

HIEU 150: Modern Britain (Spring 2019)

Instructor: Professor Joerg Neuheiser (jneuheiser@ucsd.edu)

Place: Peterson Hall 103

Office Hours: Wednesday 2pm – 4pm (most weeks) and by appointment in H&SS 6071

Time: Monday, Wednesday, Friday 10am – 10.50am

Course Description:

This class will investigate the transformation of Britain from an early modern “*ancient regime*” into the multicultural and diverse society that characterizes life on the British Isles today. One part of this transformation is the story of how Britain became a parliamentary democracy, and how its early form of (limited) democracy gave shape to party politics around the world. The rise and decline of Empire form another important part of the story: For much of the 19th century, Britain was the most powerful nation on earth and ruled large colonial possessions, and it took until the middle of the 20th century that Britain lost its status as one of the leading global powers. Thus, this class will look at Britons in all corners of the world just as it will explore the complexities of metropolitan British history. We will discuss the structures of government and the texture of everyday lives, often influenced by the logic of class, race and gender. Finally, the story of Britain is the story of the big ideas that were created there: industrial capitalism, political liberalism, and scientific racism. We will follow this story roughly chronologically from the late eighteenth century, starting with Britain’s reaction to the American and French Revolution, up to the present day, looking at a Britain that still retains a permanent seat on the UN Security Council but searches for its role in Europe and the world.

Upon successful completion, you will have:

- an overview of the historical development of Britain over the course of the last 200 years;
- a general understanding of key concepts used in the analysis of Britain’s political, social and cultural history;
- a general understanding of traditional narratives of British history and their role in historiography
- a historically-informed appreciation of some fundamental issues that Britain is facing today regarding political, economic and social problems as well as Britain’s evolving role in European and global affairs.

Course Requirements:

1. Attendance:

Regular class attendance and completion of the weekly reading assignments will be absolutely crucial for success in this class. Although this is a lecture course, I will make every effort to encourage student participation through discussion and group exercises. Lectures and classroom discussions will complement the course, not duplicate the readings. In order to make it easier to catch up on missed classes or to learn for the final exam, I will post my slides on the course website. Also, the class will be podcasted. I still expect everybody to come to class and will use i-clicker responses to check attendance.

2. i-clickers

This course uses i-clickers. You need to make sure to register your i-clicker through the TED website. I will use i-clicker in two different ways. First, at the beginning of each Friday class (starting in Week 2), I will ask three “red questions” related to the readings. These are comprehension questions, and you will be able to answer them if you have completed the reading assignments. I will not count the two lowest scores; this is also why there are no “make-up” quizzes if you miss one of them. Then I will ask a series of “green questions” throughout the lectures (on Mon and Wed). They have no “right” or “wrong” answer and are supposed to foster discussion and peer-instruction. You will simply get points for participation. Your red-questions scores will count for 15% of the final grade, the green-questions score will count for 5%. The i-clicker grade replaces the midterm.

3. Exams and Writing Assignments:

Writing assignments include two 2000-word essays due at the end of Week 5 and Week 9, and a final exam (take-home exam). Your final grade will be calculated as following: First Paper 20%, Second Paper 20%, i-clicker scores 20%, Final Exam 40%.

4. Grading:

Every student has to make a reasonable, good faith effort to complete all the course assignments in order to pass the course. Late papers will be penalized, make-up exams are only possible in the case of documented valid excuses. Throughout the quarter, I will coordinate with the reader’s grading policies and criteria for evaluating the written assignments. If you are unhappy with a grade you have received for one of the assignments, you must submit a written complaint to me no later than one week after we have returned the assignment. This will ensure a fair and standardized procedure for dealing with your complaint. I will not consider any later complaints. I will not determine the final grade on a purely mathematical basis. For example, I will take into consideration improvement over the course of the quarter, contributions to in-class discussions etc.

5. Course Policy:

a. Academic Integrity:

It is your responsibility to know and observe all the UCSD rules concerning academic integrity and plagiarism. You will have submit your writing assignments electronically via Turnitin (link on TED website).* Any student found to have committed a violation of the university rules concerning academic integrity will face academic and administrative consequences. I will report all suspected academic misconduct to the Academic Integrity Office, in accordance with University policy. Administrative

sanctions can range from disciplinary probation to suspension and dismissal from the university. Academic sanctions can range from an F on the assignment to an F in the class. Please also make sure to observe the rules for collaboration in preparing the writing assignment and the final take-home exam. It is fine, even encouraged, to discuss the course material with your peers. But your papers should reflect your own individual original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, what constitutes permissible cooperation with other students, how to evaluate sources for quality and reliability, and so on, please feel free to contact me.

[*Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site]

b. Conduct in Class

Please don't talk during class unless asked to discuss questions. Also, please do not start packing up your belongings before the end of the class. I will end my lectures on time (even if I have to stop in mid-sentence), so please give me the full 50 minutes.

c. Course Website

Throughout the quarter, I will make extensive use of a course website. It is essential that every student has regular access to this website. You will need your UCSD user ID and password to log on. The site contains will include my power point slides and a link to podcasts of my lectures. However, I would like to emphasize strongly that the online materials are not sufficient to replace attendance of the lectures. They should help students to follow the lectures and to review the course material in preparation for the exams; they are not supposed to substitute face-to-face interaction in the classroom.

