

# BOWIE STATE UNIVERSITY

## HIST 338-700, The History of Britain since 1688

Semester: Long Summer Session 2009

Instructor: Dr. George Sochan Office : MLK 215

Credit Hours: 3.0

Office Phone: (301) 860-3604 e-mail: [gsochan@bowiestate.edu](mailto:gsochan@bowiestate.edu)

Office Hours: MW, 12:30 – 1:30PM; 5:00 – 6:00PM; and by appointment

### I. COURSE PREREQUISITES:

ENGL 101, ENGL 102 and HIST 111

### II. COURSE DESCRIPTION:

Following sequentially Hist 337, this course surveys British history since 1688 with a concentration on political, socio-economic and cultural developments since 1832. An important theme of the course is the fashioning of modern Britain into the United Kingdom.

### III. REQUIRED TEXT:

William Wilcox & Walter Arnstein, The Age of Aristocracy, 1688-1830 8th ed

Walter Arnstein, Britain: Yesterday and Today, 1830 to the Present 8th ed

The Wilcox and Arnstein books are available at the University Bookstore. The textbooks by Wilcox and Arnstein are used in this course to provide a framework for the lectures.

#### Supplemental Reading on Blackboards

Walter Arnstein, The Past Speaks, Vol II

This book has readings that may help you with the course.

### IV. CURRICULUM THEMES:

#### A. NCATE Curriculum Themes

Academic Scholar: Objectives 1, 2

Effective Practitioner: Objectives 3, 4, 5

Technological Applications: Objectives 4, 6

Multiple Forms of Assessment: Objectives 3, 4

Reflective Practitioner: Objectives 3, 4

Personal and Interpersonal Perspectives: Objectives 1, 2

## **B. General Education Competencies**

### 1. Written and Oral Communication

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make personal judgments and respond to literature by drawing conclusions and stating opinions.
- c. Make interpretations and present those ideas in writing.
- d. Employ appropriate word choices and diction in oral and written communication.
- e. Conduct research and evaluate information using the appropriate methods of the discipline.

### 2. Critical Analysis and Reasoning

- a. Systematically evaluate facts, opinions, assumption and theories from the discipline.
- b. Apply skill in analysis, synthesis and problem solving.
- c. Apply logical reasoning in the examination and resolution of tasks.

### 3. Technological Competency

- a. Create a document using processing software.

### 4. Information Literacy

- a. Identification of key concepts and terms that describe the information needed.
- b. Understanding of the ethical, legal and socio-economic issues surrounding information and information technology.

## **C. Emerging Issues**

1. an examination of the role of government in national issues, like national health care
2. an examination of the role of government in global issues, like use of the environment

## **V. STUDENT OUTCOMES OR COURSE OBJECTIVES:**

### **A. NCATE Learning Objectives**

This course is designed to enable students to:

1. gain some knowledge of historian's craft.
2. acquire knowledge and understanding of key events and basic themes in British history, as well as some world history, during the last 300.
3. develop critical and analytical skills as shown on tests.
4. improve writing skills as shown in two short research papers.
5. acquire competencies in the use of techniques and methods historians employ in their field.
6. use Blackboards

## **B. GENED Student Expected Outcomes**

1. Two research papers on a topic in British history since 1688: competencies 1abcde, 2abc, 3a, 4 ab.
2. Successfully complete the following: two examinations: competencies 1acd, 2a.
3. Show capability in emerging issue either in paper or essay presentation: competencies 1acd, 2a.
4. Correctly use appropriate computer software to create required research paper: competencies 3a, 4ab.

## **VI. INSTRUCTIONAL MODES:**

- A. Traditional Experiences: lectures, discussions, individual conferences, at-home assignments, study guides, audio-visual presentations
- B. Clinical Experiences: Use of Blackboards for forum discussion

## **VII. STUDENT REQUIREMENTS OR GUIDELINES (for Course):**

Members of the class are required to read the text, handouts, and supplemental materials. The assignments are clearly laid out under the **Course Calendar**, and the evaluations for those assignments are given in the next section under **Grading/Evaluation Procedures**. Class attendance is required. As regards the attendance, the rules indicated in the "Handbook" will be applied strictly. Roll is taken at each meeting of the class, usually during the first five minutes of the class period. In other words, given our system of accounting, it becomes impossible for the instructor to distinguish between lateness and absence.

Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, cheating on anything in this course results in a grade of zero for that particular assignment. Plagiarism, which will be explained during the course, is a form of cheating. Also, material about plagiarism will be posted on Blackboards. You are responsible to know what plagiarism is and to avoid using it. Proven plagiarism on a paper, for any draft, results in a ZERO and the work may not be redone.

## VIII. GRADING/EVALUATION PROCEDURES

### A. Methods

Traditional Assessment consists of the following: two research papers, two exams, and forum discussions. The format for most of these is essay. Basically, an essay answer requires some clearly expressed, relevant concepts supported by pertinent facts. Classroom reviews, study guides, and other hand-outs will enable you to prepare adequately for the various examinations. Moreover, certain of the lectures have been designed especially to show you how to compose an essay.

During the semester many movies that are held at the circulation desk in the library will be made available for viewing in the classroom. For the course two research papers, that correlate to significant themes derived from the movies and, also, incorporate some research to develop a historical topic pertinent to the course, are required. The papers should be composed of **7 to 8, double-spaced, type-written** pages of **well-written** English. **With 1 1/4 inch margins and a print size of 10 characters per inch (#12 font), there should be approximately 26 lines per page (about 2200 words in paper).** The paper should contain a **brief bibliography** and adequate references (**a moderate amount of end notes**). **Early in the course a sample paper will be submitted to you to use as a model.** To organize the papers properly, the student **must** schedule a meeting with the instructor for each paper and must submit an outline for each paper; failure to do so results in the paper grade being lowered by 10 points. Since one of the purposes for this exercise is to develop composition skills, one re-write for each paper is permitted. **To correct your re-write, I must have the first copy submitted to me again.** At the end of the syllabus is a select bibliography of books that may be used in the paper. **A minimum of three books must be used in the paper.** A late paper results in a grade lowered by **ten points. Submitted papers that are incomplete, such as not typed or less than 6 pages (less than 1800 words) or not stapled, or without a bibliography or endnotes, are considered late papers.** One research paper from the areas below is required for the course. You may **NOT** use the Internet. Also, emailed papers are **NOT** accepted.

#### Paper Topic I Industrial Britain

#### Paper Topic II British Empire

The exams will consist of an essay part as well as a multiple-choice part, and they will be based primarily on lectures. For your assistance, a review for the exams is posted on Blackboards. (For further assistance, forum conferences for the midterm and the final exams will be set up on Blackboards. Participation in these conferences is mandatory and comprises an official part of the course.) You must contact the instructor if you need to take a make-up. The make-up will **not** be the same as the original test. The course requirements are as follows:

### B. Grading Procedures:

The attainment of learning objectives are measured by two research papers, two exams, and four forum discussions. Competency is determined by the attainment of an overall average of "C" or above according to the following weights:

| <u>Assessment Tool</u> | <u>Percentage of Grade</u> |
|------------------------|----------------------------|
| Participation          | 10%                        |
| Two Papers             | 40%                        |
| Midterm Exam           | 20%                        |
| The Final Exam         | 30%                        |

All of your work will be given a numerical grade, which will be converted to a letter grade at the end of the semester. The translation of numerical value into letter value is as follows:

**A equals 90-100**

**B equals 80-89**

**C equals 70-79**

**D equals 60-69**

**F is below 60**

Students should not fail this course. Toward that end, re-writes are available on tests below 60%, but you must "see me" to redo the test for a "D".

A makeup is available for missed work. A makeup is taken at my office during my office hours.

