

History 2421

Modern British History: 1660-2022

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Office Hours: TBA

Required Books

- Textbook (referred to below as “Text”): C. Roberts, D. Roberts, & D. Bisson, *A History of England*, Vol. II: 1688 to the Present (6th edition,

ISBN 978-0205867738)

- All other supplementary readings will be in the form of handouts.

Course Description

This course will cover the political, social, economic, and cultural history of Great Britain from the 17th century to the present day. Much of the course will concentrate on the lives of the people of Great Britain, including Ireland. As with other parts of Europe, life in Britain changed dramatically during this period as it rapidly transformed from a rural society based on cottage industry to an urban industrial society. We will

explore the development of the class-based society which emerged during the industrial revolution, and the impact this had upon the social, economic and political development of the United Kingdom. We will also look at Ireland's problematic relationship with Great Britain to understand the "troubles" there. We will study the changing role of women in society, and explore both popular and high culture. Finally, we will try to understand how this small island nation became, for a long time, the most powerful nation in the world, and why it no longer has that role.

Themes of the course:

1. The development of Great Britain/the United Kingdom out of "the four nations" and how regional identity affected and still affects the nation.

2. 3.

The evolution of British government.

Change from an agricultural to an industrial to a post-industrial society; the birth of class society.

4.

Course Policies

The changing role of women in society. The rise and fall of the British Empire.

The impact of the First and Second World Wars. The development of London

Your attendance in class is crucial to understanding the material. If someone you live with has been diagnosed with Covid or if you've been told to quarantine, also don't come to class. Just let me know, and go get tested for Covid!

If you must be absent, please notify me as early as possible, and try to get the notes from someone in the class. More than four unexcused absences will result in a zero (0) for your participation grade.

Due to their disruptive nature, cell phones must be turned off and put away before class starts. Laptops may be used in class, but only for class-related activities such as note taking.

Course Requirements/Grading

You are expected to attend all classes and participate in discussions of the supplementary readings. You will need to not only do the readings, but also give yourself a chance to think about them. *Come to class prepared to talk! Have an opinion and defend it!* Participation counts!

Note: Assignments handed in late will be lowered by 5% for each day they are late.

I take plagiarism and cheating very seriously. Please make sure you understand what it is and how to avoid it.. If you are caught plagiarizing an assignment the punishment can range from an “F” (zero) for that assignment to failing the course, and a report will be filed with Community Standards. A second case of cheating or plagiarism, or a single case of cheating on an exam, will result in an “F” for the course and a

report to Community Standards. The University’s policy on cheating is reprinted at the end of this syllabus for your reference.

Your final grade will be determined as follows:

Participation 20% Museum of London Docklands
Discussion Session 10% Victoria & Albert Museum
Presentations 20% Essay: WWII in Letters 30%
Modern Britain and the Media Presentation 20%

Participation (20%)

Students are expected to attend all classes, including field studies, and attendance will be taken in all classes. As there are assignments attached to all field studies, failure to attend will result in a zero grade for that assignment, unless there are compassionate reasons for the absence. Seminar classes are an

essential part of the course and students must come to class properly prepared. All students will receive a participation grade of 5 out of 10 for attending each seminar class. Grades above 50% must be earned through active participation in class discussions. There are many different ways to participate in class, from asking a question that may spark class discussion, to actively answering questions and engaging with the assigned readings. Asking a question, making a few general statements or providing opinion is a good place to start; however, to achieve a high grade for participation students need to demonstrate that they have read and analysed the materials and can relate them to the themes/ questions being discussed.

Museum of London Docklands Discussion Session (10%)

In week two of the semester the class will have its first field studies trip. We will be visiting the Museum of London Docklands, where we will be examining the history of slavery, the Empire, and the growth of London as a centre of commercial activity. Students will spend approximately 1.5

hours examining the museum displays, taking notes and reflecting upon the collection, how the subjects examined are represented, its effectiveness, what it tells us about the impact of the growth of the British Empire

on the development of London, and the long-term impact this has had upon the development of the United Kingdom. Once the museum visit has been completed the class will reconvene for a discussion session where each student can discuss their findings.

Victoria & Albert Museum Presentations (20%)

During our second field study to the Victoria & Albert Museum students will choose one item from the Victorian Gallery and develop a 7 to 10 minute presentation. The goal is to use the object as a lens for better understanding Victorian Britain, the role of Empire, the impact of the industrial revolution and the development of a consumer society.

Presentations should be illustrated, and where possible develop links between the object chosen and the themes being discussed in class. Following the presentations, students will take part in a general discussion on what we learned from the exercise. Presentations will take place in week six.

Essay: WWII Newspapers (30%)

During the term students will be required to write a paper (a maximum of five pages typed, double-spaced - 1,500 words) based upon a topic found in an original WWII newspaper. Each student will receive an original WWII newspaper (to be handed out in class) to examine. They will then develop a research project

based upon some aspect of their chosen newspaper, and incorporate the paper into their research as one of the primary sources to be used in their essay. The assignment will be graded upon the depth of analysis, level of research, effectiveness of the argument presented, writing style and grammar. The assignment is worth 30%. 25% of the grade is for the written essay to be handed in during week thirteen, and 5% for a short presentation of the research to be held in class during week 13. The essay is due at the end of class following the presentation.

