

Modern Britain

HIST 510:349:H1
Asynchronous Online

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Course Description

Throughout the nineteenth and much of the twentieth centuries, Britain exerted a truly global influence, enjoyed economic supremacy, and possessed the world's largest empire linked by formal and informal rule. How and why did this small island on the northwest corner of Europe become the paramount empire of the modern world? How did the British justify their dominion to themselves and to their subjects? This course addresses these questions by examining the history of Britain from the incorporation of Ireland into the United Kingdom in 1801 through Brexit in 2016.

This course is organized around several important themes. First are the interconnections between Britain—as a concept and in reality—and its experience with empire. Together, we will examine how the ideologies of empire and the practices of colonial expansion were sustained, their relationship to the notion of Englishness and the idea of a Greater Britain, and the engagement between imperial and national consciousnesses. Second, this course examines the development of British nationhood and British national identity. Acts of reform that expanded the franchise in Britain defined who was included in the British national body—and who was excluded. The experience of two World Wars shaped this relationship, as did decolonization in the twentieth century. Finally, we will consider the development of the British state and its institutions—from police to schoolhouses, from the mechanisms of colonial oversight to the postwar welfare organizations exemplified by the NHS. Taken together, these three themes undergird the content of this class and outline the distinctiveness of modern Britain. In other words, this class proposes, these three themes have made Britain modern.

Learning Outcomes

This course is designed to help the students improve the following analytical and personal skills:

1. How to identify and utilize multiple forms of primary sources
2. How to employ historical reasoning to analyze primary and secondary sources
3. How to determine change over time and recurrent historical or contemporary themes
4. How to develop an historical argument or perspective using primary sources
5. How to create a written synthesis or overview about a historical theme or problem that incorporates primary sources, arguments/perspectives, and historical analysis

Course Materials

There is no required textbook for this class. All readings will be accessible on Canvas or otherwise provided to the students. However, should anyone want a textbook/survey to supplement the class and provide background about the history of Britain and its Empire, then I have selected a few options. Any of the following would work well for understanding modern Britain:

- James Vernon, *Modern Britain, 1750-Present* (Cambridge: CUP, 2017).
- John Darwin, *The Empire Project the Rise and Fall of the British World-System, 1830-1970* (Cambridge: Cambridge University Press, 2009).

Feel free to contact the instructor with any questions about these texts or if you want help determining which one to choose.

Assignments

Map of British Empire Quiz

➤ Students will be asked to fill in specific areas of the British Empire from a partial map.

Weekly Discussion Posts

➤ Students will be asked to write weekly discussion posts in response to each week's lectures and readings. Students can write about any topic they choose, but prompts will also be provided. Discussion posts will be due at the end of the week.

Primary Source Analysis

➤ Students will be asked to write a written analysis about two primary sources during the course. These written reports should be no fewer than 1000 words in length. Templates for how to write a primary source analysis will be provided on the Canvas site.

Long Essay

➤ Students will write a 2000-3000 word essay due at the end of the course in response to one of several prompts. Students should have a thesis and develop an argument in their paper that answers the question posed by the student's chosen prompt. Essays should be in 12-point font, double spaced, and properly cited.

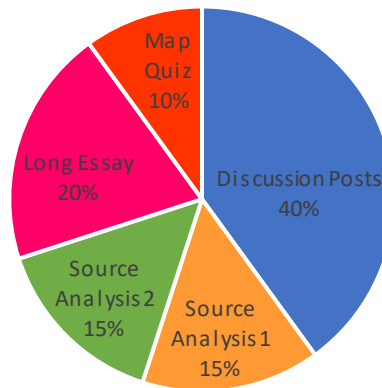
Grading and Assignments

➤ The following breakdown indicates the percentage value for each graded category:

Assignment	Percentage of Final Grade
Map of British Empire Quiz	10%
Discussion Posts	40%
Primary Source 1	15%

Primary Source 2	15%
Long Essay	20%

Percentages for Semester Assignments



■ Discussion Posts ■ Source Analysis 1 ■ Source Analysis 2 ■ Long Essay ■ Map Quiz

Points	Percentage	Letter Grade
91-100	91-100%	A
86-90	86-90%	B+
80-85	80-85%	B
75-79	75-79%	C+
70-74	70-74%	C
60-69	60-69%	D
<59	<59%	F

University Resources and Course Guidelines

Student Code of Conduct

➤ Students are expected to adhere to the policies laid out in the Rutgers Code of Student Conduct.

