1.) DATE: 3/1/2021
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) PROPOSED COURSE:
   Prefix: HIS   Number: 252   Title: History of England 1700 to Present   Credits: 3
   CROSS LISTED WITH:
   Prefix: Number: ; Prefix: Number: ;
   Prefix: Number: ; Prefix: Number: ;
   Prefix: Number: ; Prefix: Number: ;

4.) COMMUNITY COLLEGE INITIATOR: STEVEN LURENZ   PHONE: 480-461-7790   EMAIL: slurenz@mesacc.edu

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   Core Areas: Humanities, Arts and Design (HU)   Awareness Areas: Select awareness area...

6.) REQUIRED DOCUMENTATION
   ☒ Cover Form
   ☒ Course Syllabus
   ☒ Course Description
   ☒ Criteria Checklist for the area
   ☒ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   ☒ DECHSTprefix ☐ Elective

   Current General Studies designation(s): H

   Requested Effective date: 2021 Fall   Course Equivalency Guide

   Is this a multi-section course? Yes

   Is it governed by a common syllabus? Yes

Chair/Director: TY WELBORN, HISTORY IC CHAIR

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date: 2021 Fall
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

**HUMANITIES, ARTS AND DESIGN [HU]** courses must meet *either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1.</strong> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.**</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>Syllabus weeks 3-5, 7-9; course competencies 5,8,9,14-16; textbook, chapters 16-19, 23-24, 30; supplemental materials Unit discussions, microteach and Journals. (see syllabus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2.</strong> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.**</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>Syllabus, weeks 1, 4, 7-9; course competencies 8, 10, 12, 14-16, 18; textbook, chapters 17, 19, 23-24, 30-31; supplemental materials Unit discussions, microteach and Journals. (see syllabus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3.</strong> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.**</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>Syllabus, weeks 2-5, 7-9; course competencies 8, 10, 12, 14-16, 18; textbook, chapters 17, 19, 23-24, 30-31; supplemental materials Unit discussions, microteach and Journals. (see syllabus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4.</strong> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:**</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>Syllabus weeks 8-15; course competencies 3,5,8,12,15; Textbook chapters 16,19,22; supplemental materials Unit</td>
</tr>
</tbody>
</table>


### ASU - [HU] CRITERIA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>discussions, microteach and Journals (see syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a.</td>
<td>Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c.</td>
<td>Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>d.</td>
<td>Concerns the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
<td>This course examines the development of English civilization from the beginning of the 18th century to the present, a period which saw the Enlightenment, the scientific advances of the 19th century, the birth of the Industrial Revolution, and the revolutions in culture and taste associated with the Georgian Era, the Victorian Era, and the 20th century.</td>
<td>In Module 1, English Civil War, students study the influence of Puritanism to the creation of economic and political reforms in England during the period of Oliver Cromwell. In Module 3, The Enlightenment, students read the works of John Locke to understand the influence of Enlightenment to the American and French revolutions. In Module 4, Development of the English Empire, students read articles and analyze the confrontation between the English and French along with the brutal confrontation of colonization. In Module 5, 20th century, analyzes World War I through the war poets (Wilfred Owen) The Cultural Revolution on how it had a political, social and economic impact on Britain.</td>
</tr>
<tr>
<td>Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
<td>The course's focus on English history requires an examination of the English literary tradition, both in terms of how it shaped England and in terms of the insight it can offer into the English past. Emphasis on Cultural Revolution 1950's.</td>
<td>In Module 1 students read certain chapters of John Milton's &quot;Paradise Lost&quot; to understand the secular approach to the fallen world. In Module 3, students view cartoon sequential art of William Hogarth how the work satirizes politics &amp; customs of the 18th century.</td>
</tr>
<tr>
<td>Concerns the development of human thought with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
<td>The study of the English past requires philosophical and religious thought. After the Restoration in 1660, England contributes to the Scientific Revolution (Jethro Tull) and to the human thought of John Locke of the Enlightenment period. Religious thought in the periods of the Glorious Revolution</td>
<td>In Module 2, English Civil War, students study how the English Civil War transformed the political and social framework of England. Students read a primary writing from Oliver Cromwell to understand his Puritanism. Students analyze the British innovations of the scientific revolution that help impact the world. In Module 5, students look at the British philosophers of the enlightenment and how their theories promoted the American and French revolutions.</td>
</tr>
</tbody>
</table>
4d. Concerns the analysis of literature and the development of literary traditions. |

The course looks at the thinkers and writers who created an "island" of literacy …and who helped to shape the English identity.

| In Module 4 students read certain works of Robert Burns and Lord Byron to understand the English landscape. In Module 5 students read poetry from World War I to understand the horrors British soldiers faced in the trenches. |
History of England 1700 to Present

Course: HIS252  Lecture  3.0 Credit(s)  3.0 Period(s)  3.0 Load
Course Type: Academic
First Term: 2014 Spring  Load Formula: S
Final Term: Current

Description: Analysis of the major political, cultural, social, and intellectual factors in English historical development from 1650 to present.

