

## EUH 3931/ EUS 3930: Britain and Europe



Instructor: Mr. Jeffrey Jones, Doctoral Candidate (History)

Meeting times and location: M-F, Period 2 (9:30-10:45) in FLI 0119

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Office Hours: Tuesdays and Thursdays, 2:00-3:30, in FLI 223; and by appointment

*“There, Mr. Holmes, you take me into regions of high international politics. But if you consider the European situation you will have no difficulty in perceiving the motive.”*

Sir Arthur Conan Doyle, “The Adventure of the Second Stain,” 1904.

*“No. No. No.”*

Margaret Thatcher on the further development of the European Union, 1990.

**Course Description:** This course studies the history of the United Kingdom’s complex and contradictory, but ever-present, relationship with “the Continent,” Europe. Is Britain “European”? How did British prevarications over the concept of a “united Europe” shape the development of the European Economic Community, and later the European Union, as well as divide and disrupt British politics across unusual lines? Beginning in the nineteenth-century’s era of “splendid isolation,” we will study the British conception of Europe as a geographic region, a political framework, and a cultural imaginary. While all three are interrelated, successive generations and governments colored their relationship with the idea of Europe by selectively emphasizing one over the others. As such, this course is not solely a history of Britain’s entry and exit from the EU, but rather a more expansive study of what the British understand Europe to mean in relation to their own history and culture. Even when heralding Brexit, former prime minister Boris Johnson also celebrated that Britain will always remain a part of Europe, “a continent which we will never leave.”

**Student Learning Objectives:** Students who successfully complete this course will fulfill three distinct but interrelated objectives.

- First, they will have a comprehensive understanding of modern British and European history that stresses points of rupture and continuity. Students will be able to explain the integral position of Europe within the British political and cultural psyche and the indelible mark that Britain contributed to Europe’s modern institutions.

- Second, students will be able to articulate debates over the concepts of “Britishness” and “Europeanness” both in their historical and contemporary contexts. Students will be able to explain the malleability of these identities and trace their changing definitions, and implications, over time.
- Third, successful students will have a thorough grasp of contemporary British and European relations in the post-Brexit world and the ways in which Brexit continues to influence the policies of both in the face of contemporary global challenges.

### **Required Texts:**

Vera Brittain, *Testament of Youth* (1933) [Any edition is acceptable; PDF available on Canvas]

Susan Kingsley Kent, *A New History of Britain since 1688: Four Nations and an Empire* (Oxford University Press, 2017) [Available through Course Reserve at Library West]

John Pinder and Simon Usherwood, *The European Union: A Very Short Introduction*, Fourth Edition (Oxford University Press, 2018)

### **Assignments and Evaluation:**

Map Quiz (5% of overall grade): July 10

*Testament of Youth* essay (15%): July 24

Provide an analytical close reading of Vera Brittain’s evolution towards pacifism and draw connections with larger social and cultural movements that shaped Britain and Europe through the First World War. In other words, do not simply summarize the book. Students are encouraged to draw examples from any topic we have discussed through the first three units and make *connections or contrasts* with Brittain’s narrative. (4-5 pages)

Final Exam (15%): August 11

The final exam will be administered on the final day of class and consist of term identification and a short essay. You will be allowed to use your Active Reading Journal submissions during the examination, so make sure they are informative!

Active Reading Journal (30%)

Students will maintain a reading journal that will include responses to questions based on the readings, document analyses, summaries and reactions. Active reading journals will be submitted on July 14, 31, and August 7, and be evaluated for on-time submission, thoroughness, and level of engagement. Each ARJ submission will count for 10% of the overall grade for a total of 30%.

Group Colony Presentation (10%): July 17

Students will sign up for small groups during the first week of class and prepare a presentation on a British colony in Europe during the nineteenth and/or twentieth century. Presentations should succinctly outline the history of the locale under British control and explore connections with the overall class themes. Presentations should especially consider how the presence of British imperialism *within* Europe complicates regular assumptions about the empire.

**Participation (15%)**

Participation will be graded on contributions to class discussions. Effective class participation entails sharing your impressions and analysis of the reading, exploring authors' arguments, offering critiques, and engaging in constructive and productive discussions with other students. There will be multiple small group discussions each week and individual brainstorming activities to ensure that all students feel comfortable participating through a variety of formats.

**Attendance (10%)**

Attendance is required for all class meetings. You are allowed up to three absences without explanation; unexcused absences beyond that limit will adversely affect your participation grade.

**Grading Scale:**

<b>A</b>	93-100	<b>C+</b>	77-79.9
<b>A-</b>	90-92.9	<b>C</b>	73-76.9
<b>B+</b>	87-89.9	<b>C-</b>	70-72.9
<b>B</b>	83-86.9	<b>D</b>	60-69.9
<b>B-</b>	80-82.9	<b>E</b>	Below 60

\*Please note that a grade of C- does not count as a passing grade for major, minor, Gen Ed, WR, or basic distribution requirements.

For information on UF's grading systems and policies, please see the Undergraduate Catalog.

NB: The Summer B semester has no final exam week and grades must be finalized the weekend immediately following the final day of class. It is the student's responsibility to have timely submissions and consult with the instructor promptly about extenuating circumstances well in advance of deadlines.