➤ In particular, this class will not tolerate and will report all instances of:

- Sexual harassment
- Bullying/Intimidation
- Harassment based in race, gender, or sexuality
- Abuse (verbal or otherwise)

➤ Please reference and read the Rutgers Code of Student Conduct:

<https://policies.rutgers.edu/10211-currentpdf>

For Gender or Sex-Based Discrimination or Harassment

➤ The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

Classroom Standards:

➤ Please be respectful to your fellow students and keep distractions to a minimum. I expect full engagement from students in the classroom for the entirety of the class period. This includes arriving on time and staying for the duration of the class, not talking with other students or being on your phone, not doing homework in class, and not using your cell phone or other electronic device for non-class purposes.

➤ I aim to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors the identities of everyone in our class as well as the historical figures we discuss. Please contact me if anything said in class, by anyone, made you feel personally uncomfortable.

➤ **Note about names and pronouns:** Class rosters are provided to the instructor with the student's legal name. I will gladly honor any requests to address you by your preferred name or gender pronoun. If you have any difficulty with classmates or others referring to you incorrectly, please let me know.

➤ History is the study of real people and real events. Our readings and conversations will occasionally address physical and sexual violence, as well as racism, misogyny, and other kinds of bigotries. Please let me know if you would like to be excused from any topic because of the nature of its content; no questions asked.

Academic Integrity

➤ As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community. The principles of academic integrity require that a student:

- Make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- Properly acknowledge and cite all use of the ideas, results, images, or words of others.
- Properly acknowledge all contributors to a given piece of work.

- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions.
- Treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the ethical standards and professional code of conduct in the field for which the student is preparing

➤ Definitions of academic dishonesty include:

- *Academic Sabotage* - deliberately impeding the academic progress of others.
- *Cheating* - the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them.
- *Fabrication* - the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Facilitation of Dishonesty - deliberately or carelessly allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity.
- *Plagiarism* - the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit.
- *Violations Involving Potentially Criminal Activity* - Violations in this category include theft, fraud, forgery, or distribution of illicitly obtained materials committed as part of an act of academic dishonesty.

➤ For more about academic integrity, see the Rutgers Academic Integrity Policy:

<https://policies.rutgers.edu/10213-currentpdf>

History Department Writing Center

➤ The Department of History at Rutgers has a writing tutor available to students looking for assistance with their writing projects. The history tutor CAN help you: brainstorm ideas; proofread a paper; organize your format and structure; make an argument; properly use sources; cite sources; etc. The history tutor CANNOT: write your paper for you; explain your assignment to you; do your research for you; generally tell you what to do for your assignment. Please use the writing tutor as a resource and do not rely on them to do your work for you.

➤ Please see this link for office hours and more information: [History Writing Tutors \(rutgers.edu\)](https://writing.rutgers.edu)

Office of Disability Services (ODS)

➤ The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by

the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. Students with disabilities who require accommodations should follow the procedures outlined at <https://ods.rutgers.edu>.

Counseling, ADAP & Psychiatric Services (CAPS)

➤ Students should please use campus psychiatric resources if necessary and appropriate. These resources exist to serve the needs of individual members of the Rutgers community. Students should not hesitate to reach out to CAPS if intervention is needed. For medical emergencies, please call 911.

