History 124  British History: 1688 to the Present  Mr. Donnelly

COURSE DESCRIPTION

History 124 is the second half of a two-semester sequence surveying the history of England and the British empire. The course extends from the "Bloodless Revolution" of 1688 to the "Welfare State" of the 1980s.

History 124 is concerned with the transformation of England from a thinly settled, mainly rural, economically underdeveloped, and politically unstable nation in the late 17th century into a thickly peopled and heavily urbanized country renowned for political stability in the 19th and 20th centuries. One major objective of the course will be to illuminate the process by which England achieved stable constitutional monarchy, based on a powerful elite of landed and monied families, and the ways in which this form of government peacefully evolved into a parliamentary democracy controlled by the masses. A second goal will be to explain how England harnessed its modest economic resources in such a way as to give birth to the epoch-making Industrial Revolution, and how the new industrial society moved from private enterprise and laissez-faire to socialism and the welfare state. A third objective will be to draw meaning from Britain’s great extension and exploitation of empire in the 18th and 19th centuries as well as from the collapse of the imperial edifice of the 20th.

LECTURES

Lectures two days per week (TR, 2:30-3:45 p.m.), supplemented by weekly discussion meetings and/or audio-visual presentations, including films, sound filmstrips, slides, and music.

WRITTEN ASSIGNMENTS AND EXAMINATIONS

Besides a final exam, there will be either one or two hour exams, depending upon the decision of the students during the first week of class. Those students who take the course for 4 credits will be asked to do a short essay (2,500 words) on an issue relating to the subject matter of the course.

GRADING SYSTEM

If the students decide to have only one hour exam plus the final, the grade for the course will be determined on the following basis: active interest and regular participation in discussion, 15 percent; hour exam, 35 percent; final exam, 50 percent. If, on the other hand, the students decide to have two hour exams, plus the final, a number of grading options will be offered, allowing students to determine, within broad limits, how they wish their grade for the course to be determined.
REQUIRED READINGS


Porter, Bernard, *The Lion’s Share* (Longman).


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<th>Week</th>
<th>Topic</th>
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<tr>
<td>1/28-2/1</td>
<td>2. The Bloodless Revolution: Defended and Confirmed, 1688-1714</td>
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<td>2/11-2/15</td>
<td>4. Scotland, Ireland, and the Empire</td>
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<td>2/25-3/1</td>
<td>6. The Economic Revolution, 1780-1840</td>
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<td>4/1-4/5</td>
<td>10. The Claims of Democracy and Nationality, 1867-1900</td>
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<td>4/8-4/12</td>
<td>11. Imperialism, 1870-1914</td>
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<td>4/22-4/26</td>
<td>13. Britain and World War I</td>
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<td>1/21-1/25</td>
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The purpose of the assignment is to develop your reading and writing skills. The topics reflect controversial areas in British historiography. The questions listed under each topic are guidelines to assist you in developing a single theme around which you will organize your paper. Consider the questions collectively as ways of defining this theme. In other words, do not select only one question if more than one is provided.

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1) Discuss briefly the nature and significance of the general topic.

2) Select a theme related to this controversial phenomenon, event, or person.

3) Identify and describe the author's position on this theme and support your generalizations with examples.

4) Assess how convincingly the author has presented his/her position.

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History is a literary as well as an academic discipline and as in all other fields, a clear, precise, and smooth writing style is of the utmost importance. The clarity and sharpness of your thinking about a particular subject is inevitably reflected by how well you express your thoughts on
paper. We are not interested in what you meant to say but in what you actually say. You will only do yourself a disservice by couching your ideas in awkward, imprecise, and unclear prose. No matter how good your writing skills are, there is always room for improvement. A wonderful and concise review of some of the basic rules of good writing can be found in William Strunk, Jr. and E. B. White, The Elements of Style, available at the University Book Store.

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3. The Chartists: How do you explain the emergence and decline of Chartism in the 1830s and 1840s? What was the Chartist program? What kind of people became involved in the movement? Were their aims revolutionary or reformist?

   Thomas Cooper, The Life of Thomas Cooper, Written by Himself (1872)
   William Lovett, The Life and Struggles of William Lovett . . . . (1876)
   A. Plummer, Bronterre: A Political Biography of Bronterre O'Brien, 1804-1864 (1971)
   D. Read and E. Glasgow, Feargus O'Connor: Irishman and Chartist (1961)
   David Williams, Life of John Frost (1939)

4. The Victorians: Can you define a particular Victorian ethos? How does the subject of the biography you have chosen exemplify this ethos?