COURSE READINGS:

James Vernon: *Modern Britain. 1750 to the Present*. (Cambridge History of Britain IV). Cambridge: Cambridge University Press 2017.

Martin Pugh: *State and Society. A Social and Political History of Britain Since 1870*. (5th edition). London: Bloomsbury 2017.

Benjamin Disraeli: *Sybil, or: The Two Nations*. (*Oxford World's Classics*). Oxford: Oxford University Press 2017. [First published: London 1845]

Buchi Emechata: *Second Class Citizen*. New York: Braziller 1974.

Additional texts and documents available via the course website

Film: (available via Geisel library)

Mathew Warchus: *"Pride"* (2014)

Week 1: Introduction

1) April 1: Course Introduction

2) April 3: The Rise of Democracy or The Long Decline - Narratives of British History

Vernon, *Modern Britain*, "Preface", pp. XXI-XXVIII.

3) April 5: Britain at the End of the Napoleonic Wars

Vernon, *Modern Britain*, ch. 1, "The Imperial State", pp. 3-39.

Week 2: The Ends of the *Ancien Regime*

4) April 8: Britain and the French Revolution

Vernon, *Modern Britain*, ch. 2, "An Enlightened Civil Society", pp. 40-74.

5) April 10: Politics and the State around 1800

Vernon, *Modern Britain*, ch. 3, "Imperial Economy and the Great Transformation", pp. 75-109

6) April 12: Economic Change: The Industrial Revolution

Start Benjamin Disraeli, *Sybil*

Week 3: Riotous Britain: Social Conflict and Reform

7) April 15: Constitutional Crisis – Catholic Emancipation and the Great Reform Act

Continue Benjamin Disraeli, *Sybil*

8) April 17: Liberal Reforms and their Limits

Continue Benjamin Disraeli, *Sybil*

9) April 19: Two Nations? Chartism, Free Trade and the Corn Laws

Continue Benjamin Disraeli, *Sybil*

First Response Paper: Prompt Distributed

Week 4: Victorian Britain: The Rise of Empire

10) April 22: Sudden Change? 1848 and 1851 in Britain

Joerg Neuheiser: "Conservative Antics, Protest or Racism? Anti-Catholic Aspects of English Street Culture", in: idem.: *Crown, Church and Constitution*. New York: Berghahn 2016, pp. 154-195 (available via course website).

11) April 24: A Global Britain I: The Empire at Home and Abroad

Vernon, *Modern Britain*, ch. 7: "The British Imperium", pp. 229-248.

12) April 26: A Global Britain II: The Empire at Home and Abroad

Finish Benjamin Disraeli, *Sybil*

Week 5: Towards the Great War

13) April 29: The Forward March of British Liberty?

Vernon, *Modern Britain*, ch. 6: "Practising Democracy", pp. 191-226.

14) May 1: Late Victorian Society

Pugh, *State and Society*, ch. 4: "Victorian Values: Myth and Reality", pp. 78-102.

15) May 3: British Identity on the Eve of the First World War

Pugh, *State and Society*, ch. 5: "British National Identity: Unity and Division", pp. 103-131.

First Response Paper Due

Week 6: The First World War and Interwar Britain (1909 – 1939)

16) May 6: Into the Trenches

Pugh, *State and Society*, chs. 9 & 10, pp. 188-229.

17) May 8: Out of the Trenches

Pugh, *State and Society*, chs. 11 & 12, pp. 233-283.

18) May 10: A Period of Depression?

Pugh, *State and Society*, chs. 13 & 14, pp. 283- 323.

Week 7: How the Second World War Changed Britain

19) May 13: Britain at War

Pugh, *State and Society*, ch. 15, pp. 327-346.

20) May 15: The Rise of the Welfare State

Pugh, *State and Society*, chs. 16 + 17, pp. 347-397.

21) May 17: Post-War Society

Pugh, *State and Society*, ch. 18, pp. 398-418.

Week 8: British Decline? The End of Empire

22) May 20: Cold War and Decolonization: The Large Picture

Start Buchi Emechata: *Second Class Citizen*

Second Response Paper: Prompt Distributed

23) May 22: Decolonization: The Messy Details

24) May 24: Decolonization? The Troubles in Ireland

Finish Buchi Emechata: *Second Class Citizen*

Week 9 - 10: Towards Contemporary Britain

May 27: NO LECTURE – HOLIDAY

25) May 29: The End of Post-War Culture

Vernon, *Modern Britain*, ch. 12: "The Ends of Social Democracy", pp. 430-472.

26) May 30: The End of Industrial Britain

Watch Film: Mathew Warchus: *"Pride"* (2014) (available via Course Reserves on Geisel Library)

Second Response Paper Due

27) June 3: A Neoliberal Revolution? The Legacy of Thatcher and New Labour

Vernon, *Modern Britain*, ch. 13, pp. 475-516.

28) June 5: Britain and Europe

TBD

29) June 7: Review

FINAL EXAM: Take Home Exam, due on 06/10/2019 at 11am.