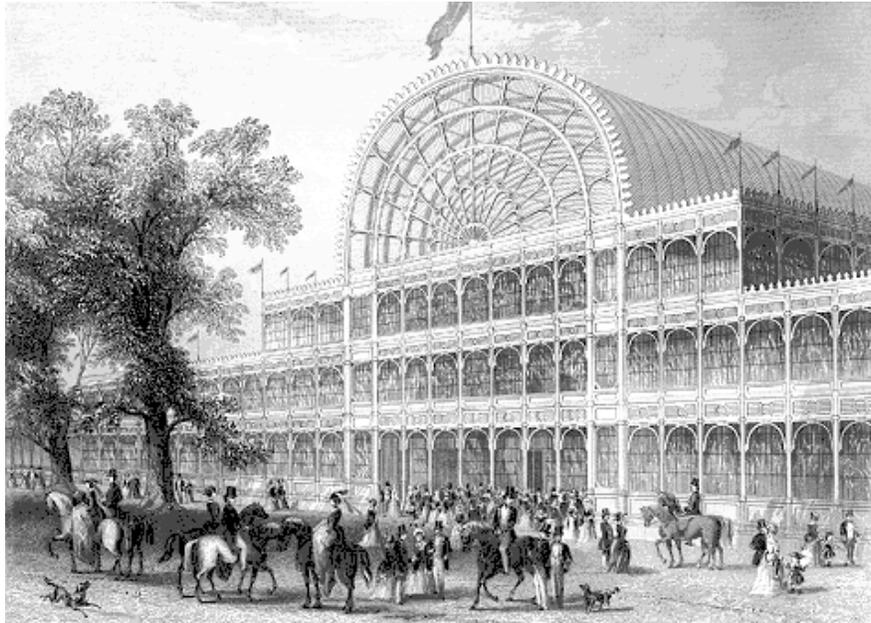


HISTORY 331: HISTORY OF MODERN BRITAIN, 1760-present

Wednesday, 4:15-6:45
Information Commons, room 112

Instructor: Dr. Aidan Forth
Office: Crown Center 546
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Office Hours: Monday and Friday, 1.30-3pm, and by appointment



The Crystal Palace at the Great Exhibition, 1851

The British Isles are a wet and chilly archipelago in the forbidding waters of the North Sea. Not much larger than the state of Illinois, Great Britain existed at the outer fringes of the civilized world for much of recorded history. Yet Britain was a central (indeed *the* central) actor in the social, economic, political and cultural transformations of the modern world. By the nineteenth century, it projected unparalleled economic and political might across the globe. This course asks why British history matters. What was Britain's contribution to world history? Is the British past unique, or does it offer a template for other national histories? To what extent does British industrialization and modernization offer an exemplary or peculiar model of modernity?

Through readings, lectures, and class discussions, this course introduces students to the main themes of British history, with a focus on the modern period. Following a brief review of the social, political and cultural inheritance of the 16th and 17th centuries, we examine the path to democratic politics and liberal modernity. After analyzing the structure of British politics and society in the "old regime," we turn to the great social and economic transformations of the industrial revolution, the politics of class consciousness, and political reforms of the Victorian

era. At the same time, we consider the loss of the American colonies, and the haphazard emergence of Britain as a global imperial power. We examine the extent to which the colonial encounter impacted British culture and society, and the repercussions of British economic and military might on the rest of the world. The course then shifts to a consideration of mass culture, the organization of democratic politics, and the advent of modern political parties and state institutions. Moving to the twentieth century, we discuss the impact of the world wars, the transition from a “warfare” to “welfare” state, and the politics of decline.

By the end of the course, students will demonstrate an understanding of the key themes in British history, and assess Britain’s place in a global and European context. In particular, students will develop an appreciation for the dynamics of coercion and consent, violence and humanitarianism, and expansion and decline that animate the British past. More generally, students will show an understanding of historical methods, the interpretation of evidence, and an appreciation for competing historiographical understandings of the past.

TEXTBOOKS

The following books are available for purchase at the University Bookstore:

Linda Colley, *Britons: Forging the Nation, 1707-1837* (Yale University Press, 1992).

Edward P. Thompson, *The Making of the English Working Class* (Vintage Books, 1966).

Dror Wahrman, *Making of the Modern Self: Identity and Culture in Eighteenth-Century England* (Yale University Press, 2004).

Nicholas Dirks, *Scandal of Empire: India and the Creation of Imperial Britain* (Belknap Press, 2008).

Judith Walkowitz, *City of Dreadful Delight* (University of Chicago Press, 1992).

Other readings will be posted on Sakai in PDF format. There is no textbook assigned for this course, but for extra context to the assigned readings, students may wish to consult Walter Arnstein, *Britain Yesterday and Today: 1830 to the Present* (Cengage Learning, 2000).

