

THE UNIVERSITY OF WISCONSIN
Department of History
Semester II, 1988-89

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, 1:00-2:15 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

Briggs, Asa, Victorian People (Chicago U.P.).

Hay, Douglas, et al., Albion's Fatal Tree: Crime and Society in Eighteenth-Century England (Pantheon Books).

Hobsbawm, E. J., Industry and Empire. Pelican Economic History of England, Vol. 3 (Penguin Books).

Porter, Bernard, The Lion's Share (Longman).

Prall, Stuart E., The Bloodless Revolution: England, 1688 (University of Wisconsin Press).

Webb, R. K., Modern England, 2nd ed. (Harper and Row).

GENERAL COURSE OUTLINE

<u>Week</u>	<u>Topic</u>
1/23-1/27	1. Crown and Parliament under the Later Stuarts, 1660-88
1/30-2/3	2. The Bloodless Revolution: Defended and Confirmed, 1688-1714
2/6-2/10	3. Early Eighteenth-Century England, 1714-42
2/13-2/17	4. Scotland, Ireland, and the Empire
2/20-2/24	5. The New Religion and the New Politics, 1770-89
2/27-3/3	6. The Economic Revolution, 1780-1840
3/6-3/10	7. Britain and the French Revolution, 1789-1815
3/13-3/17	8. The Growth of Liberalism and the Triumph of Reform, 1815-47
3/27-3/31	9. Social Discord and Liberal Consensus, 1830-67
4/3-4/7	10. The Claims of Democracy and Nationality, 1867-1900
4/10-4/14	11. Imperialism, 1870-1914
4/17-4/21	12. Social Reform, 1870-1914
4/24-4/28	13. Britain and World War I
5/1-5/5	14. The Interwar Years, 1918-39
5/8-5/12	15. Great Challenges: War, Socialism, and Prosperity, 1940-67

UNIVERSITY OF WISCONSIN
 Department of History
 Semester II, 1986-87

History 124

Required Reading

Mr. Donnelly

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1/23-1/27	Crown and Parliament under the Later Stuarts, 1660-88	Prall, 3-165
1/30-2/3	The Bloodless Revolution: Defended and Confirmed, 1688-1714	Prall, 166-293
2/6-2/10	Early Eighteenth-Century England, 1714-42	Webb, 1-32, 42-60; Hay <u>et al.</u> , 17-117
2/13-2/17	Scotland, Ireland and the Empire	Webb, 60-69, 73-81; Hay <u>et al.</u> , 167-308
2/20-2/24	The New Religion and the New Politics, 1770-89	Webb, 32-42, 81-101, 119-28
2/27-3/3	The Economic Revolution, 1780-1840	Webb, 102-119; Hobsbawm, 23-108
3/6-3/10	Britain and the French Revolution, 1789-1815	Webb, 129-51
3/13-3/17	The Growth of Liberalism and the Triumph of Reform, 1815-47	Webb, 152-233; Briggs, 1-139
3/27-3/31	Social Discord and Liberal Consensus, 1830-67	Webb, 233-77, 296-312; Briggs, 140-299; Hobsbawm., chaps. 6-7
4/3-4/7	The Claims of Democracy and Nationality, 1867-1900	Webb, 331-45, 358-416, 426-31; Porter, 1-151
4/10-4/14	Imperialism, 1870-1914	Webb, 345-358, 431-48; Porter, 152-232
4/17-4/21	Social Reform, 1870-1914	Webb, 448-61, 462-75; Hobsbawm, chaps. 8-10

History 124

REQUIRED READING CONT'D

Mr. Donnelly

4/24-4/28

Britain and World War I

Webb, 75-502;
Porter, 233-58

5/1-5/5

The Interwar Years, 1918-39

Webb, 502-36;
Porter, 259-302;
Hobsbawm, 207-48

5/8-5/12

Great Challenges: War, Socialism,
and Prosperity, 1940-67Webb, 536-45,
558-93;
Porter, 303-54;
Hobsbawm, 249-93,
313-21

UNIVERSITY OF WISCONSIN
Department of History
Spring 1989

HISTORY 124

PAPER GUIDELINES

MR. DONNELLY

Four-credit students are required to write an analytical essay of some 2,500 words based on the reading of one biography or memoir chosen from the list provided. Choose your topic with care. It is easier to write about something that interests you. Feel free to consult us about selecting a topic or book from the list. The paper is due on the last day of class, May 8. Late papers will not be accepted.

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.

Since each of the topics concerns a controversial issue in British history, authors cited under each topic may well take different or diametrically opposed views. You may even find that the book you have chosen takes a position on a certain subject which challenges the analysis offered in your required reading or by the lecturer or T.A. You might then wish to explain why one argument is more persuasive than the other. But the important thing is that you extract from the book the author's thesis. This is the first step in reading history analytically.

