

## **History 3421: History of Modern England, 1660-2017**

Fall 2017: Mondays and Wednesdays, 1:25-2:40 PM,  
J. Ray Ryan Building, Rm. 204

### **Instructor:**

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Office hours: Mondays, 12:00-1:00 PM; Wednesdays, 3:00-4:00 PM; or by appointment.

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### **Catalogue Description:**

Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

### **Course Objectives:**

- 1) To increase awareness and understanding of the ideas, institutions, and individuals that have shaped English and British history during the last three and a half centuries.
- 2) To explore what differentiates 'England,' 'Britain,' and 'the United Kingdom' from each other, and how those identities have historically overlapped.
- 3) To explore how the inhabitants of the British Isles have historically related to the rest of the world, particularly former British Empire, but also Europe, and why the British relationship with Europe is so contentious.
- 4) To develop skills in critical thinking, including learning how to analyze primary and secondary sources, formulating evidence-based arguments, and learning to think critically about the past.

### **An Introduction:**

In 2012, Elizabeth II celebrated her Diamond Jubilee for sixty years of ruling as what many in the American referred to as the Queen of England. The position of "Queen of England" has, however, not existed since 1707. But as Scottish nationalists pointed out at her coronation, her title is a misnomer, as there had never actually been a Queen Elizabeth I of the United Kingdom – only a Queen Elizabeth I of England. The process by which England became the United Kingdom, and specifically the form the United Kingdom takes today, was a centuries-long process that included not only state politics and warfare, but economic trends, popular pressure, social and cultural change, and – not to be left out – Britain first carving out a global empire for itself, and then losing it after two world wars. How exactly did England become Britain? Why was the Irish association with the United Kingdom so much more tumultuous than the other component nations of the Union? Why did the Industrial Revolution begin and reach its height there, and how did such a small group of islands manage to rule a quarter of the world? How did the changing status of workers, women, minorities (religious, sexual, and ethnic) reflect as well as drive such changes?

We will not ignore the role of high politics in British history, especially in Britain's role in the world stage since the eighteenth century. But this will also not be a class that focuses on what is called the Great Man theory of history – the idea that the course of history is primarily, or even solely, shaped by a small number of (overwhelmingly male) political, religious, economic, and military leaders. Instead of

'Great Men' leading those trends, we will look at those trends as movements 'from below' – the average people who, either through support or opposition, play into the course of history – as well as how those movements 'from above' impacted the average people. Similarly, instead of focusing on the famous dictat, "history is written by the victors," we will always keep in mind not only the 'losers' of history (such as how northern artisans viewed the Industrial Revolution, or how Africans and Asians viewed British imperialism) but also the silent voices (how Scottish farmers viewed their incorporation into the United Kingdom, or how LGBT individuals navigated Victorian culture). For extra credit, before the second class meeting, please email me the person who said that history is written by the victors.

Our class time each week will include both guided discussions of the assigned readings, and lectures introducing key issues.

### **Course Requirements and Assessment:**

- |                     |                                |
|---------------------|--------------------------------|
| 1) Participation:   | 20 points                      |
| 2) Response papers: | 20 points (2 @ 10 points each) |
| 3) Quizzes          | 20 points (4 @ 5 points each)  |
| 4) Midterm exam:    | 15 points                      |
| 5) Final paper:     | 25 points                      |

I expect that you will come to class prepared to discuss the readings and to ask thoughtful questions about them. Please bring each day's readings with you. I expect that you will observe the principles of civility (recognizing that we form a common intellectual community) and mutual respect (giving proper consideration to others). Laptops are permissible for note-taking. Any behavior that is disruptive or otherwise disrespectful to me or your classmates will negatively affect your participation grade.

In addition, there will be four quizzes throughout the semester; these will be based on readings and discussions covered since the prior quiz; there will also be two short (2-3 page) take-home papers, as well as in-class essay-based midterm and final exam. For each of those, a study guide or paper assignment will be handed out at least one class prior to the due date. I reserve the right to assign minor extra credit assignments during the semester, but this does **not** mean that I will decide to do so.