Requisites: None.

Course Attributes:
General Education Designation: Historical Awareness - [H]
General Education Designation: Humanities and Fine Arts - [HU]

MCCCD Official Course Competencies

1. Define and apply the names and terms utilized in the discussion of English history from 1660 to the present. (I, II, III, IV)
2. Identify on a map and describe the various geographic areas included worldwide in the study of modern English history. (I, II, III, IV)
3. Describe the religious conditions and changes during the Tudor era. (I)
4. Describe the growing overseas involvement of the English during the Tudor era. (I)
5. Describe the Stuart and Tudor attitudes toward monarchy and methods of rule. (I)
6. Describe the causes, events, and results of the civil war in England. (I)
7. Describe the reasons for Stuart restoration and the political developments that resulted. (I)
8. Describe the glorious revolution and the political, social, and economic developments which resulted. (I, II)
9. Describe the changes in governmental structure which took place as a result of the Hanoverian kings prior to 1800. (II)
10. Describe the causes, events, and results of the union of England and Scotland. (II)
11. Describe the growth and development of the English colonial empire prior to 1800. (II)
12. Identify the points of conflict between England and her American colonies and describe the war which resulted. (III)
13. Describe the causes, events, and results of the great war between England and
France from the French revolutionary era through the downfall of Napoleon. (III)
14. Describe the English struggle over slavery and the slave trade. (III)
15. Describe the evolution of education in 19th Century England. (III)
16. Describe the legal and political changes in England in the 19th Century. (III)
17. Describe imperialism and developments within the British empire during the 19th Century. (IV)
18. Describe the challenges facing England in the 20th Century. (IV)

MCCCD Official Course Outline

I. The Tudors and Stuarts
   A. Rise of the House of Tudor
   B. Henry VIII: a vigorous king
   C. The difficult years of Henry’s later reign
   D. The Era of the Little Tudors
   E. Elizabeth, the virgin monarch
   F. England becomes a major power
   G. James I, a difficult king
   H. Charles I, a difficult king
   I. The royal road to war
   J. The Civil war in England
   K. The rise of power to Oliver Cromwell
   L. The restoration era in England
   M. James II, an unfortunate king

II. England builds an empire
   A. The regime of William and Mary
   B. Queen Anne, the last Stuart ruler of England
   C. Eighteenth Century England
   D. The Hanoverian kings
   E. The Walpole era
   F. War and security of the crown
   G. The struggle for empire

III. Challenges and reform
   A. Challenges
   B. The American Revolution
   C. Pause between the storms
   D. The Great War with France
   E. Conditions in England at the start of the reform era
   F. The anti-slavery movement
   G. Prison reform—a humanitarian action
   H. Development of public education in England
   I. English political reforms
   J. The issue of free labor
   K. Elimination of religious disabilities
IV. Great Britain as a world power
   A. Mid-Victorian years
   B. The latter 19th Century
   C. Late 19th Century British imperialism
   D. Britain in the latter 19th Century
   E. Great Britain in the 20th Century

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.
Course Syllabus

Course Title: History of England 252 (1700 to Present)
Credit Hours: 3.0
Course Prerequisites: None
Office SC-79
Instructor: Prof. Lurenz

Course Description:
This course covers the major themes, developments, and events from the Prehistoric (Paleolithic) to the composition of the Tudors, death of Elizabeth I. Students will see how changes in beliefs led to changes of action, the symmetry of this thing known as “The Past.”

Student Performance Objectives:
Upon successful completion of this course, the student will have met the following objectives:

1. Describe the religious conditions and changes during the Tudor era.
2. Describe the Tudor and Stuart attitudes toward monarchy and methods of rule.
3. Describe the causes, events, and results of the civil war in England.
4. Describe the reasons for Stuart restoration and the political developments that resulted.
5. Describe the Glorious Revolution and the political, social, and economic developments which resulted.
6. Describe the causes, events, and results of the union of England and Scotland.
7. Describe the growth and development of the English colonial empire prior to 1800.
8. Identify the points of conflict between England and her American colonies and describe the war which resulted.
9. Describe the English struggle over slavery and the slave trade.
11. Describe imperialism and developments within the British empire during the 19th Century.
12. Describe the challenges facing England in the 20th Century. World War I & II’s England after WW II.
Method of Evaluation:

Successful completion of this course requires students to obtain an overall cumulative grade of 60% or higher. Rating of the student’s success in completing the stated objectives of this course will be based on the following percentiles.

