Course Information

Monday, Wednesday, Friday: Period 5 (11:45am-12:35pm)

Keene-Flint Hall 0119

Instructor: Derek Boetcher
Office: Keene-Flint Hall 0213
Office Hours: Mondays, 12:30-2:00 p.m. (or by appointment)
Email: derek.boetcher@ufl.edu

Course Description

This course surveys the history of the British Isles from 1688 to the present. It focuses on the themes of power, identity, and ideologies while paying close attention to topics such as the making and unmaking of the United Kingdom, the history of constitutionalism/democracy, and empire.

Course Objectives

The purpose of this course is to develop students’ knowledge and skills for thinking critically about modern British history. The objectives for this course are:

• To demonstrate that modern British history is best approached by taking account of the interacting chronologies of the four nations that comprise the British Isles—Ireland, England, Wales, and Scotland—and by examining the role of these nations in the history of British imperialism.
• To expose students to various aspects of the historian’s craft, including key terms, methods, and modes of argument. Over the course of the semester, we will discuss how to pose questions to historical texts; evaluate events, issues, and people; and review and marshal evidence to support arguments.
• To give students the opportunity to engage critically with both primary and secondary sources.
• To help students develop their critical thinking and oral and written communication skills, which are vital to all post-collegiate careers. The assignments listed below are therefore designed to help students improve their ability to articulate ideas clearly and concisely.

Required Texts


**Recommended Texts**


**Readings**

Each week there will be at least one assigned reading, typically a chapter in the textbook or a text that will be made available on Canvas [See Pages] or ARES Course Reserves.

Other readings may be assigned during the semester. Copies of these readings will be available on either the class website, Canvas, or the UF Libraries ARES electronic course reserve system. Students will be notified about these readings at least one week ahead of the assigned date, so a reasonable amount of time will be available to prepare them for the class session in which they will be needed.

**Organization, Policies, and Expectations**

The class will primarily be structured as a combination of lecture and class discussion for each class session on Mondays, Wednesdays, and Fridays. Students are expected to come to class prepared to discuss the readings.

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Students must complete the reading before class in order to participate effectively in class. Students can expect a respectful atmosphere in which to express their opinions.

Students are expected to attend class regularly and arrive on time. Unexcused absences, tardiness, and late work will be penalized. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else’s work. Failure to give credit by quoting and/or footnoting is plagiarism and is unacceptable and will be penalized. Please review the Academic Integrity section below.

**Assignments and Grading**

The assignments for this course will be:

**Participation and Reading Journal** – 25%

Discussion of the reading and lecture materials with your peers is an important part of the learning process, and it makes for a more engaging academic environment. Therefore, each student should arrive
at both lecture and discussion sections having read the assigned weekly readings, and ready to provide quality contributions in an engaged manner. Effective class participation entails sharing your impressions of the reading, exploring authors’ arguments, offering critiques, and engaging in discussions and debates with other students. Students are also expected to keep a weekly “active reading” journal, which may include summaries of, discussion questions concerning, and reactions to the assigned reading. Reading journals will be checked periodically throughout the semester.

Short Assignments – 30%.
A series of short assignments will be due throughout the semester. Basic descriptions of these assignments are given in the course schedule below. Full assignment guidelines will be posted on Canvas.

Timeline Quizzes – 5%.
Three quizzes will be given on the sequence of several important historical events for each major century (eighteenth, nineteenth, and twentieth) being studied. The objective of these quizzes is to familiarize students with the sequence of historic events in modern Britain, not to simply memorize dates.

Paper – 20%.
A short type-written paper (5 pages in length) analyzing *Making the Black Atlantic* will be due Week 5, Friday, September 23 at the beginning of class.

Final Paper – 20%.
A type-written paper (5-8 pages in length) analyzing a topic (to be announced) assessing modern British history will be due Finals Week, Wednesday, December 14 by 5:00pm.

Note: Full guidelines for individual assignments and grading rubrics will be posted on Canvas.

Numerical Grading Scale:

- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 68-69
- D 63-67
- D- 60-62
- F <60

**Academic Integrity**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Accommodations for Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  - Counseling Services
  - Groups and Workshops Outreach and Consultation Self-Help Library
  - Training Programs
  - Community Provider Database

- Career Resource Center, First Floor JWRU, 352-392-1601, www.crc.ufl.edu/

Weekly Course Schedule

Week 1.

