

History 374: British History from 1688 to the Present

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Office Hours: MW 10:00-2:00; TR 10:00-10:50; or by appointment.

Course Description: Our course will cover British history from the Glorious Revolution to modern Britain. I am interested in how British power changed from 1600 to 2000 by tracing alterations in the institutions of power, the changing nature of politics, and the process of determining who wielded power. This necessitates charting both internal political events and Britain's emergence as a world power and a colonial master through the eighteenth, nineteenth and twentieth century. Underlying these events are the fundamental intellectual themes that shaped how leaders viewed themselves, their constituents, and the wider world.

Expectations: I expect that you will come to class as prepared as I am. A combination of attentive reading, consistent attendance, participation, and note-taking are essential to both meet this expectation and to achieve success in this course.

Required Textbook: (available at the UNCG Bookstore)

-*The Oxford History of Britain, Revised Edition*. Edited by Kenneth O. Morgan. New York: Oxford University Press, 2010.

-Bookstore cost should be \$18.95. Buy it and read it. This text provides a broad synthesis of historical themes and events and is a useful background for lectures and discussion.

Other reading materials: Additional required reading materials will be posted electronically on Blackboard.

Student Learning Outcomes:

- Students will be able to explain orally and in writing significant internal/political and external/diplomatic events, people, and ideas in British history since the Glorious Revolution.
- Students will improve their abilities to search, using current technological means, to locate related primary sources, and to express themselves effectively, both orally and in writing by analyzing primary source documents and relating them to lecture and reading themes and topics.
- Students will be able to formulate a historical question and find materials to assist them in answering it. Using information technology, students will demonstrate the ability to access information efficiently and effectively, to conduct brief historical research for both information and evidence, and to determine the accuracy and relevance of a variety of materials to their question.

Communication. I will use the UNCG email system and Blackboard as my sole means to contact you outside of regular classroom hours, except for face-to-face appointments. Be sure to check your UNCG email account on a regular basis. If I need to modify some aspect of an upcoming class, I will send this to you by email. If you need to inform me of reasons why you will miss class (illness, bereavement, or some other personal crisis), then I expect you to use the UNCG email system.

Classroom Courtesy. As a courtesy to both the instructor and your fellow students, please be on time and turn off all cell phones before class starts. If I observe students texting, using their 'phone, or using their laptop computers for purposes other than course-related activities, I will ask them to shut those devices off and put them away. During class, keep side-chatter to a minimum to avoid disrupting other students. If you arrive late, please be as quiet as possible and take the closest seat.

Course Requirements. To pass this course, you must complete all assigned work. Failure to complete any one or more of the assigned tasks will result in an automatic grade of 'F'. Note the undergraduate grading scale cut-offs are as follows:

A+	97	B+	87	C+	77	D+	67	F	59
A	93	B	83	C	73	D	63		
A-	90	B-	80	C-	70	D-	60		

Grades. Your final grade will be based on your performance on the following events:

Attendance	10%
First exam	20%
Second exam	20%
Third exam	20%
Primary Source Analysis	15%
Course project	15%

Attendance. Attendance is both a measure of one's self-discipline and a necessary process for acquiring information that furthers understanding of course content. **10% of your overall course grade is based on attendance.** After two absences, all unexcused absences will affect your grade. It is your responsibility each day in lecture to sign in with me. Your attendance grade will be based on the following chart:

<u>Absences from Lecture</u>	<u># of Points (out of a maximum of 10)</u>
0	12 (i.e., +2 points)
1	10
2-3	9
4-5	7
6-7	5
8 or more	0

You will note that if you have 100% attendance, you will actually help your final grade. I will use 12 points, rather than 10, when calculating your final grade.

-Religious Observances. The University allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify me of absences at least class days in advance of the date of the religious observance. When you provide appropriate notice, I will grant two excused absences under this policy. I will allow you to make up work and tests missed due to these particular absences. I will require that you complete the test or assignment in advance of the originally scheduled date of the test or assignment.

