

HST 332 England Since 1688

Spring 2010

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Office Hours: Tuesday, Thursday, 1:30-2:30 p.m.,
or by appointment.

TEXTBOOKS:

Arnstein, Walter L. Britain Yesterday and Today: 1830 to the Present. Eighth Edition. Houghton Mifflin, 2001.

Butterfield, Herbert. The Whig Interpretation of History. New York: W.W. Norton, 1965 (1931).

Gosse, Edmund. Father and Son: A Study of Two Temperaments. Oxford University Press, 2004 (1907).

Willcox, William B. and Walter L. Arnstein. The Age of Aristocracy: 1688 to 1830. Eighth Edition. Houghton Mifflin, 2001.

OBJECTIVES:

The student who successfully completes this course will be able to:

1. Trace major constitutional developments in Britain after the Glorious Revolution.
2. Assess the global role of Britain through the age of imperialism to the post-World War II retrenchment.
3. Evaluate the British economic experience, from liberalism to the welfare state.
4. Identify the impact and contribution of key political, cultural, and literary figures through research, writing, and class discussions.
5. Consider the past three centuries of British social history through reading and discussing selected materials.
6. Reflect on the significance of British religious life, particularly life in the Church of England, from evangelicalism to Anglo-Catholicism.
7. Develop an effective bibliography on a given historical topic.

REQUIREMENTS:

1. Assigned readings and weekly quizzes. Weekly readings from the textbooks are noted in the class schedule. There will be a brief quiz over the reading each Tuesday, except for the first quiz, which will be on Thursday, January 14. Quizzes are worth three points each, with the best 11 of the 13 quiz opportunities added into the final grade.

2. Reading responses.

A. Note the special assignment to read the Butterfield essay for January 17. Bring to class a solid paragraph of your own reflections which addresses this question: How does the Butterfield essay influence the manner in which we should study British history this semester? Students must be in class in order to receive points for this assignment.

B. Students will prepare three brief (250 words) essays in response to their reading of Gosse. Essays should correspond to the sections assigned in the course schedule. Essays are due on the dates listed below for the specific readings. Further guidelines for the essays will be discussed in class.

3. Current events summaries. Through reading the news reports and opinion pages of daily British newspapers, students will prepare a brief summary of an article or issue, citing its source. Summaries should include sufficient explanation to understand the meaning of the issue and a sentence or two addressing its significance. Summaries need be no more than one paragraph. They are assigned on 5 different Thursdays of the semester. The strongest summaries will show an eye for stories that reflect significant political, economic, international, religious, or social issues in Great Britain. The weakest summaries will have no particular connection to distinctively British issues and will show evidence of having been selected hastily and haphazardly. Because the summaries are for the purpose of discussion, summaries for students who are not in class on the day of the discussion will not be accepted.

4. Biographical project. Students will select one of the following figures and prepare a series of assignments related to this person throughout the semester. The project will culminate in a research paper due at the end of the semester. Specific assignments are as follows:

A. Prepare a biographical sketch of the figure's major ideas and contributions to British history. While it is useful to provide basic biographical information such as date of birth and education, the best sketches will examine these individuals' key ideas and achievements. An outline summary shall be distributed to each class member. On the day sketches are distributed, I will "interview" the preparer about his or her findings. Selections are due January 17. The due dates for sketches will be distributed after selections are made.

B. Prepare a bibliography of materials related to the selected figure. This should include both primary materials of significant works produced by the figure as well as secondary studies of his or her significance.

Suggestions of a strategy for building a bibliography will be distributed separately. This bibliography will supply students with resources for study throughout the semester and will support the final paper. While the length of bibliographies may vary, 20 sources should be considered a minimum. Sources that are internet sites will not count toward the minimum of 20 sources. A working bibliography with the minimum number of sources is due February 11. The bibliography attached to the final paper is expected to be substantially larger than the working bibliography submitted in February to reflect the ongoing work of the semester.

C. Be prepared to offer insights on issues discussed in class from the perspective of the person being studied. Discussion questions are noted in the syllabus and students should be prepared to offer conjectures and specific insights on the day these are discussed in class. The more familiar students are with their selected figures, the better prepared they will be for these discussions. The more specific students can be in supporting their comments, the more effective they will be. There are five questions noted in the syllabus. I will call on each student at least twice (and possibly more often) for his or her responses to these questions. The student grade for this assignment will be based on preparation for the discussion, thoughtfulness and insight of the responses, and participation in the discussion sessions with the expectation that students participate in at least four. Students who are absent more than once for these class discussions risk not being able to complete the assignment.

D. Students should develop a research paper on an aspect of the career and life of the selected figure. Students are strongly encouraged to discuss possible topics with the professor. A working thesis and working outline of this paper are due March 20.