Monday 08/22: Course Introduction and Syllabus Overview.
- Short Lecture/Timeline Introduction
• Readings
  o No Readings – Course Introduction

Wednesday 08/24: The Lands and Peoples of the British Isles at the End of the Seventeenth Century.
  • Lecture/Discussion

• Readings

Friday 08/26: Culture in Eighteenth-Century Great Britain.
  • Lecture/Discussion

• Readings

• Assignment
  o Cultural Artifacts of Eighteenth-Century Britain

Week 2.

Monday 08/29: The “Age of Stability”? 
  • Lecture/Discussion

• Readings
  o Heyck and Veldman. The Peoples of the British Isles, A New History: From 1688 to 1914. Chapters 2 and 4, pp. 29-56 and 79-98.

  • Lecture/Discussion

• Readings

- **Lecture/Discussion**

- **Readings**

- **Assignment**
  - Short Biographies 1

**Week 3.**

**Monday 09/05: [Labor Day].**
- **No Class**

**Wednesday 09/07: The Making of Great Britain and a British Empire, Part 1.**

- **Lecture/Discussion**

- **Readings**
  - Act of Union (1707)
  - The Penal Laws

**Friday 09/09: The Making of Great Britain and a British Empire, Part 2.**

- **Lecture/Discussion**

- **Readings**
  - Act of Union (1707)
  - The Penal Laws

- **Assignment**
  - Primary Source Hunt

**Week 4.**

**Monday 09/12: The Wealth of the Nation.**
- **Lecture/Discussion**
Wednesday 09/14: Radicalism, Nationalism, and the American Crisis, Part 1.
  • Lecture/Discussion
    o Textbook Section: V.2, P.2: The Age of Revolutions, 1763-1815 – Heyck and Veldman. The
      People of the British Isles, A New History: From 1688 to 1914.

  • Readings
    o Heyck and Veldman. The Peoples of the British Isles, A New History: From 1688 to 1914.
      Chapters 8 and 9, pp. 169-188 and 189-204.
    o Breen, T. H. “Ideology and Nationalism on the Eve of the American Revolution.” Journal of

Friday 09/16: Radicalism, Nationalism, and the American Crisis, Part 2.
  • Lecture/Discussion
    o Textbook Section: V.2, P.2: The Age of Revolutions, 1763-1815 – Heyck and Veldman. The
      People of the British Isles, A New History: From 1688 to 1914.

  • Readings
    o Heyck and Veldman. The Peoples of the British Isles, A New History: From 1688 to 1914.
      Chapters 8 and 9, pp. 169-188 and 189-204.
    o Breen, T. H. “Ideology and Nationalism on the Eve of the American Revolution.” Journal of

  • Assignment
    o Timeline Quiz 1

Week 5.

Monday 09/19: Revolution and Response; The Making of the United Kingdom.
  • Lecture/Discussion
    o Textbook Section: V.2, P.2: The Age of Revolutions, 1763-1815 – Heyck and Veldman. The
      People of the British Isles, A New History: From 1688 to 1914.

  • Readings
    o Heyck and Veldman. The Peoples of the British Isles, A New History: From 1688 to 1914.
      Chapter 11, pp. 231-256.
    o “The Impact of the French Revolution upon England: Threat or Promise?” (Burke, Paine,
      Wollstonecraft, and More) [ARES]
    o Act of Union [Ireland] (1800)

Wednesday 09/21: Revolutions of Spirit and Conscience.
  • Lecture/Discussion

• Readings

Friday 09/23: Abolition.
• Lecture/Discussion

• Readings
  o Sussman, Charlotte. “Women and the Politics of Sugar, 1792.”

• Assignment
  o Paper – Making the Black Atlantic due.

Week 6.

Monday 09/26: The Most Powerful Nation on Earth.
• Lecture/Discussion

• Readings

Wednesday 09/28: Class Society, Class Conflict.
• Lecture/Discussion

• Readings

Friday 09/30: Empire in India.
• Lecture/Discussion

• Readings
  o Macaulay, Thomas B. “Minute of 2 February 1835 on Indian Education.”
Lord William Bentinck on the Suppression of Sati, 8 November 1829.