Examinations. There will be three in-class exams. Each exam will be worth **20% of the overall course grade.** Exams will address the materials addressed in the major sections of the course. Each exam will consist of short answer and short essay questions based on primary sources and key terms identified by both students and the instructor.

Primary Source Analysis. I expect each of you to **find and analyze six primary sources** during this course. **The class periods for which you do this are your choice, but you must complete two of these requirements before each exam.** You should be prepared to discuss informally your source in class. Your written analysis must be at least one full page in length (word-processed, double-spaced, 12 point font, 1 inch margins). It must provide an analysis of the source by addressing the following:

- 1) Who, or what organization/governmental agency, is responsible for the primary source?
- 2) What was the reason for its writing/creation/construction?
- 3) When was the source written/created?
- 4) What is the significance of this source to a topic in the course?
- 5) Why did you choose this source and where did you find it?

6) Be sure to attach a copy of the source, if it is a document, or a print-out of some representation of the source if it is a piece of art, sculpture, song lyric, or some other non-documentary form. I will provide an example. Some of the text-based sources may be quite lengthy. I do not need a paper copy of the entire source, only that portion you have deemed to be most critical and around which you have focused your analysis.

Each response will be worth 10 points. The cumulative total of grades for all six responses will be equal to **15% of the overall course grade.** You will not be graded on your source selection, only on how well/completely you express yourself in addressing the points above. **You may not use one of the sources that I post in Blackboard.** However, you may use a related source, a source mentioned in the text(s), or something that you found while looking for a topic related to your course project. I intend for you to take this opportunity to pursue a historical interest. Remember, **primary sources are not always official/governmental documents.** They may be a piece of art, a form of literature, an aspect of culture/subculture, or some other component of British culture about which you can express yourself both logically and, perhaps, creatively. I will also provide some recommendations for possible sites to search, but you should not feel constrained to use only those.

This is an opportunity for you to look at something different than the materials I will focus on, to explore a topic of interest across the entire spectrum of this course, and to explore a particular interest, as long as it is within the context of the course. **The sources that you choose may support two other course requirements.** For each exam I require you to bring a copy of a primary source and to develop a short essay based on it. Also, your final course project, discussed below, requires you to look at two primary sources related to your topic of choice. I support duplication of effort in this regard. You need not spend your time looking for something new for every requirement.

Course Project. The final course project is worth **15% of the overall course grade.** The intent of this project is for you to use information technology to pursue materials about a topic of your own interest. Note: **All topics must be approved by the instructor.** I am flexible with regard to your choice of topic. You may choose one that has not been discussed in class, or one that has been discussed, but about which you would like to learn more. Central to this process, however, is that you must formulate a potential research question concerning topic. Then, you will locate, select, and evaluate secondary sources, primary sources, and online sources. Then, you will describe your findings by preparing **three documents** designed to assist them in answering their question.

First, you will prepare an annotated bibliography of approximately 2-3 pages in length that identifies and assesses the value of a variety of materials that should help you answer your question. The bibliography will address the primary, secondary, and online sources you have discovered in pursuit of your topic. **At a minimum, students should assess two secondary source books, two secondary source scholarly articles, two primary sources, and two online sites relevant to their topic.** Note: *Wikipedia is not a valid online site for this assignment.* However, it may well be a relevant source that guides you to useful sources.

Second, you will prepare one short narrative essay of 2-4 pages that places your question into its historical context. This should address a range of questions: who is exercising power? What political and military events are related and relevant to their topic? Are social, economic, and religious issues also related to

the topic? These are the questions which must be addressed. However, others may also be addressed, but these will vary from topic to topic. In short, this narrative should be the background story against which your question can be analyzed. In essence, write a brief history of your topic.

Finally, you will prepare a 1 page reevaluation of your research question that addresses whether you believe you could usefully pursue this question further, based on the materials you have discovered, or whether you would need to research the topic further and/or alter your question before continuing. Part of this reevaluation will be whether the question you have posed is clear enough, precise enough, and ‘do-able.’ This should be a personal assessment of the question. If you decide, based on your initial survey of materials that the question is not well focused then you should propose an alternate question or questions as new paths down which you might pursue this topic.

