

## HIS 367 MODERN BRITAIN

Kenneth J. Orosz  
Spring 2022  
Class Meetings: Rockwell 304  
MWF 11:00-11:50

Office Hours: MW 1:00-2:00  
T 10:00-11:00  
Office: Cassety 337  
Phone: 878-3203  
E-mail: oroszkj@buffalostate.edu

### COURSE DESCRIPTION:

This course surveys the political, cultural and social history of Modern Britain from the Glorious Revolution of 1688 to the end of the 20<sup>th</sup> century. Topics include the role of the Anglican Church, the Act of Union, colonization, the industrial revolution, the Victorian Age, the rise of labor, creation of the welfare state, the world wars, and contemporary society.<sup>1</sup>

### MASK REQUIREMENTS

As announced on [August 4](#), Buffalo State College requires all individuals on campus - regardless of vaccination status - to wear face masks while indoors on campus. For more information, consult the campus [Coronavirus Information](#) website.

### ASSIGNED SEATING

In keeping with the campus reopening plan, college policy requires that students have assigned seats in all face-to face classrooms to facilitate contact tracing if needed.

### OFFICE HOURS

Given the need for social distancing amidst the pandemic, I strongly urge you to take advantage of virtual, rather than in person, office hours. To take advantage of virtual office hours click on the menu button on the left side of the course Blackboard page to reveal the Zoom link. Contact me via email if you cannot make regularly attended office hours so that we can set up an appointment.

### TUTORING SERVICES

Buffalo State offers a wide variety of free tutoring services, including a Writing Center. For more information go to the [tutoring website](#).

### REQUIREMENTS:

Academic misconduct (including cheating and plagiarism) will not be tolerated. Buffalo State College policies on academic misconduct, including the possible use of textual similarity detection software, are outlined in the college catalog. **Please note that the minimum penalty for cases of academic misconduct will be an F on the assignment.**

Reading assignments are to be completed by the dates given. There will be three exams. Please note that in order to earn more than a B on the essay portion of the exams you must make use of the relevant assigned readings and historical documents. In addition students will write two 5 page analysis papers of assigned texts (Smolett and Forster) and a 10-12 page paper on a topic of

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<sup>1</sup> Learning Outcomes: Students will demonstrate mastery of subject matter, knowledge of historiography, appreciation of cultural patterns/behaviors, understanding of cause and effect, and influence of ideas on human behavior. Students will also be able to retrieve/interpret primary sources, write clearly and effectively, document sources and demonstrate logical thought processes.

their choice. All topics for the research papers must be authorized by me and must conform to the geographic and temporal confines of this course. As part of this process students are required to submit their paper topics in the form of written proposals no later than **March 7**. Failure to submit a passing proposal means that your paper will not be accepted and you will earn an E for that portion of the course. All papers and reviews must conform to the [History Style Sheet](#). Detailed [instructions](#) on the writing assignments, including the style sheet, can be found in Blackboard or by clicking the syllabi and course materials links at <http://faculty.buffalostate.edu/oroszki>. Help for Blackboard can be found at <https://help.blackboard.com/Learn/Student>.

Please note that in order to pass this course you must make a good faith attempt to complete all components and requirements. **LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENT**. Incompletes will be granted at the sole discretion of the instructor and require a written application outlining the rationale for granting an incomplete, a list of outstanding assignments and a timetable for their completion. This application must be signed and, if granted, will constitute a formal contract for the completion of the course.

At the collegiate level grades are based on mastery of content, methodology, and presentation, regardless of how hard you feel you worked on an assignment. Grades will be computed as follows:

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Exam 1	20%	Exam 2	20%
Final Exam	20%	Research paper	20%
Smolett Analysis	10%	Forster Analysis	10%

## COURSE POLICIES

1. Students must complete all work on their own. There are no group projects other than the online discussions.
2. Except for cases of documented emergencies, I do not accept late work without prior arrangement. It is your responsibility to keep track of what is due each week by checking the syllabus.

## RESEARCH PAPER PROPOSALS

All topics for the research papers must be authorized by me and must conform to the geographic and temporal confines of this course. Proposals must be submitted in writing and should consist of a sentence or two outlining your topic followed by a preliminary bibliography of 8-10 scholarly sources in which you provide complete publication information. The use of encyclopedias and websites beyond those already assigned are not allowed. Do not restrict yourself to what is present in our library, since our collection in history is incomplete and often dated. To find books you will need to make use of the library's Worldcat Discovery database; if we do not own the text, you will then need to order it via interlibrary loan. You can find peer reviewed journal articles by using the library's JSTOR and Project Muse databases.

