

# History of Britain, 1485-Present

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**OFFICE HOURS:** Tuesday, 2:30-4:00, or by appointment.

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## COURSE DESCRIPTION:

This course presents a general survey of British history from the Tudor age to the present day. The course will consider the emergence of the nation state, the development of constitutional monarchy, the reformations of religion, the Civil War, Britain's emergence as a military and economic power, the rise and fall of the British Empire, the social and political reforms of the Victorian era, the relationship with Ireland, and Britain's changing role in the modern period from the experience of two World Wars to membership in the European Union, to its continuing prominent role in world affairs. The lectures will touch on social, political, economic and cultural topics, including the problems of monarchy, the changing roles of women and men in pre- and post-industrial society, crime, class consciousness, racism, religion, and the Boy Scouts, just to name a few.

## SUGGESTED PREPARATION:

Some previous historical work such as HIST 1200/1350/1360/1500 is recommended, though it is not required.

## COURSE FORMAT:

This is a lecture course, though from time to time we will break things up with seminars or discussion workshops. Students are expected to complete the readings and to have visited the relevant websites before coming to class.

## TEXTBOOKS & READINGS:

### Required for Fall Term:

- ♦ Robert Bucholz and Newton Key, *Early Modern England 1485-1714: A Narrative History*, 2<sup>nd</sup> Edition Wiley-Blackwell, 2009 ISBN 9781405162753
- ♦ Newton Key and Robert Bucholz, eds. *Sources and Debates in English History 1485-1714*, 2<sup>nd</sup> Edition Wiley-Blackwell, 2009 ISBN 9781405162760
- ♦ Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age* (Beacon, 2004)

Library Call No. (if available)

**NOTE: Discounted bundle price for both books purchased together**

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### Required for Winter Term:

- ♦ Clayton Roberts, David Roberts, Douglas R. Bisson, *A History of England Volume 2: 1688 to the present* Fifth Edition (Prentice Hall, 2009)
- ♦ George and Weedon Grossmith, *The Diary of Nobody* (orig. 1892; Oxford, 1995)
- ♦ Robert Baden-Powell, Robert Stephenson Smyth Baden-Powell Baden-Powell of Gilwell, Elleke Boehmer, *Scouting for Boys: A Handbook for Instruction in Good Citizenship* (Oxford University Press, 2005) ISBN 9780192802460

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### Suggested:

- ♦ Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 7<sup>th</sup> Edition (Chicago, 2007)

LB 2369 T929m 2007  
Reference

All of these books may be purchased from the UofM bookstore. Note that some library items will be available only on short-term loan.

You are also **strongly encouraged** to visit the web sites listed for each week.

## COURSE REQUIREMENTS:

This course meets the 'Written English Requirement' for the Faculty of Arts. The course requirements will consist of the following:

1. A **document study**. Students will be asked to select a document from the book *Sources and Debates in English History* and produce a short essay (1,000 words/4 pages) which establishes its context and historical significance.
2. A **short essay**. Building on the document study, students will produce a short essay (1500-2000 words/6-8 pages) on one of the themes in the reader *Sources and Debates in English History*. The essay will make use of a number of primary documents in the relevant section of that book to illustrate a particular issue or theme in the social history of early-modern English society.
3. Four **in-class mid-term exams**, of 15 minutes duration covering lecture and reading material. These will be in short answer, fill in the blank format and only the best 3 scores will count. These will be distributed at random and there will be no make up opportunities.
4. A **book analysis essay** (1500-2000 words/6-8 pages). This assignment is intended to introduce you to the lively and complex debates among contemporary British historians while focusing on one of the required readings. You will produce **either a short reaction essay** that deals with the book *Scouting for Boys* in context with a few recent scholarly articles; **or, a short review essay** that critically analyzes a recent book (*Villains of All Nations*) and compares your review with that of at least 2 other academic reviews.
5. A longer **research paper** of 3,000 to 3,500 words (10-13 pages) on a topic in British history. Your essay will draw on both primary and secondary sources and should present a cogent, well-organized analysis of the topic. All sources should be cited properly using footnotes or endnotes and listed in a formal bibliography. The paper will be evaluated on the basis of its research, analysis, and composition (spelling, grammar, sentence construction, style, usage, notational and bibliographic form, etc.). Footnotes and bibliography should follow the Chicago style, outlined in Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (LB2369 T8 1987 DAFO).
6. A **final examination**, to be written in the SRO-scheduled April examination period.

Evaluative feedback will be provided prior to the **voluntary withdrawal date of 19 March, 2010**.

## DOING WELL IN THE COURSE—3 TIPS:

Attend lectures regularly and **take effective notes**. The mid term, any quizzes and the final exam will each cover material discussed in the lectures. The lecture outlines that I put up on the overhead and post on JUMP are no substitute for a good set of notes. Think of the outline as the skeleton only, or a table of contents. Your *own* notes should be interwoven into this outline, in your own words; your notes only need to make sense to you. Use shorthand, symbols, abbreviations you will recognize to save time writing in class. (For example, CW could stand for 'civil war'; KP: for 'key point'; ♀♂ for women and men; PM for prime minister, etc.).

You are also responsible for **keeping up with the required readings** in the course textbook. Effective note taking from the textbooks (in addition to or rather than highlighting or underlining) is important. Make full use of the textbooks—the bibliographies, notes, maps, tables and images—to better understand your subject.