Date	Topic	Background reading	Sources for ARJ and class discussion
<b>Unit One: "The Concert of Europe" (1789-1822)</b>			
July 3	Introduction		Patrick Rael, "Predatory Reading" Mark Kishlansky, "How to Read a Document"
July 4	<i>Holiday—No Class</i>		
July 5	Reading the French Revolution and receiving emigres	<i>A New History of Britain:</i> 139-148	<a href="#">Ruth Mather, "The impact of the French Revolution in Britain" (2014)</a>  Mary Wollstonecraft, <i>Vindication of the Rights of Woman</i> (1792)  <i>NHB</i> : "Liverpool and the Wars of the French Revolution," 144-145
July 6	A "United" Kingdom? The birth of the Union	<i>NHB</i> : 151-158	"The Irish Rising of 1798," <i>HT</i> (June 1998): 12-13 Anna Plassart, "Scottish perspectives on war and patriotism in the 1790s," <i>The Historical Journal</i> (2014): 107-129
July 7	Napoleon, Part un		
July 10	Napoleon, Part deux & The Concert of Europe  <b>In Class: Map Quiz</b>	<i>NHB</i> : 163-169	
<b>Unit Two: "Splendid Isolation" (1822-1898)</b>			
July 11	The Greek War of Independence & the Grand Tour	Efterpi Mitsi, "Revolutionary Greece in Victorian popular Literature," <i>Literature Compass</i> (2022)	We will read selections from Shelley and Byron in class

July 12	The Age of “-isms”: From the People’s Charter to Marx?	<i>NHB</i> : Chapter 6 (start)	<i>The People’s Charter</i> (1838) <a href="#">David Avery,</a> <a href="#">“Chartism”</a> Engels, <i>The Condition of the Working Class in England</i> (1845) (excerpts)
July 13	"Little England" or the “New Imperialism”?	<i>NHB</i> : 274-299  <i>NHB</i> :	John Stuart Mill (and Harriet Taylor Mill), <i>The Subjection of Women</i> (1869) <i>NHB</i> : “The Opium Wars”
July 14	“Pax Britannica”? From Crimea to the Cape  <b>Due: ARJ 1</b>		Selections from Florence Nightingale and Mary Seacole
<b>Unit Three: “The Great Wars” (1899-1945)</b>			
July 17	<b>In Class Presentations: Colony report</b>		
July 18	The Last Summer & the Great War	<i>NHB</i> : Chapter 10	<i>NHB</i> : “Militants in Liverpool,” 316-317
July 19	The Great War and its debris	<i>NHB</i> : 329-346	Tracey Loughran, “A Crisis of Masculinity? Re-writing the History of Shell-shock and Gender in First World War Britain” <i>HC</i> (2013)
July 20	The 1920s	<i>NHB</i> : 350-358; 361-380	<i>NHB</i> : “Race Riots,” 368-369
July 21	Discussion: Vera Brittain		<i>Testament of Youth</i> (1933)
July 24	The Gathering Storm: the 1930s  <b>Due: <i>Testament of Youth</i> essay</b>	<i>NHB</i> : 380-389; 393-397	
July 25	The Second World War	<i>NHB</i> : 398-402; 407-414	Andrea Hammel, “Narrating the Margins and the Center: Kindertransportees’ Stories of National and Religious Belonging”

			<a href="#">Kindertransport, USHMM</a>
July 26	The Second World War		<i>NHB</i> : “The Second World War in Liverpool,” 410-411
<b>Unit Four: “The Post-War: From Suez to Brussels” (1945-1989)</b>			
July 27	From the Marshall Plan to the Festival of Britain: The Post-War	<i>The European Union</i> : 1-6	
July 28	Suez and Britain in the Fifties	<i>EU</i> : 9-14 <i>NHB</i> : 435-437	
July 31	The “end of empire” & the first EEC application (1961)  <b>Due: ARJ 2</b>	<i>EU</i> : 14-16 <i>NHB</i> : 438-442	
August 1	The Swinging Sixties and the second EEC application (1967)	<i>EU</i> : 16-19 <i>NHB</i> : 443-448	
August 2	The Seventies and the third EEC application (1972-3) The 1975 referendum		<a href="#">Heath and Foot, Common Market Debate, Thames TV (1975)</a> <a href="#">Oxford Union EEC debate (1975)</a>
August 3	Thatcherism	<i>EU</i> : 19-22 <i>NHB</i> : 448-453	Conservative Party 1983 Manifesto Labour Party 1983 Manifesto <i>NHB</i> : “The Toxteth Riots,” 450-451
August 4	1989		<i>After Dark</i> : “Back in the USSR?”, Channel 4 (1989)
<b>Unit Five: “Enter: Maastricht and Brexit means Brexit” (1990-the present)</b>			
August 7	Maastricht and the ‘90s	<i>EU</i> : 23-27; 56-62	Geoff Eley, “Culture, Britain, and Europe” <i>JBS</i> 31, 2 (1992)

August 8	New Labour, New Britain? <b>Due: ARJ 3</b>	<i>EU</i> : 27-33; 62-68 <i>NHB</i> : 460-472	Philip Stephens, "Britain and Europe: An Unforgettable Past and an Unavoidable Future" (2005)
August 9	The Euro Zone Crisis and Brexit	<i>NHB</i> : 472-478	
August 10	Global Britain?		
August 11	<b>Final exam</b>		

**The Honor Pledge:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor.

**University Policy on Absences and Makeup Work**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here](#) to read the university attendance policies.

**Accommodations for Students with Disabilities**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. 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. Contact the Disability Resources Center for information about available resources for students with disabilities.

<https://disability.ufl.edu>

**Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the GatorEvals website. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the public results website.

**U Matter, We Care**

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.