The bibliography of passed proposals can be amended via a simple email to your instructor. While proposals are due March 7, you can change your topic by submitting a new proposal for approval until the day the paper is due. This is the only assignment with this kind of flexibility. Please note that if I do not have a passed proposal on file when I begin grading, I will not read your paper and you will receive an F on the assignment. If you choose to gamble by turning in your

revised proposal with your paper on May 13 you run the risk that your proposal will fail and your paper will be rejected unread.

## SUBMITTING PAPERS

Submitting papers requires a 3 part process:

1. You must pass a quiz confirming that you have read and followed the directions before the Dropbox will appear. This quiz will become available 2 weeks before the assignment is due and can be retaken as needed.
2. You must upload your paper as a word document (.doc or .docx only) to the Turnitin dropbox by **3:00 PM** on the due date. [Click here](#) for a tutorial on how to submit.
3. You must bring a printed and stapled copy and turn it in during class time on the due date. **I will not grade any papers that have not been submitted to the dropbox and for which I do not also have a paper copy.**

Note: You may submit revisions of your paper up until the due date. Among the things you should check is the Turnitin Originality Report to help guard against plagiarism. To see the report click on the colored rectangular icon next to your submission. If the icon is gray, your report is still being processed; check back within the next 24 hours.

**BOOKS:** The following books are required reading and are available in the bookstore.

Susan Kingsley Kent, <u>A New History of Britain since 1688</u>	978-0-199-84650-4
Kenneth Morgan, <u>The Birth of Industrial Britain</u> , 2 <sup>nd</sup> ed.	978-1-408-23095-4
Tim Parsons, <u>The British Imperial Century</u> , 2 <sup>nd</sup> ed	978-0-847-68825-8
Roy Porter, <u>English Society in the Eighteenth Century</u> , 2 <sup>nd</sup> ed	978-0-140-13819-1
Meredith Veldman, <u>Margaret Thatcher</u>	978-0-190-24897-0
Tobias Smollett, <u>Expedition of Humphry Clinker</u>	978-0-199-53898-0
E. M. Forster, <u>Howards End</u>	978-0-486-42454-5

## SUPPLEMENTAL READINGS:

Supplemental readings (indicated in italics on the syllabus) can be accessed in one of 3 ways: 1) if it is a website, there will be a link to it from the electronic version of the syllabus available in Blackboard or on my web page at <http://faculty.buffalostate.edu/oroszki> Please note that the “Broadcast” links are versions of a radio program, hence there is no video to watch. When the page opens make sure you click the “play” icon on the left side of the screen. 2) Journal articles listed below can be accessed via the library’s Academic Search Premier or JSTOR databases; 3) highlighted readings are available in Blackboard under the Content tab.

*Serena Dyer, “Shopping, Spectacle and the Senses,” History Today 65, 3 (March 2015): 30-36.*

*Stephen Farrell, "A First Step Towards Democracy," History Today 60, no. 7 (July 2010): 10-17.*

*R. E. Foster, “Forever Young: Myth, Reality, and William Pitt,” History Review 63 (March 2009): 34-39.*

*Graham Goodlad, "From Old to New Poor Law," History Review 38 (December 2000): 15-20*

- Emma Griffin, "Love and Latitude," *History Today* 64, 3 (March 2014): 50-56.  
 Henrietta Heald "For England's Sake," *History Today* 64, 10 (October 2014): 28-35.  
 Kenneth Morgan, "Britain in the Seventies: Our Finest Hour?" *Revue française de Civilisation Britannique* 22 (December 2017): 1-17  
 Philip Salmon and Kathryn Rix "Who should Have the Vote? What Electoral Rights Did Britons Have in the Century Before 1918?" *History Today* 68, 8 (August 2018): 24-35.  
 John Shepherd, "Labour Wasn't Working," *History Today* 59, 1 (January 2009): 43-49.  
 Roger Spalding, "Keir Hardie," *History Review* 41 (December 2001): 3-7.  
 James Walvin. "A Taste of Empire," *History Today* 47, 1 (January 1997): 11-16.  
 A. I. Macinnes, "Jacobitism," *History Today*, 34, 10 (October 1984): 22-29  
 Martin Pugh, "Wish you were here? Britain Between the Wars," *History Today* 58, no. 8 (August 2008): 45-51