In organizing your paper you might wish to adhere to the following guidelines:

- 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.

Your paper should be no less than 8 pages and no more than 12 pages long, typed and double-spaced. Most standard typewriters will yield about 250 words per page with one-inch margins. If your typewriter does not, adjust the length accordingly.

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.

Another valuable resource to aid you in developing your writing style is the Writing Lab in 6171 H.C. White. In addition to providing a series of short courses on various aspects of paper writing, the Writing Lab staff will sit down with you individually to assess the strengths and weaknesses of your written work. We would strongly advise you to aim at finishing your paper a week before the due date and then taking it to the Writing Lab for revisions. You might also ask a friend to read your paper to see if you are saying exactly what you mean to say. And also give yourself enough time to polish the prose of your first draft.

Do not ignore the conventional scholarly apparatus in your essay. You must footnote 1) direct quotes and 2) the controversial opinions of others, even when you describe them in your own words. Avoid lengthy quotes. Since you are dealing with only one book you can use the following informal method of citation. Within the text place the author's last name and the page number of your reference in parentheses, for example (Prall, p. 15). You might also wish to cite relevant material from your required reading or the lectures, for example (Donnelly, month/day).

Give your paper a title which suggests the theme you are examining and make sure you have offered the full title of the book you have chosen in your first paragraph.

Spelling mistakes are intolerable. Keep a dictionary at hand when you do your final draft.

One last reminder -- do not judge a book by the number of pages it contains. It is sometimes easier to read a long book than a turgid, jargon-loaded short one. Perhaps the most entertaining book on the list of paper topics is Robert Blake's Disraeli, a modest tome of over 600 pages. Consult us for suggestions of what are "good reads," but remember, there is no accounting for taste.

Having said all this, it may seem merciless to then tell you to have fun with the papers. For many of us the writing process serves to crystallize and sharpen our thinking, and thinking can be a very enjoyable process. Remember the words of Dorothy Parker: "I hate writing but I love having written."

Sem II - 1989

Suggested Paper Topics, 1688-1840

1. The Revolution of 1688: Explore the extent to which the personalities and policies of James II and William of Orange brought about the revolution. Was William justified in assisting disaffected Englishmen in the overthrow of the hereditary monarch James? How do you account for James's tragedy? Can his failure be attributed to his own willful blunders, or were other forces at work against him? Was James a tyrant? Was William a liberator?

Maurice Ashley, James II (1977)
S.B. Baxter, William III (1966)
J.P. Kenyon, Robert Spencer, Earl of Sunderland (1958)
John Miller, James II: A Study in Kingship (1978)
Lucille Pinkham, William III and the Respectable Revolution (1954)
F.C. Turner, James II (1948)

2. Early eighteenth century political stability: Was the source of stability the fact that Britain was a one-party state? Where did effective authority rest -- with the king or with his ministers? How do you account for Walpole's ascendancy? What factors created and/or inhibited the emergence of an effective opposition party?

H.T. Dickinson, Bolingbroke (1970)
H.T. Dickinson, Walpole and the Whig Supremacy (1976)
R. Hatton, George I (1979)
Betty Kemp, Sir Robert Walpole (1976)
J.H. Plumb, Sir Robert Walpole (2 vols., 1956, 1960)

3. George III and the constitution: Did the king really intend to undermine the powers of parliament so as to enhance monarchical authority? How did this perception lead to political unrest in America, Ireland, and Britain? How do you account for the development of a parliamentary opposition? Did it emerge as part of a struggle for ideals and principles, or was it part of a scramble for power and office?

S. Ayling, The Elder Pitt, Earl of Chatham (1976)
John Brooke, King George III (1972)
John W. Derry, Charles James Fox (1972)
R.J.S. Hoffman, The Marquis: A Study of Lord Rockingham, 1730-1782 (1975)
Richard Pares, George III and the Politicians (1954)
P.D.G. Thomas, Lord North (1976)

4. The Evangelicals: How do you account for the emergence of this brand of religious enthusiasm? How significant was it? What areas of public policy did it affect? Was it a force for change or a counterrevolutionary movement?

J. Baker, John Wesley and the Church of England (1970)
M.L. Edwards, John Wesley and the Eighteenth Century (1933)
E.M. Forster, Marianne Thornton (1956)
R. Furneaux, William Wilberforce (1974)
M. Gladys Jones, Life of Hannah More (1952)
Standish Meacham, Henry Thornton of Clapham, 1763-1815 (1963)
John Pollock, Wilberforce (1974)
O. Warner, Wilberforce and His Times (1962)

5. The radical challenge: How do you account for the emergence of political radicalism in the last quarter of the eighteenth century? How would you describe or define this radicalism? What were the ideals, principles, issues, or events that provoked the radicals to action? How revolutionary were their aims, and how serious was the threat which they posed to the established order?