- CAPS Website: <http://rhscaps.rutgers.edu/>
- Phone: (848) 932-7884
- Address: 17 Senior Street, New Brunswick, NJ 08901

Scarlet Listeners, Peer Counseling and Referral Hotline

➤ Scarlet Listeners is a free and confidential student run peer counseling and referral hotline based out of Rutgers. Please use this resource for: basic problem solving, venting, thoughts of suicide, depression, anxiety, eating disorders, self-harm, relationship problems, loneliness, etc. You may call Scarlet Listeners at (732) 247-5555.

Communication and Support

Students are encouraged to contact me whenever the need arises; clear lines of communication enable me to better assist your learning processes and provide any necessary support. The best way to contact me is by email. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

	Lessons/Themes	Readings
Week 1	<p>Origins of Modern Britain and Empire</p> <ul style="list-style-type: none"> ➤ Ireland and 1798 Rebellion ➤ The Act of Union of 1801 and the Making of Modern Britain ➤ India and the East India Company ➤ Napoleon and the Napoleonic Wars 	<p>📖Contentions about the Act of Union</p> <p>📖Selections from Burbank and Cooper, <i>Empires in World History</i>, 170-184; 235-245.</p> <p>📖Notetaking strategies</p> <p>📖Excerpts from Wolfe Tone’s “Speech from the Dock”</p> <p>📖Excerpts from Edmund Burke, “On the Impeachment of Warren Hastings”</p>
Week 2	<p>Revolution and the Age of Reform</p> <ul style="list-style-type: none"> ➤ Peterloo and Constitutional Reform ➤ Daniel O’Connell and Catholic Emancipation ➤ Bentinck, Indian Women, and the <i>Sati</i> Conundrum ➤ Abolition of Slavery ➤ Great Reform Act 	<p>📖The Peterloo Massacre</p> <p>📖Selections from Linda Colley, <i>Britons</i>, 357-371.</p> <p>📖William Bentinck, “Minute on Sati”</p> <p>📖Daniel O’Connell “Justice for Ireland” Speech</p>
Week 3	<p>Resistance and Rebellion in Empire</p> <ul style="list-style-type: none"> ➤ The Indian Rebellion in 1857 ➤ Morant Bay Uprising and Governor Eyre ➤ Rebellion in Ireland 	<p>📖Selections from Burton, <i>Trouble with Empire</i></p> <p>📖Naoroji on British Rule</p> <p>📖Marx on the Indian Mutiny</p> <p>📖Newspaper Source about Morant Bay Rebellion</p>

Week 4	Fin de Siècle and WWI <ul style="list-style-type: none"> ➤ Sex, Sexuality, and the Trial of Oscar Wilde ➤ Slums and Salvationists ➤ Nationalism and the Gaelic Revival in Ireland ➤ Suffrage and Militancy ➤ Gender and War ➤ Resistance to War 	<ul style="list-style-type: none"> 📖 Selections from Koven, <i>Slumming</i> 📖 Emmeline Pankhurst's Speech 📖 W.B. Yeats, <i>Cathleen ni Houlihan</i> 📖 Patrick Pearse, "Graveside Oration"
Week 5	WWII and Decolonization <ul style="list-style-type: none"> ➤ The Interwar Period ➤ WWII and Britain ➤ Indian Independence and the Unraveling of Empire ➤ Creation of the Commonwealth 	<ul style="list-style-type: none"> 📖 Churchill's Conservative Principles 📖 Labour Party Manifesto 📖 Indian Nationalism
Week 6	Postcolonial Britain, New Conservatism, and Brexit <ul style="list-style-type: none"> ➤ Counterculture in Britain ➤ Thatcher and the New Conservatism ➤ Imperial Nostalgia and the Falklands War ➤ Multiracial Britain ➤ New Labour ➤ Brexit and British Politics in the 2010s 	<ul style="list-style-type: none"> 📖 Brexit 📖 Thatcher on Christian Principles 📖 Tony Blair 🎬 Outside Film, <i>The Iron Lady</i>
<div>Final Essay Due</div>		