Unit Discussions (students research periods related to humanities/history)

Student Teachback (students research art, literature, architecture)

Student Teachback posts (students respond to classmates research above)

Journals (students read articles that relate to history and humanities)

Instructional Materials and References:
(Text required)

Links in Canvas:
“Paradise Lost” John Milton
“Diary of Samuel Pepys”
“Poetry of Lord Byron”
Poetry of Robert Burns”
“World War I Poetry” Wilfred Owen
“The Road of Wigan Pier” George Orwell

Attendance:

Students are expected to attend all scheduled classes and to participate actively in discussing the assigned material. Attendance is essential because the lectures and discussions will be from resource materials and not a rehash of the text. Attendance will affect how well you do in class, it is expected that you attend class. If you miss a class, it is your responsibility to make sure you receive any missing assignments or handouts. My attendance policy is simple. **If you miss four classes for any reason during the semester you cannot pass and will be withdraw from the class.**
Withdrawal Policy:

Important: If you do not complete the check-in assignments within the first week of the course, you will be withdrawn. Students who do participate for two (2) weeks consecutively cannot pass the course and will need to withdraw for non-attendance.

Participation is defined as follows:

1. Submitting assignments on or before due dates.
2. Participating in discussions over the course of a due date.
3. Completing Journals on or before due dates.
4. Attending class

Please Read: If you start the class and then decide to withdraw you must do one of the following:

1. Go to campus and drop the course if it is still in the drop/add period.
2. Drop the course online if it is still in the drop/add period.
3. Email me and request a withdrawal during the period when only your professor can initiate a withdrawal. If your point total is above 60% you will be issued a "WP" (withdraw passing). If your point total is below 60% you will be issued a "Y" (withdraw failing). I do not assign the letter grade "F". If you fail the class a "Y" will be assigned (withdraw failing).
4. Withdraws will not be accepted during the week of final exams.

Classroom Policy:

It is very important for you to attend class and take notes. It is expected all students will maintain a professional attitude in class. These two rules will be strictly enforced.

Do the work correctly the first time, there will be NO “extra credit”. Should you have a concern in taking an essay exam or any assignment please make an appointment. Should you have a concern about the grade you received on any assignment, I will be happy to show you how to improve your work, however, don’t come to me wanting your grade changed. You are expected to develop strong communication skills (writing, listening, discussion, etc.). All skills that help forward professional and career objectives.

The following will be enforced during the semester:

Do Not Disrupt the class by leaving during the class; doing so could withdraw you from the class. If you need to leave early must be approved before the start of class. If you are feeling sick before class don’t attend.
Technology like laptops, smartphones and tablets cannot be used during class (Disability form exception). This policy has been added due to the number of complaints from students of previous classes.

Smartphones, cell phones out of sight and turned off. Putting your smartphone on your lap is not an accepted means of “out of sight.” Students who are caught using phones during class will lose 10 points for each occurrence. Third occurrence will result with a letter to the Dean of Students.

**Academic Integrity**

Cheating, plagiarism, or any other kind of breach of ethics will not be tolerated at Mesa Community College. Anyone caught committing such an act will be subject to the college’s strict consequences for such acts. **Students caught cheating on an assignment could result in immediate termination from the Maricopa Community Colleges.** As your professor, I do have the right to submit your work into turnitin.com to check for plagiarism.

**PLAGIARISM** (the use of a source or another's idea without citing/giving credit to that source) is a form of cheating, so remember to cite ALL sources (i.e. Books, internet sites, people, etc.) from which you may have obtained information, whether you directly quote them or not. You will be held responsible for plagiarized works you submit, including discussion postings, essays and any other class work.

**Assignments and Grading Scale:**

A weekly assignment calendar with due dates and a list of weekly assignments are provided to students to keep track of your weekly assignments. I suggest the class use the syllabus link in the navigation panel this link gives the class a timeline of all the assignments.

**Grading:** All assignments will be graded and recorded in the electronic gradebook inside Canvas within two weeks of the due date or usually sooner. Each week I will send out an Announcement giving feedback on the assignments and how to improve your work. Be sure to save all your assignments electronically just in case your submission did not post inside the course.

**Assignment Distribution:**

**Unit Discussion:** 30 possible points
**Student Teachback Assignment:** 25 possible points

**Teachback Post:** 10 possible points

**Journals:** 15 possible points

---

**Grading Rubrics:**

Rubrics will be used for all assignments required for this course and will attached with each assignment. The Rubrics is a guideline for the assignment.