- **Assignment**
  - Short Biographies 2

**Week 7**

**Monday 10/03: The “Age of Improvement”?**
- **Lecture/Discussion**

- **Readings**

**Wednesday 10/05: Liberalism’s Darkest Hour: The Great Famine, Part 1.**
- **Lecture/Discussion**

- **Readings**

**Friday 10/07: Liberalism’s Darkest Hour: The Great Famine, Part 2.**
- **Lecture/Discussion**

- **Readings**

- **Assignment**
  - Irish Famine Memorial

**Week 8.**

**Monday 10/10: Victorians and Victorianism, Part 1.**
- **Lecture/Discussion**
• Readings

Wednesday 10/12: Victorians and Victorianism, Part 2.

• Lecture/Discussion

• Readings
  o Landow, George P. “Contrast of the Industrial North and Rural South.” *The Victorian Web*. [Analysis of Elizabeth Gaskell’s *North and South*]
  o [Optional: John Ruskin’s Influence on the Pre-Raphaelite Brotherhood. The Victorian Web.]
  o [Optional: For detailed background, see Gaskell, Elizabeth. *North and South* (1855; 1914 Version).]

• Assignment
  o The Great Exhibition of the Works of Industry of All Nations (1851)

Friday 10/14: [Homecoming].
• No Class

Week 9.

Monday 10/17: Gladstone, Disraeli, and High Victorian Politics.

• Lecture/Discussion

• Readings

Wednesday 10/19: Crisis in the Raj.

• Lecture/Discussion

• Readings

- **Lecture/Discussion**

- **Readings**
  - Kipling, Rudyard. “Recessional” (1897).
  - Kipling, Rudyard. “If” (1910).

- **Assignment**
  - Timeline Quiz 2

Week 10.


- **Lecture/Discussion**

- **Readings**

Wednesday 10/26: The Irish Question.

- **Lecture/Discussion**

- **Readings**
  - For Background:
    - “Foreigners’ View of the Irish.” [Blog]
    - “Ireland Cartoons.” *Punch*.

Friday 10/28: Socialism, Unionism, and the Labour Party.

- **Lecture/Discussion**
Readings

Assignment
- Nineteenth-Century Caricature of the Irish

Week 11.

- Lecture/Discussion

Readings

Wednesday 11/02: Edwardian Crises, Part 2.
- Lecture/Discussion

Readings
- Pankhurst, Emmeline. “My Own Story” (1914).

Assignment
- British Suffragist/Suffragette Biography

Friday 11/04: [SHA Conference].
- No Class

Week 12.

Monday 11/07: The Great War.
- Lecture/Discussion

Readings

• **Lecture/Discussion**

• **Readings**

• **Assignment**
  o Short Biographies 3

**Friday 11/11:** [Veterans’ Day].
• No Class

**Week 13.**

**Monday 11/14: Decolonization: The Case of Ireland, Part 2.**
• **Lecture/Discussion**

• **Readings**
  o Ward. *The Easter Rising.*

**Wednesday 11/16: Interwar Britain.**
• **Lecture/Discussion**

• **Readings**
  o Orwell, George. “Shooting an Elephant” (1936).

**Friday 11/18:** World War II and the Special Relationship.
• **Lecture/Discussion**

• **Readings**

• **Assignment**
  o The Blitz: The Bombing of Coventry
Week 14.

Monday 11/21: World War II and the Turn to Socialism.
- Lecture/Discussion

- Readings

- Assignment
  - No Assignment This Week

Wednesday 11/23: [Thanksgiving Break].
- No Class

Friday 11/25: [Thanksgiving Break].
- No Class

Week 15.

- Lecture/Discussion

- Readings

Wednesday 11/30: Decolonization: The Case of India.
- Lecture/Discussion

- Readings
  - Tilak, Bal Gangadhar. “Address to the Indian National Congress” (1907).
  - Cripps, Sir Stafford. “Statement on India” (August 5, 1942).
  - Gandhi. “Speech to the All-India Congress” (August 7, 1942).

Friday 12/02: Contemporary Britain, Part 1.
- Lecture/Discussion
• **Readings**

• **Assignment**
  - Timeline Quiz 3

**Week 16.**

**Monday 12/05: Contemporary Britain, Part 2.**
• **Lecture/Discussion**

• **Readings**

**Wednesday 12/07: Small Island [Last Day of Class].**
• **Lecture/Discussion**

• **Readings**

• **Assignment**
  - Levy Reaction Paper (2-3 pages) due

**Friday 12/09: [Reading Day].**
• No Class

**Finals Week.**

**Wednesday 12/14: Final Paper.**
• **Assignment**
  - Final Paper due by 5:00pm