## Grading Standards

- A:** The answers on the texts and the exam are presented as an organized, coherent whole that begin and end exceptionally well, and manifest the following characteristics:
- \*well-formulated thesis statement
  - \*well written, topical paragraphs containing interconnected sentences
  - \*nearly flawless in terms of grammar and spelling
  - \*substantive content that consists of historical specifics and that is also relevant to question
  - \*effective use of explanatory sentences that develop and interpret the factual content
  - \*knowledgeable references are made to pertinent course materials
  - \*overall, mastery of the subject matter is demonstrated
- B:** The answers on the tests and the exam are presented as an organized whole that begin and end very well. The “B” usually has all of the characteristics of the “A”, but it lacks the strength of the “A” answer. For instance, the writing quality may have too many flaws that weaken the essay, or the content may not be as substantive as it should be. The latter aspect can result from insufficient use of historical specifics or not fully developed explanations. Overall, while the “B” answer does demonstrate a skillful handling of the material, it does not demonstrate mastery.
- C:** The answers on the tests and the exam are presented adequately so that they meet the standards and requirements for the assignment, but adequate is Neither exceptional nor very good; hence, the grade of “C” which means acceptable work. This answer usually manifests one or more of the following features:
- \*content that is not substantial, such as lacking sufficient detail
  - \*incompletely developed explanations, which mean interpretations are only sketchy/partial
  - \*lack of clarity in writing
  - \*errors in content
  - \*too many stylistic errors which negatively affect writing clarity
  - \*references to course materials are superficial or overly general
  - \*sections of the answer, if not incorrect, are irrelevant to the question asked
- D:** The answers on the tests and the exam are presented in a manner that only poorly meet the standards and requirements set for the assignment. Generally, the “D” has many of the following characteristics, but they are not so severe nor are there too many to warrant failure.
- \*the entire answer may be weak, or certain sections are incoherent
  - \*the answer tends to be short
  - \*the content is superficial; often specific factual data is not used
  - \*too many stylistic errors so that the essay is difficult to read
  - \*virtually no interpretation of history because little use of explanatory sentences in essay
  - \*too many factual errors
  - \*so much irrelevant content used that a lack of understanding of the question is shown
  - \*only meager/and or vague reference to course material
- F:** The answers on the tests and the exam are presented in a manner that fail to meet most of or all of the standards and requirements set for the assignment. Certain features that warrant failure are the following:
- \*the answer is much too short
  - \*the content is so superficial that it is vacuous
  - \*much of the content is factually wrong or irrelevant to the question addressed
  - \*the essay rambles on without coherence
  - \*very little or no reference to course materials
  - \*the writing is so poor that the essay is unreadable
  - \*plagiarized work and use of the Internet

## IX. OUTLINE OF COURSE CONTENT (Course Calendar):

### 06-01: Introduction to the Course

The Act of Union

The Age of Aristocracy

(A-V Presentation: film clips from Rob Roy)

Readings: Wilcox, ch 1 & 2

### 06-03: Life in Traditional Society

(A-V Presentation: slides on Hogarth's England)

(A-V Presentation: film clips from Moll Flanders)

Readings: Wilcox, ch 3 & 6

### 06-08: An Empire Gained

An Empire Lost

Readings: Wilcox, ch 4, 5, 7, & 8

### 06-10: The Causes of Britain's Industrial Revolution

Readings: Wilcox, ch 9

Past Speaks, "An Essay on the Principle of Population"

### 06-15: Life in Industrial Britain

(A-V Presentation: slides on Britain, especially London)

Readings: Arnstein, ch 2

### 06-17: Britain during a Revolutionary Age

The Napoleonic Wars

(A-V Presentation: film clips from The Scarlet Pimpernel)

(A-V Presentation: film clips from Master and Commander)

Readings: Wilcox, ch 11 & 12

Past Speaks, "Reflections on the Revolution"

"The Rights of Man"

### 06-22: An Age of Reforms

The Crusade against Slavery

(A-V Presentation: film clips from Amazing Grace)

Readings: Wilcox, ch 10

### 06-24: The British Constitution Amended

Nineteenth Century Liberal Britain

Readings: Wilcox, ch 13

Arnstein, ch 1 & 7

Past Speaks, "The Case for Democracy"