---

**ALL LATE ASSIGNMENTS ARE SUBJECT TO PENALTIES** as follows:

- Assignment turned in day after due date (1 day late): 5 pts off
- Assignment turned in 2-3 days past due date: 10 pts. off
- Assignment turned in 4-7 days after due date: 20 pts. off

Assignments will not be accepted more than 1 week past their due date.

**Communication**

As an instructor, it is my pleasure to help students learn. I encourage you to contact me if you have any questions. Remember, if you come across any problems, the sooner you notify me, the better we can resolve it together, especially technology problems.

Only use the Canvas email already set up for you inside Canvas to communicate with your instructor and your classmates. I check my Canvas email during the week daily. If you contact me over the weekend I might take longer to respond, but will certainly get back with you by Monday. Remember, you will need log into Canvas to use this email feature. You cannot use this email to send to another email address outside Canvas.

**Important:** If Canvas should go down you can still email me at slurenz@mesacc.edu. When emailing outside of Canvas only use your school email address, I DO NOT open personal email addresses.

---

Link to Student Handbook for all college policies:
Special Accommodations:

It is a college policy to provide reasonable accommodations to students with disabilities. Contact our MCC campus Disability Services office, 480-461-7447, for assistance with any learning challenges that you may have. If the need arises and you have filled out the required forms, the Disability Services office will contact me so I can assist with your needs. Please have this done by the first week of class so there is no misunderstanding.

Course Accessibility: This course was developed with the purpose of insuring all online instructional materials are ADA compliance and accessible to all students according to our institutions guidelines and Standard 2,3,4.

MCC Disability Services website.

Course Outline

I The Tudors and Stuarts (Weeks 1-2-3)
   a. The Rise of the House of Tudor
   b. Henry VIII: a vigorous king
   c. The difficult years of Henry’s later reign.
   d. The Era of the Little Tudors.
e. Elizabeth, the virgin monarch.

II. England builds an empire
   a. The regime of William and Mary
   b. Queen Anne, the last Stuart ruler of England.
   c. The Hanoverian kings
   d. The Walpole era
   e. War and security of the crown.
   f. The struggle for empire.

III. Challenges and reform (Weeks 4-5-6)
   a. The American Revolution
   b. Pause between the storms
   c. The Great War with France
   d. Conditions in England at the start of the reform era.
   e. The anti-slavery movement.
   h. English political reforms
   i. The issue of free labor

IV. Great Britain as a world power (Weeks 7-8-9)
   a. Mid-Victorian years
   b. The latter 19th century
   c. Late 19th Century British Imperialism
   d. Britain in the latter 19th Century
   e. Great Britain in the 20th Century
**Examples Unit Discussion questions:**

Research the British industrial revolution in the 19th century. How was the middle class affected by the industrial revolution? How did the industrial revolution impact the working class (men & women)? Use examples from George Orwell's "The Road to Wigan Pier" to support your conclusions. Explain the architectural design of factories to accommodate workers. (First post minimum 400 words, second post minimum 250 words)

Examine the development of “retailing” in London (18th century) Using the diary of Samuel Pepys, discuss the ways in which London’s cultural and recreational life changed between 1660 – 1800. What does crime in 18th century London tell us about the uncertainty and opportunity in a growing commercial city? (First post minimum 400 words, second post minimum 250 words)

**Examples Student Teachback research assignment:**

**Oliver Cromwell & Glorious Revolution**

What changes (political, social and religious) did Oliver Cromwell make in England while "lord protector"? What were the key events that lead to the Glorious Revolution in England. What was the end result of the "revolution?"

**British Industrial Revolution**

Discuss the reasons for the emergence of the “Industrial Revolution” in Britain (18th century) explain how steam, canals and factories changed the face of the British economy. (19th century)

**British Cultural Revolution 1960’s**

Discuss the importance of the “British Invasion. What was life like in “swinging London” during the 1960’s?” Give examples (2) in the areas of music, fashion, art and literature during this period.
A HISTORY OF ENGLAND
VOLUME II • 1688 TO THE PRESENT
Sixth Edition

Clayton Roberts • David Roberts • Douglas R. Bisson
CONTENTS

PREFACE ix

CHAPTER 16 WAR AND SOCIETY 408

The War of the League of Augsburg 408
The Financial Revolution 410
The Politics of War and Peace 412
The War of the Spanish Succession 414
The Politics of Victory 418
The New World of Trade 421
The Social Pyramid 424
The Augustan Age 426
Marriage, Courtship, and the Family 429
The Act of Union with Scotland 435
The Treaty of Utrecht 436
The Hanoverian Succession 438
Further Reading 439