Options within the context of this project exist. For example, if you are a history major pursuing teaching licensure, you may want to tailor your work to the preparation of materials useable for presentation to your target audience: middle school or high school students. I will accept this option for anyone who is an elementary education major as well. However, you must link your choice of topic to a requirement in the curriculum requirements of the NC Department of Public Instruction. **Non-history majors are free to look at topics that in some way compliment the work they are doing in their major area.** I am flexible as long as you can make a meaningful case for your choice and approach. **Additional information and examples concerning this assignment will be presented on TBD.** Your choice of topic must be **approved NLT 1 March 2011.** The project may be turned in at any time during the course, **but a paper copy provided by you must be in my hands not later than the Thursday before final exam week, 21 April 2011.**

An excellent example of what you should develop is posted on Blackboard.

Legal Obligations.

1. In case later consultation should prove necessary, students should keep all graded assignments at least until the end of the semester.
2. **As noted above, all course requirements must be completed satisfactorily to receive a passing grade for the class.**
3. **Late Work:** Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is your responsibility to contact me. If you do not contact me, the work (when eventually received) will be penalized. Contact may be made by email, or by a face to face meeting.
4. **Cheating and Plagiarism:** I have provided the following definitions of cheating and plagiarism for your understanding and compliance. These definitions are in accordance with the University’s standing policies. If you have any doubts about the meaning, refer to the University Academic Integrity Policy, located online at <http://academicintegritypolicy.uncg.edu>. Please see me if you have any additional questions. I will speak to these ideas at length on the first day of class.
 - **Cheating is the intentional use or attempted use of unauthorized materials, information, or study aids in any academic exercise.** Cheating includes but is not limited to unauthorized copying from the work of another student, using notes or other materials not authorized during an examination, giving or receiving information or assistance on work when it is expected that the student will do their own work.
 - **Plagiarism is the attempt or act of representing the words of another as one’s own in any academic exercise.** Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web sites, as one’s own work. In particular for written assignments, this includes the failure to cite the words and ideas of others or the submission of words, ideas, and text materials as one’s own work when these materials were taken from the work of another.

- **If I suspect that a violation has occurred, I will investigate the circumstances to verify my suspicions. If it is clear to me that a violation of either of these policies has occurred, I will take action. At a minimum, I will give the graded event (project or exam) a zero. Other options, including at the most severe end of the spectrum a recommendation for expulsion from the university, are available to me. However, I reserve the right to treat each case and each student as individuals, and I will only refer to the Academic Integrity Panel those cases where I feel the student has knowingly and in a calculated manner set out to deceive me and undermine the academic integrity of this university.**

5. This syllabus is a document that reflects the plan for the course. I reserve the right to alter requirements or to change some aspects of the plan of study for this course based on conditions and situations that cannot be anticipated in advance of the formulation of this syllabus. The timing of assignments and the nature of assignments contained herein do not reflect a binding contract. If I need to make a change, I will provide to you as much forewarning as possible either orally or through email.

Course Schedule by week/day:

(Note: check iSpartan and Blackboard daily for possible changes)

Week 1

11 January – Course Introduction; syllabus discussion; review of course requirements.

13 January – The Stuarts and a Background of the Seventeenth Century

Text: Chapter 6, ‘The Stuarts’, p.327-98.

Week 2

18 January – Scotland: Background and Lead Up to the Act of Union 1707. **Primary Source Analysis requirement discussion.** See information above. Example is posted on Blackboard.

20 January – Ireland: Background and Lead Up to the Battle of Boyne, 1690.

Course Project discussion: see discussion above. Sample is posted on Blackboard. **Your tentative topic is due to me NLT 1 March (or sooner if you already have an idea)** – a one paragraph (word-processed) brief statement of why you think this topic is interesting and a separate statement of the question.

Week 3

25 January – The Glorious Revolution – William and Mary, Parliament, Queen Anne, the end of the Stuart dynasty, and the establishment of the House of Hanover.