   Robert Blake, Disraeli (1966)
   Herman Ausubel, John Bright: Victorian Reformer (1966)
   E.J. Feuchtwanger, Gladstone (1976)
   Gordon S. Haight, George Eliot (1963)
5. Labour finds a voice: How do you account for the aggressiveness of the working class and its champions through trade unionism, politics, or socialist movements in the late nineteenth and early twentieth centuries? How did the conditions of the time foster such assertiveness? What challenge did Labour pose to the established order? What were their grievances and aims? Were they revolutionary or reformist?

- Margaret Cole, Growing Up into Revolution (1926)
- Michael Foot, Aneurin Bevan (vol. 1, 1962)
- Yvonne Kapp, Eleanor Marx (2 vols., 1972)
- Tom Mann, Memoirs (1967)
- David Marquand, Ramsay MacDonald (1977)
- K.O. Morgan, Kier Hardie (1967)
- Kelly Muggeridge and Ruth Adam, Beatrice Webb (1967)
- Sheila Rowbotham, A New World for Women: Stella Brown (1977)
- Ben Tillett, Memories and Reflections (1931)
- Dona Torr, Tom Mann and His Times (1956)
- Beatrice Webb, My Apprenticeship (1926)

6. Lloyd George: Was he a statesman or an opportunist? Was he an asset or a detriment to the Liberal party?

- John Campbell, Lloyd George: The Goat in the Wilderness (1977)
- John Grigg, The Young Lloyd George (1976)
- John Grigg, Lloyd George: The People's Champion (1978)
- Tom Jones, Lloyd George (1951)
- Kenneth O. Morgan, Lloyd George (1974)
- Peter Rowland, Lloyd George (1976)

7. The impact of World War I: Discuss the shock produced by the Great War at home or at the front. Why can it be said that August 1914 was the end of an era, of a way of life never to be retrieved? What lessons did survivors learn from the war?

- Enid Bagnold, Diary Without Dates (1918)
- Vera Brittain, Testament of Youth (1933)
- Robert Graves, Good-bye to All That (1929)
- Christopher Hassall, Rupert Brooke (1954)
- Siegfried Sassoon, Memoirs of an Infantry Officer (1967)
- Siegfried Sassoon, Siegfried's Journey, 1916-20 (1946)
8. British fascism: How do you explain the emergence of a fascist movement in Britain in the 1930s? What does Mosley's life tell us about the fascist appeal? Why should Mosley, who began in the Labour party, have opted for a fascist solution to Britain's problems?

James Drenna, Oswald Mosley and British Fascism (1976)
Oswald Mosley, My Life (1968)
Robert Skildelsky, Oswald Mosley (1978)

9. Winston Churchill: How do you account for his greatness? What were his principles, his beliefs? How do you account for his political longevity?

Charles Eade, ed., Churchill by His Contemporaries (1953)
R.R. James, Churchill: A Study in Failure, 1900-39 (1970)
Henry Pelling, Churchill (1974)

10. Labour since 1945: What were the achievements and failures of the Labour party? What went wrong? Was the promise of Labour betrayed by the politicians? Can the Labour party recover its former preeminence in the 1980s, or is it a victim of the conservative Thatcher revolution? Is the division between the left and the right within the party a source of strength or weakness?

John Campbell, Roy Jenkins: A Biography (1983)
Kenneth Harris, Atlee (1982)
Simon Hoggart and David Leigh, Michael Foot: A Portrait (1981)
Peter Kellner and Christopher Hitchen, Callaghan: The Road to Number Ten (1976)
Bruce Reed and Geoffrey Williams, Denis Healy and the Policies of Power (1971)
Philip Williams, Hugh Gaitskell
Bernard Donoughue and G.W. Jones, Herbert Morrison (1973)
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   D. Read and E. Glasgow, Feargus O'Connor: Irishman and Chartist (1961)
   David Williams, Life of John Frost (1939)

4. The Victorians: Can you define a particular Victorian ethos? How does the subject of the biography you have chosen exemplify this ethos?

   Robert Blake, Disraeli (1966)
   Herman Ausubel, John Bright: Victorian Reformer (1966)
   E.J. Feuchtwanger, Gladstone (1976)
   Gordon S. Haight, George Eliot (1968)
Suggested Paper Topics, 1840-present

1. From Tory to Conservative: Discuss the transformation of the Tory party of Robert Peel into the Conservative party of Derby and Disraeli. What effect did the split in the Tory party have on British politics in the mid-19th century? Who was to blame for this split? Assess the political acumen of Peel, Disraeli or Derby.