A comprehensive overview of University policies can be found at: <http://provost.uconn.edu/syllabi-references/>

When contacting me (or any other professor, or employer, or professional relation) over email, you may wish to read this first: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-38c307ca80be#.i83zxfd7y>

If you miss a class, you are responsible for getting notes on what you missed from a fellow student. ***Late work will not be accepted unless arrangements are made beforehand with me, except in the event of an emergency documented by Student Services.***

Plagiarism will get you a **mandatory minimum of zero for the assignment**. This is a **minimum**. If you plagiarize, consequences could include you getting an **F for the course**. UConn information on plagiarism can be found at: [http://web.uconn.edu/irc/PlagiarismModule/intro\\_m.htm](http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm)

## Texts:

- 1) Clayton Roberts, David Roberts, and Douglas R. Bisson, *A History of England*, Vol. II: 1688 to the Present (6<sup>th</sup> edition) – listed as “Textbook” below.
- 2) Charles Dickens, *Hard Times* (Enriched edition, Pocket Books/Simon & Schuster).
- 3) George Orwell, *The Road to Wigan Pier*.
- 4) John Osborne, *Look Back in Anger*.
- 5) Supplemental readings that will be distributed via the course materials section of the class HuskyCT site or URLs in the syllabus below.

## Tentative Class Schedule:

Please remember that all readings must be completed **prior** to class on the dates below.

### Week 1

- August 28 Introduction.
- August 30 From Reformation to Revolution.  
Supplemental readings: “The Glorious Revolution” (all seven sections in “Overview” heading) at <http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/> and “Who Dubbed it the Glorious Revolution?” on HuskyCT.

### Week 2

- September 4 **Labor Day; no classes.**
- September 6 The Treaty of Union: From England to Britain.  
Textbook: Chapter 16.  
**Quiz 1 study guide handed out at end of class.**

### Week 3

- September 11 Georgian Society and Culture.  
Textbook: Chapter 17, from “The Search for an Ordered Culture” (pg. 272) to end.  
**Quiz 1 at start of class.**
- September 13 From Island to Empire.  
Textbook: Chapter 17, pp. 265-272 and Chapter 20, “The American Revolution” (pp. 313-15).

### Week 4

- September 18 Enlightenment, Dissenters, and Evangelicals.  
Textbook: Chapter 19.  
Supplemental reading: Adam Smith, excerpts from *Wealth of Nations* at <http://www.fordham.edu/Halsall/mod/adamsmith-summary.asp>.

September 20 Industrial Revolution and Luddite Rebellion.  
Textbook: Chapter 18.  
Supplemental reading: Declaration of the Framework Knitters at <http://ludditebicentenary.blogspot.com/2012/01/1st-january-1812-proclamation-by.html>.  
**Short paper 1 assigned at end of class.**

Week 5

September 25 Chartism, Socialism, and the Great Reform Bills.  
Supplemental readings: testimony from workers at <http://history.hanover.edu/courses/excerpts/111sad.html> and <http://www.victorianweb.org/history/ashley.html>; and “Introduction” of *The Condition of the Working Class in England* by Fredrich Engels at <https://www.marxists.org/archive/marx/works/1845/condition-working-class/ch02.htm>.  
**Short paper 1 due at start of class.**

September 27 Revolutions and Reactions at Home and Abroad.  
Textbook: Chapter 20, except for “The American Revolution.”  
Supplemental reading: start reading Dickens, *Hard Times*.  
**Quiz 2 study guide handed out at end of class.**

Week 6

October 2 Whigs and Tories: The Creation of Modern Politics.  
Textbook: Chapter 22.  
Dickens, *Hard Times*: Book the First (all)

October 4 The Great Famine and the Irish Diaspora.  
Dickens, *Hard Times*: Book the Second, chapters 1-4.  
**Quiz 2 at start of class.**

Week 7

October 9 “We Are Not Amused”: Victorian Society and Culture.  
Textbook: Chapter 23.  
Dickens, *Hard Times*: Book the Second (chapters 5-12), Book the Third (to end).

October 11 “The Home Life of Our Own Dear Queen”: Women in Victorian Society.  
Supplemental reading: “Bridging Cross-cultural Feminisms: Annie Besant and Women’s Rights in England and India, 1874-1933” on HuskyCT.