EXPECTATIONS

A **primary responsibility** of students is to **listen attentively to lectures, complete the weekly readings before class** and contribute **their thoughtful, reflective opinions** in the weekly class discussion. Students should allocate enough time to complete the required reading, **approximately 150 pages per week**. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion.

Students should keep the professor informed of absences well in advance if possible. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence, and completing any missed work. Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements

All cellphones, smartphones, tablets, MP3 players and any other electronic devices should be turned off during class. **The use of laptop computers is a privilege, which may be taken away at any time.** Laptops may only be used for taking notes and consulting readings. Anyone caught using a laptop for any other purpose will be asked to leave the class, and will no longer be permitted to bring a computer to class.

ASSIGNMENTS AND GRADING

Over the course of the semester, students must write **5 reaction papers** of approximately **3 pages in length** (1-inch margins, double-spaces, Times New Roman, 12-point font). **All students must write at least one paper by Week 4.** Papers must be turned in during class time. **LATE PAPERS WILL NOT BE ACCEPTED. A question prompt for each reaction paper will be given out in class one week in advance and posted on Sakai.**

Since this class is designated as a writing intensive course, these short essays will constitute the bulk of our writing work. Through the process of writing several short papers, students will hone particular writing skills that include:

1. Articulating a clear thesis in an introductory paragraph.
2. Selecting, quoting and analyzing passages from the reading that serve as evidence for making an argument.
3. And using correct punctuation and clear and stylish prose to present a coherent essay.

We will dedicate a portion of class time to discuss the fundamentals of good writing.

In addition, there will be a take-home final essay exam that asks students to analyze the key issues raised by the readings in the class. The final essay exam will consist of two essay questions, and students will answer one of the questions (8-10 pages).

Discussion and class participation is a very important part of your grade. **Incisive, imaginative and thoughtful comments** that generate and facilitate discussion are weighed heavily in final grades. Asking questions, responding to student questions and contributing to an ongoing discussion are a necessary part of the learning experience. **Every week, students will pose a question on Sakai Discussion Board** that deals with a fundamental issue raised by weekly readings. These must be thoughtful questions that provide evidence that the student has read and thought carefully about the readings. We will address these questions in class discussion. **Failure to pose a question each week will have a negative impact on your grade.** Students may also be asked to make presentations on class readings at different points in the semester.

Grading is as follows:

5 reading responses (3 pages each)	50%
Participation including presentations and weekly discussion forum question	25%
Final Paper (8-10 pages)	25%

WEEKLY READING SCHEDULE

WEEK 1. Introduction to the Course (August 28th)

WEEK 2. Universal or Unique: Britain's Exemplary Past? (September 4)

W.W. Rostow, *The Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge University Press, 1960), pp. 4-35.

Jurgen Habermas, "The Model Case of British Development," in *The Structural Transformation of the Public Sphere* (MIT Press, 1991), pp. 57-67

Karl Marx, "A Review of Guizot's Book *Why has the English Revolution been successful?*" and "The British Rule in India," in *Karl Marx and Frederick Engels on Britain* (Foreign Languages Publishing House, 1953), pp. 342-8, 377-84.

Niall Ferguson, *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power* (Basic Books, 2002), pp. 358-70.

Roy Porter, "The Enlightenment in England," in Roy Porter and Mikulas Teich, eds., *The Enlightenment in National Context* (Cambridge University Press, 1981), pp. 1-18.

WEEK 3. Nationalism and Identity: Who is a Briton? (September 11)

Linda Colley, *Britons: Forging the Nation, 1707-1837* (Yale University Press, 1992), Introduction, chapters 1, 7-8, Conclusion.

John Hutchinson and Anthony D. Smith, eds., *Nationalism* (Oxford University Press, 1994), pp. 63-70, 76-83, 89-96.

WEEK 4. The First Industrial Nation (September 17)

Karl Polyani, *The Great Transformation: The Political and Economic Origins of our Time* (Beacon Press, 1944) 35-58, 71-80, 116-135

E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present* 38(1), 56-97 (1967).

*** FIRST WRITING RESPONSE DUE ***

WEEK 5. Histories of Class (and Gender) (September 25)

EP Thompson, *The Making of the English Working Class* (Vintage Books, 1966), pp. 9-13, 102-213, 711-13, 807-32.

Anna Clark, *The Struggle for the Breeches: Gender and the Making of the British Working Class* (University of California Press, 1997), pp. 1-9, 233-47, 63-87, 265-71.

WEEK 6. Identity Politics (October 2)

Dror Wahrman, *Making of the Modern Self: Identity and Culture in Eighteenth-Century England* (Yale University Press, 2004), pp. xi-xviii, 3-165, 218-64.

WEEK 7. Democracy, Elections, and the End of the *Ancien Regime* (October 9)

W.N. Molesworth, *The History of the Reform Bill of 1832* (Chapman and Hall, 1865), pp. 1-4.