   Robert Blake, Disraeli (1966)
   Norman Gash, Sir Robert Peel (1972)
   W.D. Jones, Lord Derby and Victorian Conservatism (1956)

2. The challenge from Ireland: Discuss the intrusion of Irish affairs into Westminster politics. How did O'Connell or Parnell contribute to the development of British political parties? What were the Irish grievances and the remedies proposed? Why did such solutions provoke resistance in England?

   F.S.L. Lyons, Charles Stewart Parnell (1977)

3. The Chartists: How do you explain the emergence and decline of Chartism in the 1830s and 1840s? What was the Chartist program? What kind of people became involved in the movement? Were their aims revolutionary or reformist?

   Thomas Cooper, The life of Thomas Cooper, Written by Himself (1872)
   William Lovett, The Life and Struggles of William Lovett... (1876)
   A. Plummer, Bronterre: A Political Biography of Bronterre O'Brien, 1804-1864 (1971)
   D. Read and E. Glasgow, Feargus O'Connor: Irishman and Chartist (1961)
   David Williams, Life of John Frost (1939)

4. The Victorians: Can you define a particular Victorian ethos? How does the subject of the biography you have chosen exemplify this ethos?

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   E.J. Feuchtwanger, Gladstone (1976)
   Gordon S. Haight, George Eliot (1963)
5. Labour finds a voice: How do you account for the aggressiveness of the working class and its champions through trade unionism, politics, or socialist movements in the late nineteenth and early twentieth centuries? How did the conditions of the time foster such assertiveness? What challenge did Labour pose to the established order? What were their grievances and aims? Were they revolutionary or reformist?

Margaret Cole, Growing Up into Revolution (1926)
Michael Foot, Aneurin Bevan (vol. 1, 1962)
Yvonne Kapp, Eleanor Marx (2 vols., 1972)
Jenny Lee, My Life with Nye (Aneurin Bevan) (1980)
Tom Mann, Memoirs (1967)
David Marquand, Ramsay MacDonald (1977)
K.O. Morgan, Kier Hardie (1967)
Kelly Muggeridge and Ruth Adam, Beatrice Webb (1967)
Sheila Rowbotham, A New World for Women: Stella Brown (1977)
Ben Tillett, Memories and Reflections (1931)
Dona Torr, Tom Mann and His Times (1956)
Beatrice Webb, My Apprenticeship (1926)

6. Lloyd George: Was he a statesman or an opportunist? Was he an asset or a detriment to the Liberal party?

John Campbell, Lloyd George: The Goat in the Wilderness (1977)
John Grigg, The Young Lloyd George (1976)
John Grigg, Lloyd George: The People's Champion (1978)
Tom Jones, Lloyd George (1951)
Kenneth O. Morgan, Lloyd George (1974)
Peter Rowland, Lloyd George (1976)

7. The impact of World War I: Discuss the shock produced by the Great War at home or at the front. Why can it be said that August 1914 was the end of an era, of a way of life never to be retrieved? What lessons did survivors learn from the war?

Enid Bagnold, Diary Without Dates (1918)
Vera Brittain, Testament of Youth (1933)
Robert Graves, Good-bye to All That (1929)
Christopher Hassall, Rupert Brooke (1964)
Siegfried Sassoon, Memoirs of an Infantry Officer (1967)
Siegfried Sassoon, Siegfried's Journey, 1916-20 (1946)
8. British fascism: How do you explain the emergence of a fascist movement in Britain in the 1930s? What does Mosley's life tell us about the fascist appeal? Why should Mosley, who began in the Labour party, have opted for a fascist solution to Britain's problems?

James Drenna, Oswald Mosley and British Fascism (1976)
Oswald Mosley, My Life (1968)
Robert Skildelsky, Oswald Mosley (1978)

9. Winston Churchill: How do you account for his greatness? What were his principles, his beliefs? How do you account for his political longevity?

Charles Eade, ed., Churchill by His Contemporaries (1953)
R.R. James, Churchill: A Study in Failure, 1900-39 (1970)
Henry Pelling, Churchill (1974)

10. Labour since 1945: What were the achievements and failures of the Labour party? What went wrong? Was the promise of Labour betrayed by the politicians? Can the Labour party recover its former preeminence in the 1980s, or is it a victim of the conservative Thatcher revolution? Is the division between the left and the right within the party a source of strength or weakness?

John Campbell, Roy Jenkins: A Biography (1983)
Kenneth Harris, Atlee (1982)
Simon Hoggart and David Leigh, Michael Foot: A Portrait (1981)
Peter Kellner and Christopher Hitchen, Callaghan: The Road to Number Ten (1976)
Bruce Reed and Geoffrey Williams, Denis Healey and the Policies of Power (1971)
Philip Williams, Hugh Gaitskell
Bernard Donoughue and G.W. Jones, Herbert Morrison (1973)
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