E. The finished paper of the assignment noted above is due April 29.

Biographical Project choices:

Nineteenth Century

Lord Aberdeen Herbert Asquith
Matthew Arnold Clement Attlee
William Booth
Charles Darwin
Charles Dickens
Benjamin Disraeli
George Eliot
Elizabeth Gurney Fry
William Gladstone
Keir Hardie
Thomas Huxley
David Livingstone
John Henry Newman
Florence Nightingale
Daniel O'Connell
Viscount Palmerston
Charles Stuart Parnell

Twentieth Century

Stanley Baldwin
Tony Blair
Joseph Chamberlain
Neville Chamberlain
G. K. Chesterton
Winston Churchill
Anthony Eden
David Lloyd George
Robert Graves
John Maynard Keynes
C. S. Lewis
Ramsay MacDonald
Harold Macmillan
Malcolm Muggeridge
George Orwell

Robert Peel
Edward Bouverie Pusey
Cecil Rhodes
John Ruskin
Marquis of Salisbury
Charles Haddon Spurgeon
Frederick Temple
Alfred Lord Tennyson
J. M. W. Turner H. G. Wells
Duke of Wellington
Queen Victoria

Emmeline Pankhurst
Beatrix Potter
Siegfried Sassoon
Dorothy Sayers
George Bernard Shaw
William Temple
Margaret Thatcher
J. R. R. Tolkien
Virginia Woolf

EVALUATION:

Weekly Quizzes	33 (3 each times 12 of 14 possible)
Butterfield paragraph	10
Reading Responses (Gosse)	75 (25 each)
Current Events Summaries	25 (3 each)
Biographical Sketch	20
Working Bibliography	20
Biographical Project Discussion	20
Working Thesis and Outline	20
Research Paper	100
TOTAL	323

Note: Final letter grades will be awarded roughly on the basis of 90% for an A, 80% for a B, 70% for a C, and 60% for a D. I reserve the right to consider additional objective factors such as class attendance and subjective factors such as participation in the work of the class, particularly in class discussions, in order to assign the most appropriate final grade.

CLASS SCHEDULE:

January 12-14 The Last Stuarts

Willcox and Arnstein, 1-45.

Lecture: The Legacy of the Glorious Revolution: The Roots of Government in the Eighteenth Century

January 14 First Quiz

January 19-21 The First Hanovers

Willcox and Arnstein, 49-147.

Lecture: "The Second Hundred Years' War": Foreign Affairs in the Eighteenth Century

January 21 Biographical project selections due.

January 21 Reading: Butterfield, The Whig Interpretation of History.

January 26-28 George III

Willcox and Arnstein, 151-229.

Lecture: John Wesley and the Evangelical Revivals

January 28 Current Events Summary

February 2-4 The French Revolution and Napoleon
Willcox and Arnstein, 233-325.
Lecture: The Struggle Against Napoleon
February 4 Current Events Summary

February 9-11 Development and Reform
Arnstein, 3-73; Gosse, Chapters 1-4.
Lecture: Political Reform in the Nineteenth Century
February 11 Biographical project discussion: How would your figure feel about political reform, particularly the process of expanding participation in government?
February 11 Gosse discussion
February 11 Working Bibliography due

February 16-18 The Great Exhibition to the Second Reform Bill
Arnstein, 77-134; Gosse, Chapters 5-8.
Lecture: Evangelicals and Tractarians: English Religion in the Nineteenth Century
February 18 Biographical project discussion: How would your figure view Christianity in nineteenth-century Britain? What issues would be most important to him or her?
February 18 Gosse discussion

February 23-25 The Late Nineteenth Century: Politics, Ireland, and Empire
Arnstein, 137-209; Gosse, Chapters 9-12 and Epilogue.
Lecture: Victorian Doubt
February 25 Gosse discussion

March 2-4 The Edwardian Age
Arnstein, 213-243.
Lecture: "The Jewel in the Crown": India and the British Empire
March 4 Biographical project discussion: How would your figure feel about the British Empire?

March 9-11 World War I
Arnstein, 244-288.
Lecture: The Great War
March 11 Current Events Summary

March 16-18 No Class, Individual Appointments with the Professor

March 23-25 **SPRING VACATION**

March 30-April 1 The Twenties and Thirties
Arnstein, 288-331.
Lecture: The Emergence of the Welfare State
April 1 Biographical project discussion: How would your figure respond to the British welfare state?
April 1 Working thesis and outline due.

April 6-8 World War II

Arnstein, 331-359.

Lecture: "The Great Crusade": England and World War II

April 8 Current Events Summary

April 13-15 The Attlee Legacy

Arnstein, 360-418.

Lecture: Whither England? The Crisis of the Post-War World

April 15 Current Events Summary

April 20-22 Recent England

Arnstein, 418-482.

Lecture: Margaret Thatcher, Tony Blair, and British Politics

Today

April 17 Biographical project discussion: How would your figure respond to the Britain of today? to the world today? Would your figure support the current British position in the war on terrorism?

April 29 8:00 a.m. FINAL EXAMINATION period.

Research paper due.