## CLASS SCHEDULE

- January 31     **Introduction**  
 February 2     **Tudor-Stuart Legacy I**  
     Read:     Kent Introduction;     [How to Write History Papers](#)  
 February 4     **Tudor-Stuart Legacy II**
- February 7     **The Glorious Revolution**  
     Read:     Kent Ch 1;     [Glorious Revolution](#)     [English Bill of Rights](#);  
 February 9     **William, Mary and Anne**  
     Read:     [Act of Settlement](#);     [Rise of Cities](#);     [History vs Hollywood: The Favorite](#)  
 February 11     **Late Stuart Politics and Foreign Policy**  
     Read:     Kent Ch 2
- February 14     **Hannoverian Succession**  
     Read:     Smollett novel  
 February 16     **George II**  
     Read:     Porter Ch 1-3;  
 February 18     **Culloden and the Seven Years War**  
     Read:     Macinnes, "Jacobitism;"     [Jacobite Rebellion](#)  
                  [Poverty](#);     [Health and Hygiene](#);     [Rise of Consumerism](#);
- February 21     **No Class**  
 February 23     **Eighteenth Century Society and Culture**  
     Read:     Porter Ch 4-6; Dyer, "Shopping, Spectacle and the Senses"  
                  [Entertainment](#);     [Crime and Punishment](#);     [Culture, Crime & Religion](#)  
 February 25     **George III and Domestic Instability**  
     Read:     [First British Empire](#); Walvin, "Taste of Empire;"  
                  [George III](#);     [Popular Politics](#)

- February 28 **Crisis in the American Colonies**  
 Read: Porter Ch 7-9; Kent Ch 3  
 Smollett analysis paper due
- March 2 **The American Rebellion**  
 Read: Kent Ch 4; [Inevitability of Revolution](#)
- March 4 **Exam**
- March 7 **Britain under Pitt the Younger**  
 Read: Foster, "Forever Young;"  
 Paper topics due
- March 9 **Britain and the French Revolution**  
 Read: Kent Ch 5;
- March 11 **The Industrial Revolution**  
 Read: Morgan Ch 1-2; [Loss of Woolen Spinning](#) [Technology and Industry](#);
- March 14 **Industry and Social Change**  
 Read: Morgan Ch 3-9 and pp. 125-131; Griffin, "Love and Latitude"  
[Technology and Industry](#); [Transport](#);
- March 16 **Twilight of the Landed Gentry I**  
 Read: [Peterloo Massacre](#); [Great Reform Bill](#); Farrell, "Step Towards Democracy"
- March 18 **Twilight of the Landed Gentry II**  
 Read: Kent Ch 6
- March 21 **William IV and the Reform Era**  
 Read: [Rural Hygiene](#); [Women Miners](#); Goodlad, "From Old to New Poor Law"
- March 23 **Chartism**  
 Read: Salmon and Rix, "Who Should Have the Vote?" [Chartism](#);
- March 25 **Dawn of the Victorian Era**  
 Read: Kent Ch 7; [Middle Class](#); [Working Class and Poor](#); [Cities](#);
- March 28 **No Class**
- March 30 **No Class**
- April 1 **No Class**
- April 4 **Victorian Culture and Society**  
 Read: [Crime](#); [Public Health Campaign](#); [Sex & Sexuality](#); [Separate Spheres](#)  
[Victorian Education](#); [Education for Girls](#); [Girl of the Period](#)
- April 6 **Victorian Foreign Policy**  
 Read: Kent Ch 8-9; [Entertainment](#); [Technology](#); [Fashion](#)
- April 8 **Disraeli, Gladstone and Colonial Expansion**  
 Read: Parsons Ch 1-3;