"The Case against Democracy"

06-29: **Midterm Exam**

The British Empire

(A-V Presentation: slides on Pax Britannica)

Readings: Arnstein, ch 4 & 10

07-01: British India

(A-V Presentation: film clips from The Man Who Would be King)

Readings: Past Speaks, “The Maintenance of Empire”

“England’s True Mission”

“Imperialism: A Study”

07-06: British Africa

Devolution of Empire

(A-V Presentation: film clips from Zulu)

(A-V Presentation: film clips from Gandhi)

Readings: Past Speaks, “The Wind of Change”

07-08: **The First Paper is due at 6 PM.**

Mid-Victorian Britain: A Class Society

Victorian Women

(A-V Presentation: slides on The Victorians)

(A-V Presentation: film clips from A Summer Story)

Readings: Arnstein, ch 3, 5, 8 & 11

Past Speaks, “The Subjection of Women”

07-13: Anglo-Irish Relations

Readings: Arnstein, ch 9

Past Speaks, “The Case for Home Rule”

“The Case against Home Rule”

07-15: Before the Lights Went Out: Edwardian Britain

(A-V Presentation: film clips from Upstairs, Downstairs)

Readings: Arnstein, ch 12 & 13

Past Speaks, “Liberalism and Socialism”

“The New Liberalism”

07-20: Britain and the First World War

(A-V Presentation: Britain’s Last Imperial War)

Readings: Arnstein, ch 14 & 15

07-22: Britain Muddled Through the 1920s

The Failure of British Appeasement

(A-V Presentation: film clips from The Remains of the Day)

Readings: Arnstein, ch 16 & 17

Past Speaks, “The Case for Appeasement”

“The Case Against Appeasement”

07-27: Britain Alone/Britain, America's Ally  
(A-V Presentation: The People's War)  
Readings: Arnstein, ch 18 & 19

07-29: **The second paper is due at 5 PM.**  
Origins of the Welfare State  
(A-V Presentation: film clips from I'm All Right, Jack)  
Readings: Arnstein, ch 20, 21 & 22

08-03: The Swinging Sixties  
Recovery from the Swinging Sixties  
(A-V Presentation: film clips from Austen Powers)  
Readings: Past Speaks, "The Movement of National Life"  
"The Report on Social Insurance"  
"A Salute to Swinging London"  
"Anglo-Communism"  
"Britain: A Future That Works"

**All work, with the exception of the rewrites for the papers, is due. Any work handed in after 6 PM on 08-03 has its grade reduced by 50%.**

08-05: **Final Exam**

xx-xx: **The rewrite for the papers are due at 6 PM at my office.**

## **Blackboards**

Blackboards is an important component of this course. It is essential that you obtain access to Blackboards and use Blackboards for this course. Given below are key items posted on Blackboards. Others may be posted and, if something extra is posted on Blackboards for this course, it will be announced in the announcements for this course on Blackboards.

1. The Syllabus
2. The Model Paper
3. Writing a History Essay
4. Making a Research Paper
5. Plagiarism: What It Is and Why It Is Wrong
6. Midterm Exam Review
7. Final Exam Review
8. Bibliography for Papers
9. Past Speaks

For this course Blackboards is also important because of the forum discussions, which constitute 10% of the final grade as course participation. (See next section.)

## **Course Participation**

Class participation is a vital part of this hybrid course (meaning to consist of both face-to-face participation in the classroom and on online involvement on Blackboards) and counts 10% of the final grade. Course participation is based on the student's involvement in the conferences that have been set up for the two papers, the midterm exam, and the final exam. As a minimum, a student should participate in all four conferences by posting at least twice in each of the four conferences. Effective participation provides well-written statements that are pertinent to the topic that has been designated for the conference. In the case of the two papers, participation includes the choice of topic, the choice and the use of sources, the development of the topic, the organization and the presentation of content in the text, etc. In the case of the exams, participation is for review and preparation of the answers for the essay questions in Part A of each exam. The content of the statements posted in conference should be more than mere opinion. (Certainly, posting comments like "cool," "ditto," and "right on" is less than adequate.) Besides being well written, the statements should be factually accurate and coherently expressed. At times, the necessary statement that is posted might only be a few sentences, but on other occasions, a couple of paragraphs of well-written and thoroughly supported content may have to be posted. **Your posts should not be copied from the textbook or from the Internet. Plagiarism that is proven in just one post results in a grade of ZERO for course participation.**