Readings: Chapter 7, ‘The Eighteenth Century’, p.399-469.

27 January – The Roots of Empire in the Eighteenth Century – expanding trade, mercantilism, War of the Spanish Succession, sugar and tobacco, the slave trade and the Caribbean and North American colonies.

Week 4

1 February – British Culture and Society – social culture, industrial revolution, and the roots of a ‘class system.’
Text: Chapter 7, p.399-459.

3 February – Radicalism at Home and Abroad: Colonial Dissatisfaction and Revolution in the North American colonies.

Text: Chapter 7, p.459-469.

Week 5

8 February – Flex day – exam review

10 February – First Exam. Bring Blue Book and copy of primary source.

Week 6

15 February – Britain and the Emergence of the Modern World.

Text: review 'The Wars Abroad,' p.470-491.

17 February – The Congress of Vienna, the Concert of Europe and Britain's Engagement in the Reconstruction of the Balance of Power: Greece, the Ottoman Empire, the Crimean War, and the Great Game.

Text: Chapter 8, p.491-517.

Week 7

22 February – Victoria and the Liberal Age.

Text: Chapter 9, p. 518-559.

24 February – Update on Ireland

Text: Chapter 9, 554-559.

Week 8

1 March – Britain as 'Reluctant Imperialists': Darwin, Spencer and the Racism of Imperialism.

Text: Chapter 9, p.559-581.

Note: Today is the last date to submit a brief, word-processed statement of your topic, not to exceed one page, addressing what the topic is, the historical period to which it relates, why you are interested in the topic, and a separate statement of the question.

3 March – The Home View: Britain and its View of Self.

4 March – last day to withdraw from the course without penalty.

Week 9

8-10 March - Spring Break

Week 10

15 March – Flex day – exam review.

17 March – Second Exam. Bring Blue Book and copy of primary source.

Week 11

22 March – The Path to War: the Continent and the Spark.

Text: Chapter 10, p.582-594.

Blackboard: Felix Gilbert and David Large. *End of the European Era*, Chapter 3 – The First World War. p.95-105.

24 March – The Great War: the War of Maneuver becomes a War of Immobility.

Blackboard: Felix Gilbert and David Large. *End of the European Era*, Chapter 3 – The First World War. p.105-133.

Week 12

29 March – The Great War, 1917-1918 – From Stalemate in the Trenches to a Return to Maneuver; Armistice and the Peace Process in Paris, 1919.

Blackboard: Felix Gilbert and David Large. *End of the European Era*, Chapter 3 – The First World War. p.133-148.

31 March – The 1920s and the 1930s – Domestic Problems

Text: Chapter 10, p. 594-620.

Week 13

5 April – The Path to the Second World War; from Sitzkrieg to Blitzkrieg; Dunkirk and the Battle of Britain.

Text: Chapter 10, p.620-633.

Blackboard: *The Second World War: A Short History* – Chapter 3, p.44-59; Chapter 5, p.72-106.

7 April – Executing the War as a Member of an Alliance; Phases of the Campaign; From Egypt to Operation Overlord; final campaign.

Blackboard: *The Second World War: A Short History* – Chapter 8, p.115-130; Chapter 10, p.151-172; Chapters 12-13, p.177-223.

Week 14

12 April – The Postwar World and Postwar Britain: the late 1940s, the 1950s, and the 1960s.

Text: Chapter 10, p.633-648.

Blackboard: *The Second World War: A Short History* – Chapter 15-, p.243-263.

14 April – From the 1970s to the 1990s: Economics; ‘Bloody Sunday’, the IRA, and the ‘Troubles’.

Text: Chapter 10, p.648-662.

Week 15

19 April – Modern Britain.

Text: Chapter 10, p.662-676.

21 April –Final discussion and review. **NOTE: Course project is due in paper form by the end of class.**

Week 16

Tuesday, 26 April – Friday schedule, no class

Wednesday, 27 April – Reading Day

Thursday, 28 April – Last Exam – 3:30 in our assigned classroom, MHRA 1214. Bring blue book and a copy of your primary source.