April 11	<b>Exam</b>
April 13	<b>The Edwardian Era</b>
Read:	Kent Ch 10; Parsons Ch 4-6; <a href="#">Edwardian Childhood</a> ; <a href="#">Edwardian Manners</a>
April 15	<b>Rise of the Liberals</b>
Read:	Forster novel; Spalding, "Keir Hardie;" <a href="#">Suffragette Movement</a> <a href="#">Campaign for Suffrage</a> ; <a href="#">Violence &amp; Militancy</a>
April 18	<b>World War I</b>
Read:	Kent Ch 11; Heald "For England's Sake," <a href="#">Lions led by Donkeys?</a> ; <a href="#">Colonial Troops</a> ;
April 20	<b>Cabinet Crisis and Domestic Concerns</b>
Read:	<a href="#">Easter Rising</a> ; Home front <a href="#">part 1</a> ; <a href="#">part 2</a> ; <a href="#">Defence of the Realm Act</a>
April 22	<b>Post-War Settlement</b>
Read:	Kent Ch 11; <a href="#">End of WW I</a> ;
April 25	<b>Politics and Society in Inter-war Britain</b>
Read:	Pugh, "Wish you were here;" <a href="#">Insurance Introduced</a> ; <a href="#">Industrial Policy</a> ; <a href="#">1926 Strike</a> ;
April 27	<b>The Great Depression in Britain</b>
Read:	<a href="#">Reform and Great Depression</a> ; <a href="#">Abdication Crisis</a> ;
April 29	<b>"Their Finest Hour:" Britain and WW II</b>
Read:	Kent Ch 13; <a href="#">Blitz</a> ; Forster analysis paper due
May 2	<b>The British Homefront</b>
Read:	<a href="#">Evacuation</a> ; <a href="#">Rationing</a> ; <a href="#">Daily Life</a>
May 4	<b>Post-war Britain</b>
Read:	Kent Ch 14; <a href="#">Welfare State</a> ; <a href="#">Caribbean Migrants</a> ; <a href="#">Windrush</a> ; <a href="#">Personal Accounts</a>
May 6	<b>Suez, Decolonization and the Profumo Affair</b>
Read:	<a href="#">Food</a> ; <a href="#">Childhood</a> ; <a href="#">Suez Crisis</a> ; <a href="#">Wind of Change</a>
May 9	<b>From the Swinging 1960s to the Winter of Discontent</b>
Read:	Veldman Ch 1-4; <a href="#">Morgan, "Britain in the Seventies"</a> Shepherd, "Labour Wasn't Working;"
May 11	<b>Thatcherism</b>
Read:	Veldman Ch 5-8; <a href="#">Thatcher's Platform</a> ; <a href="#">Debate on Thatcher Government</a>
May 13	<b>From Blair to Brexit</b>
Read:	Kent Ch 15; <a href="#">Windrush Scandal</a> ; <a href="#">Windrush Testimonial</a> ; <a href="#">What Brexit Means</a> ; Research papers due
May 17	<b>Final Exam 9:40-11:30</b>



## Guidelines for Writing Assignments

While your papers will be graded primarily on content and the strength of your arguments, grammatical accuracy, style, presentation and organization will also be taken into account. As with a medical diagnosis, your arguments will be stronger if you can offer second opinions, hence your papers should, wherever possible, include supporting evidence drawn from more than one source.

**All papers are required to adhere to the History Style Sheet** which is available in Blackboard and on my web site. Failure to follow the style sheet will result in significant penalties; these consist of at least the loss of a full letter grade for each category of violation (i.e. use of contractions will cost you a letter grade, reducing an A paper to a B). This includes paper length, non-standard fonts, margins and line spacing. Please note that a short paper is not necessarily a bad paper; I am primarily interested in what you have to say, how well you say it and if you have developed your thesis and argument sufficiently.

As you write your papers feel free to paraphrase or quote suitable passages that illustrate your points. However, if you quote or paraphrase, you must cite the relevant passage. You must also cite detailed information (i.e. statistics or items that are not common knowledge). Proper citation formats can be found in the History Style Sheet. Please note that in addition to enforcing Buffalo State College's policies on academic misconduct, including the possible use of textual similarity detection software, **the minimum penalty for plagiarism is an F on the assignment.**<sup>2</sup> For more information on plagiarism, how to footnote, or how to write a research paper consult the relevant sections of Benjamin's *A Student's Guide to History*. If you are still unclear about when or how to cite please come see me during my office hours. That is why I am there.