## **X. BIBLIOGRAPHY:**

### **Contemporary References**

- Bayly, C. A. Imperial Meridian 2004
- Brown, Michael The Act of Union 1800 2003
- Claeys, Gregory Citizens and Saints 2002
- Cronin, Mike A History of Ireland 2003
- Devine, T. M. The Scottish Nation, 1700-2000 2001
- Ferguson, N. Empire: The Rise and the Demise of the British World Order 2003
- Feske, Victor From Belloc to Churchill 1996
- Foster, R. F. The Oxford History of Ireland 2001
- Hobsbawn, E. Industry and Empire: The Birth of the Industrial Revolution 1999
- Herman, Arthur To Rule the Waves 2004
- Hughes, Libby Madame Prime Minister 2000
- Keegan, John The First World War 2000
- Keegan, John Winston Churchill: A Penguin Life 2002
- Lubernow, W. C. The Cambridge Apostles 1998
- Martin, S. I. Britain and the Slave Trade 1999
- Morton, Timothy Radicalism in British Literary Culture 2002
- Oldfield, J. R. Popular Politics and British Anti-Slavery 1998
- Pittock, Murray A New History of Scotland 2003
- Russell, Kirk The Conservative Mind 2001
- Vickery, A. The Gentleman's Daughter: Women's Lives in Georgian England 1999

### **Classic References**

- Blake, Robert The Conservative Party from Peel to Churchill 1970

Briggs, Asa Victorian People 1965

Cannon, J. The Whig Ascendancy: Colloquies on Hanoverian England 1981

Chadwick, Owen The Victorian Church 1966

Clark, G. Kitson The Making of Victorian England 1962

Davis, Lance Mammon and the Pursuit of Empire 1989

Landes, David The Unbound Prometheus 1969

Low, Donald Eclipse of Empire (New York, 1993)

Mingay, G.E. Land and Society in England, 1750-1980 1994

Northrup, David The Atlantic Slave Trade 1994

Perkin, Harold The Origins of Modern Society, 1780-1880 1969

Pugh, Martin British Politics and Social History, 1870-1992 1994

Pugh, Martin The Making of Modern British Politics, 1867-1939 1982

Miller, Peter Defining the Common Good: Empire, Religion and Philosophy in Eighteenth Century Britain 1994

Redwood, J. Reason, Ridicule, and Religion The Age of Enlightenment in England, 1660-1750 1976

Reynolds, David Britannia Overruled: British Policy and World Power in the Twentieth Century 1991

Thompson, E.P. The Making of the English Working Class 1963

Thompson, Paul The Edwardians: the Remaking of British Society 1992

Thomson, Willie The Long Death of British Labourism 1993

Williams, Raymond Culture and Society, 1780-1950 1958

### **Key Journals**

American Historical Review

Journal of Modern History

Journal of British Studies

Modern History

## **XI. IMPORTANT INFORMATION (University closing, policies, etc.):**

### **Important Dates:**

Late Registration

Last Day to Add a Class

Autumn Convocation

Last Day to Drop Without a W

English Proficiency Examination

Mid-Semester Period

Last Day to Audit

Last Day to Drop With a W

### **English Proficiency Exam:**

After completing ENGL 101 and 102, Composition and Literature I & II, students must take and pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during the first semester of enrollment at the University.

### **ADA Accommodations**

Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

### **Inclement Weather**

During inclement weather you should tune in to a local radio or television station. Local Media will announce whether the university will open late or be closed, depending on the degree of weather severity. Many of these sources will begin announcing late openings and closings by 6:00 a.m. Consult university publications for additional information.