Week 8

October 16 Science, Religion, and Morality in Victorian Culture.  
Textbook: Chapter 24.  
Supplemental reading: “The Death of the Sun: Victorian Solar Physics and Solar Myth” on HuskyCT

October 18 The Sun Never Sets on the British Empire.  
Textbook: Chapter 25.  
Supplemental reading: Rudyard Kipling's "The White Man's Burden" at <http://www.fordham.edu/halsall/mod/Kipling.html>.  
**Midterm exam study guide handed out at end of class.**

Week 9

October 23 **IN-CLASS MIDTERM EXAM**

October 25 Fin de Siècle: The Shift from Victorian to Edwardian.  
Textbook: Chapter 26.  
Supplemental readings: Transcripts of the trial of Oscar Wilde: testimony of Oscar Wilde at <http://www.famous-trials.com/wilde/342-wildetestimony>; closing speech for the prosecution at <http://www.famous-trials.com/wilde/334-prosecutionclose>; sentencing statement at <http://www.famous-trials.com/wilde/335-statement>.

Week 10

October 30 Ireland from Home Rule to Civil War.  
Supplemental reading: The Proclamation of the Irish Republic at [http://www.wwnorton.com/college/english/nael/20century/topic\\_3\\_05/easter1916.htm](http://www.wwnorton.com/college/english/nael/20century/topic_3_05/easter1916.htm).

November 1 The Origins of World War I.  
Textbook: Chapter 27.  
**Short paper 2 assigned and quiz 3 study guide handed out at end of class.**

Week 11

November 6 The Great War.  
Supplemental readings: R. H. Tawney, "The Attack" at [http://leoklein.com/itp/somme/texts/tawney\\_1916.html](http://leoklein.com/itp/somme/texts/tawney_1916.html) and war poetry at <http://www.fordham.edu/halsall/mod/1914warpoets.html>.  
**Short paper 2 due at the start of class.**

November 8 "The Long Weekend": "Interwar" or "Twenty-Year Armistice?"  
Textbook: Chapter 28.  
Supplemental reading: George Orwell, *The Road to Wigan Pier*: chapters 1-5, 8-9, and 11.  
**Quiz 3 at start of class.**

Week 12

November 13 World War II  
Textbook: Chapter 29.  
Supplemental reading: Selections from "Conduct of the War" (**only** until the "4.53 p.m." timestamp), at <http://hansard.millbanksystems.com/commons/1940/may/08/conduct-of-the-war>; and from the Beveridge Report (**only** "Three Guiding Principles" and "The Way to Freedom from Want") at <http://sourcebooks.fordham.edu/halsall/mod/1942beveridge.html>.

November 15 The Sun *does* Set on the British Empire.  
Textbook: Chapter 31, only “The Collapse of the Empire” (pp. 506-509).  
Supplemental readings: Excerpts of Gandhi’s speeches to the All-India Congress at <http://www.ibiblio.org/pha/policy/1942/420807a.html> and to America at <http://www.ibiblio.org/pha/policy/1942/421031a.html>.

**November 20/22 Thanksgiving Week—no class!**

Week 13

November 27 From Austerity to Affluence  
Textbook: Chapter 30.  
Supplemental readings: Enoch Powell’s “Rivers of Blood” speech at <http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html> and start reading John Osborne, *Look Back in Anger*.  
**Quiz 4 study guide handed out at end of class.**

November 29  
The Troubles: Northern Ireland.  
Supplemental reading: John Osborne, *Look Back in Anger* (finish by today).

Week 14

December 4 Downsizing the Union: Thatcherite Neoliberalism and Blairite Devolution.  
Textbook: Chapter 31, except for “The Collapse of the Empire.”  
Supplemental reading: Robin Cook’s “Chicken Tikka Masala” speech at <http://www.guardian.co.uk/racism/Story/0,2763,477023,00.html> and “Reforging the Union: Devolution and Constitutional Change in the United Kingdom” on HuskyCT.  
**Quiz 4 at start of class.**

December 6 The Referenda: Scottish Independence, Brexit, and the Future of the United Kingdom.  
Supplemental reading: “UKIP and the Crisis of Britain” on HuskyCT.  
**Final exam study guide handed out at end of class.**

Finals Week **FINAL EXAM**  
Time and date TBA; finals scheduled between Monday, December 11 and Sunday, December 17.  
The Dean of Students Office has formally requested instructors to include the following in their syllabi this semester: “Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam. Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam.”