James Vernon, *Politics and the People: A study in English political culture, c. 1815-1867* (Cambridge University Press, 1993), pp. 15-47, 105-160.

J.C.D. Clark, *English Society, 1688-1832: Ideology, social structure and political practice during the *ancien regime** (Cambridge University Press, 1985), pp. 1-7, 93-118.

WEEK 8. Imperial Conquest (October 16)

Nicholas Dirks, *Scandal of Empire: India and the Creation of Imperial Britain* (Belknap Press, 2008), pp. 1-132, 313-338.

"The British Empire and Globalization: A Forum," *Historically Speaking: The Bulletin of the Historical Society* 4(4), April 2003, pp. 1-18.

WEEK 9. Imperial Rule: Power, Knowledge, and the 'Civilizing Mission' (October 23)

Thomas Metcalf, *Ideologies of the Raj* (Cambridge University Press, 1998), pp. 1-27.

Edward Said, *Orientalism* (Vintage Books, 1979), pp. 1-9.

Nicholas Dirks, "The policing of tradition: Colonialism and anthropology in Southern India," *Comparative Studies in Society & History*, 39(1), January 1997, pp. 182-212.

WEEK 10. Between Metropole and Colony: Empire at Home (October 30)

John Mackenzie, "Empire and Metropolitan Cultures," in Andrew Porter, ed., *Oxford History of the British Empire: The Nineteenth Century* (Oxford University Press, 1999), pp. 270-93.

Bernard Porter, *The Absent-Minded Imperialists: Empire, Society, and Culture in Britain* (Oxford University Press, 2006), pp. 1-24, 134-63.

AND one of:

Maxine Berg, "In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century," *Past and Present* 182(1), 2004, pp. 85-142.

or

Anna Davin, "Imperialism and Motherhood" in Frederick Cooper and Ann Laura Stoler, eds., *Tensions of Empire: Colonial Cultures in a Bourgeois World* (University of California Press, 1997), pp. 87-151.

WEEK 11. Religion, Science, Government, State: Themes in Victorian Britain (November 6)

Gertrude Himmelfarb, *Victorian Minds: A Study of Intellectuals in Crisis and of Ideologies in Transition* (Harper Torchbooks, 1952), pp. 275-92, 314-32

Chris Otter, "Making Liberalism Durable: Vision and Civility in the Late Victorian City," *Social History*, 27(1), 2002, pp. 1-15.

Tom Crook, "Sanitary Inspection and the public sphere in late Victorian and Edwardian Britain: a case study in liberal governance," *Social History*, 2007, pp. 369-93.

WEEK 12. Mass Society in Victorian Britain and Beyond (November 13)

Judith Walkowitz, *City of Dreadful Delight* (University of Chicago Press, 1992), pp. 1-80, 191-245.

WEEK 13. Warfare (November 20)

Paul Fussell, *The Great War and Modern Memory* (Oxford University Press, 1975) pp. 3-35

Nicoletta F. Gullace, *'The Blood of Our Sons,' Men, Women, and the Renegotiation of British Citizenship During the Great War* (Palgrave Macmillan, 2002), pp. 167-94

George Orwell, "The Lion and the Unicorn: Socialism and the English Genius" (1941), part 1.

Sonya Rose, *Which People's War? National Identity and Citizenship in Wartime Britain, 1939-1945* (Oxford University Press, 2003), pp. 29-70.

WEEK 14. Postwar Decline and Retreat from Empire (December 4)

Andrew Gamble, "Theories and Explanations of British Decline," in Richard English and Michael Kenny, eds., *Rethinking British Decline* (Palgrave Macmillan, 2000), pp. 1-22.

Martin Wiener, *English Culture and the Decline of the Industrial Spirit* (Cambridge University Press, 1981), pp. 157-71.

J.G. Darwin, "The Fear of Falling: British Politics and Imperial Decline Since 1900," *Transactions of the Royal Historical Society* 36(5), 1986, pp. 27-43.

*** FINAL PAPERS DUE DECEMBER 11 ***

STATEMENT ON PLAGIARISM AND ACADEMIC DISHONESTY

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher
- Providing information to another student during an examination
- Obtaining information from another student or any other person during an examination
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor
- Attempting to change answers after the examination has been submitted
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes the following

- Submitting as one's own material copied from a published source, such as print, internet, CD-ROM, audio, video, etc.
- Submitting as one's own another person's unpublished work or examination material
- Allowing another or paying another to write or research a paper for one's own benefit
- Purchasing, acquiring, and using for course credit a pre-written paper

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. **A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty, and will be subject to sanctions described below.** This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the chairperson of the department involved, and to the Dean of the College of Arts and Sciences.

The College of Arts and Sciences maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

If you have questions about plagiarism or the citing of sources, please discuss them with me; the consequences of academic dishonesty can be serious!

NOTE: The instructor reserves the right to amend this syllabus at any time.