Please do **ask questions**. I welcome questions in class, during lectures, as well as after class or during my office hours. You can also email me with questions and I will try to reply promptly, though I always prefer to speak in person.

## EVALUATION:

Document Study	Due in class OCTOBER 24, 2009	10%
Short Essay	Due in class NOVEMBER 18, 2009	12%
4 Mid-term Quizzes	At random, in class, up to 5% each, best 3 only	15%
Critical Analysis of Book	Due in class FEBRUARY 24, 2010	12%
Research Sheets	Due in class MARCH 5, 2010	3%
Research Essay	Due in class APRIL 1, 2010	18%
Final Exam	April exam period	30%

The numerical grade weighting for evaluating performance in this course is as follows (final grades are always subject to departmental review):

A+	90 - 100%	C+	65 - 69 %
A	80 - 89 %	C	60 - 64 %
B+	75 - 79 %	D	50 - 59 %
B	70 - 74 %	F	0 - 49 %

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

#### **LATE ASSIGNMENTS:**

Extensions will not be granted except in exceptional circumstances for compassionate reasons. **Late assignments** will be **penalized** at the rate of **two marks** (or percentage points) **per day** of tardiness, **including weekends**. Computer failure will not be accepted as an excuse for lateness. Back up your work often.

All written work must be submitted before the last day of classes.

#### **COURSE AND CLASSROOM ETIQUETTE:**

Agreement on a code of conduct that supports and respects the learning environment of the classroom is appreciated. For my part, I will do my best to create a learning environment and classroom atmosphere that is both intellectually rigorous, but also open to queries, discussion and debate. I agree to begin and end lectures on time. Note that I always run the class for the full period, so please try to arrive on time and do not leave until the end of the lecture. For your part, I ask that you refrain from any potentially disruptive behaviour. The use of cell phones, iPods, Blackberrys, or any recording device is not permitted. Texting or 'tweeting' during a lecture is just plain rude. The use of laptop computers for note taking is discouraged as there are then tendencies to try to type everything I say; or, alternatively, the allure of the other icons sometimes become irresistible. Students who elect to bring a computer to class must agree not to engage in any other activity (web surfing, IM, YouTube, Facebook, twitter, etc.) during the lecture, and must sit in the last row of chairs in the class to limit screen distractions for other students.

#### **DISABILITY SERVICES:**

Students whose recognized disability or special needs might affect their performance in the course are encouraged to contact the UofM Disability Services Office, 155 University Centre (474-6213) or on the web: [http://umanitoba.ca/student/resource/disability\\_services](http://umanitoba.ca/student/resource/disability_services) to learn about the services and resources available, including assistance with note taking, testing, or modifications to seating.

#### **PLAGIARISM AND CHEATING:**

Your written work should present your own ideas in your own words. The University of Manitoba takes a **very** serious view of academic misconduct, which includes such activities as cheating on examinations, plagiarism, misrepresentation, submitting purchased, borrowed or 'downloaded' papers from internet websites, co-writing a paper with another person ('inappropriate collaboration'), and submitting the same material in two different courses.

Students are expected to be familiar with the University's policy on plagiarism, cheating and examination impersonation (see page 29 of the *University of Manitoba Undergraduate Calendar, 2009/2010*) and should be aware of the following Faculty of Arts regulation **for FIRST offences**:

"The common penalty in Arts for plagiarism in a written assignment, text, or examination is 'F' on the paper and 'F' for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism."

In this course it is expected that all submitted work will be done independently.

### **MID-TERM QUIZZES AND FINAL EXAM:**

The **mid-term quizzes** are a way of testing how well students have been keeping up with the lectures and the required readings. As such, the questions will be largely fact-driven. This does *not* mean you must memorize trivia. But you should be familiar with key figures and the names and dates of the most significant events covered in the course as a way of illustrating your overall understanding of the larger historical context. Since these events happened in real places it is also important to know the general geography of the British Isles and north-western Europe. Study the maps in the textbooks and spend some time at 3-4 points during the term absorbing a good atlas. There are many in Dafoe library, others on line, and Google Earth.

The **final exam** tests your overall understanding of the course material. Through questions on both specific and general topics you will be asked to bring together what you have learned from the readings, from the lectures, and from your essay research to discuss broad historical themes and aspects of continuity and change that emerge from the course. More detailed information about these exams will be discussed in class, closer to the exam dates.

### **Lecture Schedule, 2009-10**

Week 1	Introduction
Week 2	The Three Kingdoms & Late Medieval England
Week 3	The Tudors
Week 4	Henry's Reformation
Week 5	Succession and Elizabeth
Week 6	Elizabethan England
Week 7	Early Modern London
Week 8	Two Kingdoms, One King
Week 9	Belief and Fear in Early Modern Society
Week 10	Civil War
Week 11	Civil War
Week 12	Restoration
Week 13	Glorious Revolution and Aftermath

Week 1	Politics and Party
Week 2	Hanoverian Succession
Week 3	State and Empire Building
Week 4	Politics and War in Late Georgian Britain
Week 5	Industry, Reform and Reaction
Week 6	Prosperity and Empire
Week 7	Reading week—no classes
Week 8	Liberal Society and Imperial Crises
Week 9	The First World War
Week 10	Britain's Place in Interwar Europe
Week 11	National and International Breakdown: WW II
Week 12	The Consequences of Post-War Decline
Week 13	Mass Culture and Domestic Politics
Week 14	Thatcherism to Cool Britannia