Since much of what is out on the internet is of dubious quality, **the use of web pages as source material is strictly forbidden** unless authorized by me in writing. The only exceptions to this rule are the individual web sites that I have assigned as required reading material. On a similar note, **the use of encyclopedias is also forbidden**. While they may be useful reference tools or for providing an overview of a particular topic, encyclopedias have no place in college level work. Articles in historical encyclopedias (i.e. *The Encyclopedia of European Social History*) may be acceptable, but must first be cleared by me in writing.

I am obviously a firm believer in written assignments since they help develop organizational, analytical and communication skills, all of which are things you will need in the workplace. Consequently, I expect you to treat all graded assignments (in this or any other class) as preparations for your future career. Turning in business reports that are filled with grammatical errors, failures in logic, poor argumentation and lack of evidence portrays a degree of incompetence, even if it is undeserved, and will probably get you fired. Get in the habit now of proofreading your work to catch typos, misspellings and nonsensical statements. Read your papers aloud to see how they sound. Better still, have a friend or roommate read your work since they are more likely to notice any problems. Most of you will be writing your papers on wordprocessors. No matter what program you use, they all have spell checkers. It is silly and self-defeating not to make use of them.

While I do not allow rewrites once papers have been graded, I will read and comment on rough drafts if I am given enough time. Alternatively, you may want to consult either the campus writing center or some of the history tutors for help or advice. Keep your notes and copies of your

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<sup>2</sup>Buffalo State College, *Undergraduate Catalog 2021-2022*, <https://ecatalog.buffalostate.edu/undergraduate/academic-policies/academic-misconduct/>.

paper to facilitate rewrites and to safeguard against loss, computer errors, random destruction by pets and similar catastrophes. Finally, and most importantly, if you are having any problems in this course come see me.

### Book Analysis Papers

All students will write 2 five page (1500 word) historical analyses of Tobias Smollett's *Expediton of Humphry Clinker* and E. M. Forster's *Howards End*. Since these are an analysis and not "book reports" I am not interested in plot summaries. Similarly, I am not interested in whether you liked the book or found it interesting. Your papers should analyze and critique the author's portrayal of some of the historical events or themes covered in this course. As you analyze the books use the following questions as a rough guide: How do the authors portray historical events or issues covered elsewhere in the course? How accurate are these depictions? Have they added to your understanding of the period in question? You will need to be selective in choosing which elements to include in your reviews since both works are very complex and illustrate many historical trends. Your analysis must draw upon and cite specific examples from the novel as well as corroborating historical evidence drawn from other class materials in order to support your points.

As you will discover, 5 pages provides barely enough room to introduce a topic, let alone go into much detail. Hence, your papers should have a narrowly defined thesis and must be very selective in both their use and presentation of supporting evidence or examples. Since these papers are so short keep quotations to a minimum so that you will have more room to develop your own thoughts and arguments. To strengthen your argument(s), however, your analyses must draw upon and cite specific examples from the novel as well as corroborating evidence from more than one source. There is ample material on which to base your papers in my lectures and your textbooks; outside materials, although always welcome, are not required.

### Research Paper

In addition to the book analyses, all students will write a 10-12 page (3000-3600 word) paper on a topic of their own choice. While the actual topics for your papers are up to you, they must remain within the geographical and temporal confines of this course and should analyze some facet of modern British history 1688-present in detail. Any colonial topic must focus on imperialism's impact on Britain rather than on events in the colonized area. All paper topics must be cleared with me first in the form of a written paper proposal due no later than **March 7**. Complete proposals will outline your topic, the specific issues you intend to address, and must include a bibliography. If, after you have begun researching and writing your paper, you choose to use additional sources, you must submit an amended bibliography to me in writing. **Papers that use unauthorized materials will not be accepted. Similarly, papers that deviate significantly from your research proposal will also not be accepted.** This does not mean, however, that you are permanently locked in to a particular paper topic; if you change your mind and opt to pursue some other topic you must submit a new paper proposal which may or may not be accepted at my discretion. In order to find suitable research materials you will need to go beyond what is in our library catalog by making use of the JSTOR, Worldcat, and Academic Search Complete databases. Completed papers are due in class on **May 13**.

Possible paper topics include:

The Jacobite Uprising

Thatcher and the 1984 Coal Strike



London in the Blitz  
Edwardian Culture

The Rise of the Welfare State  
Britain and the Abolition of Slavery