Modern Britain and the Media (20%)

During the last class of the semester students will present a 5 to 7 minute presentation based upon research on a topic representative of some of the key issues facing Britain since joining the European Union in 1972. Each of these issues has received considerable media coverage and often divided opinion or exposed many of the underlying problems the U.K. has faced and continues to grapple with. Topics will be chosen from a list provided by the instructor.

Need Additional Help?

If you are having trouble with the course and find yourself struggling, please speak to me sooner rather than later! I cannot help you if I do not know you need

it. If you need help with studying, note-taking, or writing, I am always happy to help.

If you receive academic accommodations, please make sure you have Students with Disabilities Services notify me of your specific accommodations, preferably by the second week of class. If you have special testing, it is your responsibility to make arrangements prior to exams.

Recommended Resources

Britannia: British Historical Documents <http://www.britannia.com> National Archives

www.nationalarchives.gov.uk

Victorian Social History <http://www.victorianweb.org/history/sohistov.html> Victorian Research Web victorianresearch.org/

Modern History Sourcebook www.fordham.edu/halsall/mod/modsbook.asp The British Empire <http://www.britishempire.co.uk>

Battle of Britain www.battleofbritain1940.net/

Imperial War Museum www.iwm.org.uk/

British History Online <https://www.british-history.ac.uk/>

Week 1: AES Orientation

Week Two: Stability and Empire

1. Introduction to the Course
2. The Restoration and the Glorious Revolution

Seminar: Plague and Fire

Week 3: Empire, Slavery, and the Growth of
London
- Visit to the Museum of London Docklands
- Seminar discussion to follow the visit (10%)

Week 4: Society Transformed

1. The Agricultural and Industrial Revolutions
2. The Fight for Reform and the Birth of a Class
Society

Seminar: Rage Against the Machine

Readings: Text: TBC
Primary Source Reader

Week 5: Victorian Britain
Field Study to the Victoria & Albert Museum

Week 6: The Second Industrial Revolution
1. V & A Presentations (20%)
2. The Second Industrial Revolution Seminar:
The Victorian City

Readings: Text: TBC
Primary Source Reader

Week 7: Challenges
1. Science and Religion

2. Ireland

Seminar: An Expanding Empire?

Readings: Text: TBC

Primary Source Reader

Week 8: Reading Week

Week 9: The Edwardian Period: Golden Age or Age of Crisis?

1. Ireland (Part Two): The Celtic Revival

2. The Titanic: A Case Study

Seminar: The Suffragettes

Readings: Text: TBC

Primary Source Reader

Week 10: The Great War

1. The Course of the War

2. War and the Home Front

Seminar: The Poetry of War

Readings: Text: TBC

Primary Source Reader

Week 11: Inter-War Britain

1. Industrial Decline and Class Conflict

Seminar: The National Strike of 1926

Readings: Text: TBC

- Newspapers from the National
Strike World War II

Week 12: Visit to the Cabinet War Rooms and Churchill
Museum

Week 13: WWII and British Identity

1. From 'Phoney War' to the Battle of Britain

2. The War and British Identity

Seminar: Britain and America

Readings: Text: TBC

Primary Source Reader

Week 14: Post-War Britain

1. The Permissive Society

2. The End of Empire

Seminar: The Empire Windrush, Race, and
Multicultural Britain

Week 15: Modern Britain and the Media
- Presentations (20%)

Class topics and reading assignments

(readings and assignments might change, updates will be posted)

All readings must be done before coming to class!

Below is important information about the student code and academic integrity along with other University policies

A note on academic integrity

The following section on academic integrity is taken from the University of Connecticut's Student Code (<http://community.uconn.edu/the-student-code-pdf/>). All UConn students are bound by the standards set forth in the Code.

Appendix A: Academic Integrity in Undergraduate Education and Research

The following policy on undergraduate academic integrity was originally formulated by the University of Connecticut Scholastic Standards Committee. It was adopted by the University Senate on March 31, 2008 and modified by the University Senate in December of 2012.

This appendix of *The Student Code* describes the types of acts that shall be considered academic misconduct by undergraduates, and it presents the process for resolving complaints of academic misconduct.

Cheating – Student Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

From the Community Standards Academic Integrity Undergraduate FAQ : ([http:// community.uconn.edu/academic-integrity-undergraduate-faq/](http://community.uconn.edu/academic-integrity-undergraduate-faq/))

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research.

- Plagiarism
- Doing academic work for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Other important University policies

Policy Against Discrimination, Harassment, and Related Interpersonal Violence: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and

discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate

disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at

equity.uconn.edu and titleix.uconn.edu.

Students with Disabilities— The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Room 201, or call 203-251-8508. <https://studentservices.stamford.uconn.edu/disability-services/>

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic,

personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and

campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health \(SHaW-MH\)](#) office.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can contact the UConn-Stamford counselling centre at 203-251-9597 for services or questions. Their website is <https://mhrc.stamford.uconn.edu> and our case managers can be reached via email at katlyn.griffin@uconn.edu or cody.bergeron@uconn.edu .

Accommodations for Illness or Extended Absences

If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the

Stamford Dean of Students at
stamfordstudentservices@uconn.edu

to request support and faculty notification or make an
appointment through Nexus <https://nexus.uconn.edu> .