

Text reading: chapter 8, 'Revolution and the Rule of Law', pp. 470-517.

Class Objectives:

The objectives this week are to:

1. explore themes in eighteenth-century British legal history, including the operation of the law in theory and practice, and changing concepts of custom and punishment; and
2. explore the emergence of middle-class popular opinion in Britain, through an analysis of the charged relationship between George IV, his wife, and the British public. It serves as a case study of the power of "popular opinion", and invites us to ask how this became such a powerful force in Britain.

20 & 22 October

Free Trade Nation

Text reading: chapter 9, 'The Liberal Age', pp. 518-35.

Class Objectives:

The objective this week is to explore the rise of Free Trade as a dominant ideology in mid-Victorian Britain, and its wider social and cultural implications.

27 & 29 October Victorian Britain: Culture and Society**Text reading: chapter 9, 'The Liberal Age', pp. 536-59**

Class Objectives:

The objectives this week class are to:

1. explore the main social and cultural features and currents of Victorian Britain; and
2. examine the key historiographical debates surrounding the lack of a violent political revolution in nineteenth-century Britain.

3 & 5 November Victorian Britain: Work & Leisure

Class Objectives:

The objectives this week are to:

1. explore sport and forms of leisure in Victorian Britain, many of which intersected with class divisions in the world's most advanced industrial society.; and
2. examine the intellectual development of the "Condition of England" question, and to explore a range of social inquiries, and the motivations behind them, in mid- and late-Victorian Britain. In the world's leading industrial economy, questions of social deprivation exercised many observers, whilst others argued that they flowed inevitably from Britain's "low-cost labour" industrial revolution.

10 & 12 November The Empire

Text reading: chapter 9, 'The Liberal Age', pp. 559-65.

Class Objectives:

The objectives this week are to:

1. explore the relationship between patriotism, Empire and religion in Victorian Britain, by focussing on ways in which the Empire impacted on metropolitan culture;
2. chart and examine imperial growth in the last decades of the nineteenth century, and to focus our analysis on how the exploits of General Gordon were popularised and understood in Britain. In these heady days of British world power, there were also signs of impending decline.

17 & 19 November The Edwardian State

**Text reading: chapter 9, 'The Liberal Age', pp. 565-81;
chapter 10, 'The Twentieth Century', pp. 582-94**

Class Objectives:

The objectives this week are to:

1. dissect 'New Liberalism' as a political creed; and
2. examine the cultural ethos of Edwardian Britain, and to assess the impact of the Great War on British society, including Britain's culture and economy. The waning economic dominance of Britain in the world will also be examined alongside the emergence of such new powers as Germany, Japan and America.

24 & 26 November Twentieth-Century Britain: Culture, Society and Economy

Text reading: chapter 10, 'The Twentieth Century', pp. 594-633.

Class Objectives:

The objectives this week are to:

1. examine the aftermath of the Great War and its impact on the British state and society; and
2. examine the growth of labour politics, the uneven impact of the Depression of the 1930s, and the crisis of Abdication in 1936.

1 December The Post-War Years

Text Readings: chapter 10, 'The Twentieth Century', pp. 633-661.

Class Objectives:

The objectives this week are to:

1. explore the impact of the Second World War on British society, including the reorganisation of the state under Attlee, and the emergence of social welfare policies in the post-War era. Britain's protracted adjustment to the post-imperial, post-war age was a difficult one, marked by a decline in its global influence; and
2. examine the durability and decline of "consensus politics" in the decades after the War.

Required Statements

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, 6 November 2015. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Turnitin

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.