J. Bronowski, William Blake and the Age of Revolution (1972)
David Freeman Hawke, Paine (1974)
Peter Marshall, William Godwin (1984)
Raymond Postgate, That Devil Wilkes (1929, rev. ed. 1956)
George Rude, Wilkes and Liberty (1962)
John W. Osborne, John Cartwright (1972)
D.O. Thomas, The Honest Mind: The Thought and Work of Richard Price (1977)
Claire Tomalin, The Life and Death of Mary Wollstonecraft (1974)

6. The new entrepreneurs: What kind of men were responsible for the transformation of the British economy in the eighteenth and early nineteenth centuries? To what did they owe their success? What new values did they espouse? How were they changing the lives of millions of English men and women?

H.W.E. Dickinson, Matthew Boulton (1937)
R.S. Finton and A.P. Wadsworth, The Strutts and the Arkwrights, 1758-1830 (1958)
M.W. Flinn, Men of Iron: The Crowleys in the Early Iron Industry (1962)
R.A.C. Parker, Coke of Norfolk: A Financial and Agricultural Study, 1707-1842 (1975)
W.G. Rimmer, Marshalls of Leeds (1960)
B. and H. Wedgwood, The Wedgwood Circle, 1730-1897 (1980)

7. The social radicals: Was the industrial revolution a mixed blessing? What were the social costs of transforming the English economy? What proposals were advanced to minimize costs?

Samuel Bamford, Passages in the Life of a Radical (1841)
G.D.H. and M. Cole, The Opinions of William Cobbett (1944)
Cecil Driver, Tory radical: The life of Richard Oastler (1946)
R.G. Kirby and A.E. Musson, The Voice of the People: John Doherty, 1798-1854: Trade Unionist, Radical and Factory Reformer (1976)
J.F.C. Harrison, Quest for the New Moral World: Robert Owen and the Owenites in Britain and America (1969)
John Stuart Mill, On Bentham and Coleridge, with an introduction by F.R. Leavis (1967)
John W. Osborne, William Cobbett: His Thought and His Times (1966)
Mary Thale, ed., The Autobiography of Francis Place (1972)
Iowerth Prothero, Artisans and Politics in Early 19th-century London: John Gast and His Times (1979)

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)
Robert Stewart, The Politics of Protectionism: Lord Derby and the Protectionist Party (1971)

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)
Angus Macintyre, The Liberator: Daniel O'Connell and the Irish Party (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?

Robert Blake, Disraeli (1966)
Herman Ausubel, John Bright: Victorian Reformer (1966)
John Clive, Macaulay: The Making of an Historian (1974)
E.J. Feuchtwanger, Gladstone (1976)
Gordon S. Haight, George Eliot (1968)

Sir Philip Magnus, Gladstone (1954)
J.D.Y. Peel, Herbert Spencer: The Evolution of a Sociologist (1971)
Keith Robbins, John Bright (1979)
John M. Robson, The Improvement of Mankind: The Social and Political Thought of John Stuart Mill (1968)
Alan Ryan, John Stuart Mill (1970)
Robert K. Webb, Harriet Martineau: A Radical Victorian (1960)
Cecil Woodham-Smith, Florence Nightingale (1950)

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)
Hannah Mitchell, The Hard Way Up (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 Tillet, 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 (1973)

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)
A.J.P. Taylor et. al., Churchill Revised: A Critical Assessment (1969)

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)
G.M.F. Drower, Neil Kinnock: The Path to Leadership (1984)
Paul Foot, The Politics of Harold Wilson (1968)
Kenneth Harris, Atlee (1982)
Robert Harris, The Making of Neil Kinnock (1984)
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
Harold Wilson, The Labour Government, 1964-71 (1971)
Michael Foot, Aneurin Bevan, vol. 2 (1974)
Bernard Donoughue and G.W. Jones, Herbert Morrison (1973)

Webb: Page Conversions

<u>Week</u>	<u>1st Ed.</u>	<u>2nd Ed.</u>
1.	--	--
2.	--	--
3.	1-32, 42-60	1-30, 40-61
4.	60-69, 73-81	61-71, 79-86
5.	32-42, 81-101, 119-28	30-39, 86-104, 122-31
6.	102-19	107-22
7.	129-51	134-55
8.	152-233	157-236
9.	233-77, 296-312	236-82, 301-16
10.	331-45, 358-416, 426-31	339-52, 365-412, 433-37
11.	345-58, 431-48	352-65, 437-54
12.	448-61, 462-75	454-66, 469-81
13.	475-502	481-509
14.	502-36	509-41
15.	536-45, 558-93	541-49, 565-626