CHAPTER 17 AN AGE OF STABILITY: 1714–1760 441

The Achievement of Political Stability 441
The Winning of an Empire 448
The Search for an Ordered Culture 454
The People and Their Rulers 461
Further Reading 466

CHAPTER 18 THE ECONOMIC AND SOCIAL TRANSFORMATION OF ENGLAND: 1761–1815 468

More People and More Food 469
The Industrial Revolution 472
Further Reading 490
CHAPTER 19  THE INTELLECTUAL TRANSFORMATION  492

The Church of England  493
The Awakening of Dissent  498
Evangelicalism in the Church of England  501
The Oxford Movement  503
Romanticism  505
The Spirit of Rationalism  510
Further Reading  515

CHAPTER 20  POLITICS IN THE REIGN OF GEORGE III  517

George III's Political Apprenticeship: 1760–1770  517
The American Revolution: 1770–1783  522
The Political Crisis of 1782–1784  525
The Ascendancy of Pitt the Younger: 1784–1806  530
Royal Maladies and Royal Decline  536
Further Reading  539

CHAPTER 21  DIPLOMACY AND WAR IN THE AGE OF REVOLUTION  541

The French Revolutionary Wars  541
Castlereagh and the Reconstruction of Europe  549
The Foreign Policy of George Canning  551
Lord Palmerston at the Foreign Office  555
The Crimean War  559
Further Reading  564

CHAPTER 22  CONSERVATISM, LIBERALISM, AND REFORM  566

Conservative Toryism  567
Liberal Toryism  569
The Reform Act of 1832  572
Chartism and the Anti-Corn Law League  577
The Beginnings of a Welfare State  583
Further Reading  591

CHAPTER 23  AN AGE OF PROSPERITY  593

The Crystal Palace: Mid-Victorian Cornucopia  593
The Pursuit of Comfort: Victorian Society  598
The Victorian Social Consensus  605
The Formation of the Liberal Party  608
The Reform Act of 1867  612
Disraeli versus Gladstone  615
Further Reading  622
CHAPTER 24 VICTORIANISM 623
   The Conquests of Science 624
   Religion and Doubt 628
   Morals and Mores 635
   Theories and Methods 644
   Further Reading 653

CHAPTER 25 THE BRITISH EMPIRE 655
   Pax Britannica 656
   The Self-Governing Dominions 660
   India and Beyond 663
   The Scramble for Africa 668
   Imperialism and Empire 676
   Further Reading 680

CHAPTER 26 AN AGE OF CRISIS: 1873–1914 682
   A Flagging Colossus 682
   The Impoverished 688
   The Emergence of Labor 693
   Seventeen Years of Conservative Rule 696
   The Liberals' Chance 700
   Women, Workers, and Tories 706
   Further Reading 711

CHAPTER 27 BRITAIN AND WORLD WAR I 713
   Why England Went to War 714
   A Confusion of Strategies: 1914–1915 716
   The Home Front 719
   Working for the War 724
   The Western Front: 1916–1918 727
   TheCoupon Election and the Peace of Versailles 734
   The Irish War of Independence: 1916–1921 738
   Further Reading 743

CHAPTER 28 BRITAIN BETWEEN THE WARS 744
   The Economy 744
   Unemployment, Poverty, and Inequality 750
   The Rise of Labour and the Decline of the Liberals 756
   The Ascendant Tories 760
   Progress and Disillusionment 764
   Further Reading 773
CHAPTER 29  BRITAIN AND WORLD WAR II  774
The Coming of War  774
The Battle for Survival  780
The Mediterranean Strategy  786
War in the Far-Flung Empire  790
France Liberated, Germany Defeated  792
The Citizens' War  794
The Impact of War  798
Further Reading  801

CHAPTER 30  LIFE IN SOCIALIST BRITAIN  802
Technology and Wealth  802
Freedom and Authority  808
Equality and Inequality  811
Truth and Beauty  813
The Poor Will Always Be with Us  819
The Contented and Angry 1950s, the Swinging 1960s  821
The Winter of Our Discontent  826
Further Reading  831

CHAPTER 31  SOCIALIST BRITAIN: 1945–2007  832
The Commitment to Socialism: 1945–1951  832
Years of Affluence and Tory Rule: 1951–1964  839
The Collapse of the Empire  845
The Wilson Era and the Problem of Inflation  850
Margaret Thatcher's Eleven-Year Rule  861
The Fall of the Iron Lady  868
Blair in Power  871
Further Reading  879

APPENDIX  881
INDEX  884