

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: <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHSTprefix <input type="checkbox"/> 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	IC Response Chair/Director Signature: 4/13/2021

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Fall**

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

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 <i>either</i> 1, 2 or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p>	<p>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)</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</p>	<p>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)</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</p>	<p>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)</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</p>	<p>Syllabus weeks 8-15: course competencies 3,5,8,12,15 Textbook chapters 16,19,22; supplemental materials Unit</p>

ASU - [HU] CRITERIA			
			discussions, microteach and Journals (see syllabus)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
HIS	252	History of England 1700 to the Present	HU

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	This course examines the development of English civilization from the beginning of the 18 th century to the present, a period which saw the Enlightenment, the scientific advances of the 19 th century, the birth of the Industrial Revolution, and the revolutions in culture and taste associated with the Georgian Era, the Victorian Era, and the 20 th century.	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, 20 th 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.
Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	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.	In Module 1 students read certain chapters of John Milton's "Paradise Lost" 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 & customs of the 18 th century.
Concerns the development of human thought with emphasis on the analysis of philosophical and/or religious systems of thought.	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	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.

Humanities and Fine Arts [HU]

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<p>4d. Concerns the analysis of literature and the development of literary traditions.</p>	<p>The course looks at the thinkers and writers who created an "island" of literacy ...and who helped to shape the English identity.</p>	<p>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.</p>
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MARICOPA

COMMUNITY COLLEGES

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 world wide 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
-

MCCCD Governing Board Approval Date: **9/27/1994**

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.
10. Describe the evolution of education in 19th Century England.
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:

Clayton Roberts & David Roberts, *A History of England*, 6th ed,' volume II

(Text required)

Links in Canvas:

"Paradise Lost" John Milton

"Diary of Samuel Pepys"

"Poetry of Lord Bryon"

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 withdraw. 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 (ie. 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 be attached with each assignment. The Rubric 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 to 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:

Student Handbook ([Links to an external site.](#))[Links to an external site.](#)

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 ([Links to an external site.](#))[Links to an external site.](#)

The LMS (Canvas) meets ADA requirements:

http://www.instructure.com/canvas_vpat ([Links to an external site.](#))[Links to an external site.](#)

Your course learning management system is Canvas. This platform was built to meet the accessibility requirements for universal design and accessibility for online courses.

The contents in this syllabus are "subject to change" by your instructor. Students will be notified by the Instructor of any changes in course requirements or policies in the "announcement" section of the course.

In addition, students are expected to read, understand, and accept responsibility for all information and instructional documents provided.

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.
- f. Prison reform: humanitarian action.
- g. Development of public education in England.
- 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.

Following is a selection of assignments to support the application for HIS 252 HU tag.

Example of research assignment

Criteria #1

1. Students are required to do a research project during the semester. There are a variety of topics to research. When the assignment is submitted the entire class views the research and is engaged with the material by responding to the following guidelines.

- a) What academic insight/understanding was gained from the research?
- b) How did the topic contribute to the period discussed?

Following is “evidence of how course meets criteria”: Students use the “Bayeux Tapestry” as historical data to understand the Norman Conquest/Battle of Hastings.

Examples Unit Discussion questions:

Criteria #2

2. Students are required to do research on a specific topic/periods during the semester. There are a variety of topics to research. When the assignment is submitted the entire class views the research submitted by professor and students and is engaged with the material by responding to the following guidelines.

- a) What academic/cultural insight was gained from the research?
- b) How did the topic contribute to the period discussed?

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:

Criteria #3

3. Students are required to do research on a specific topic during the semester. There are a variety of topics to research. When the assignment is submitted the entire class views the research submitted by student and is engaged with the material by responding to the following guidelines.
- a) What academic/cultural insight was gained from the research?
 - b) How did the topic contribute to the period discussed?

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?" How do you explain the destruction of religious artifacts in Britain by the Puritans.

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 and social conditions in Britain. (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. Consider the cultural developments of the "British Invasion", the bands/artist involved, note the ways society reacted to this period.

Group project/discussion:

Criteria #4

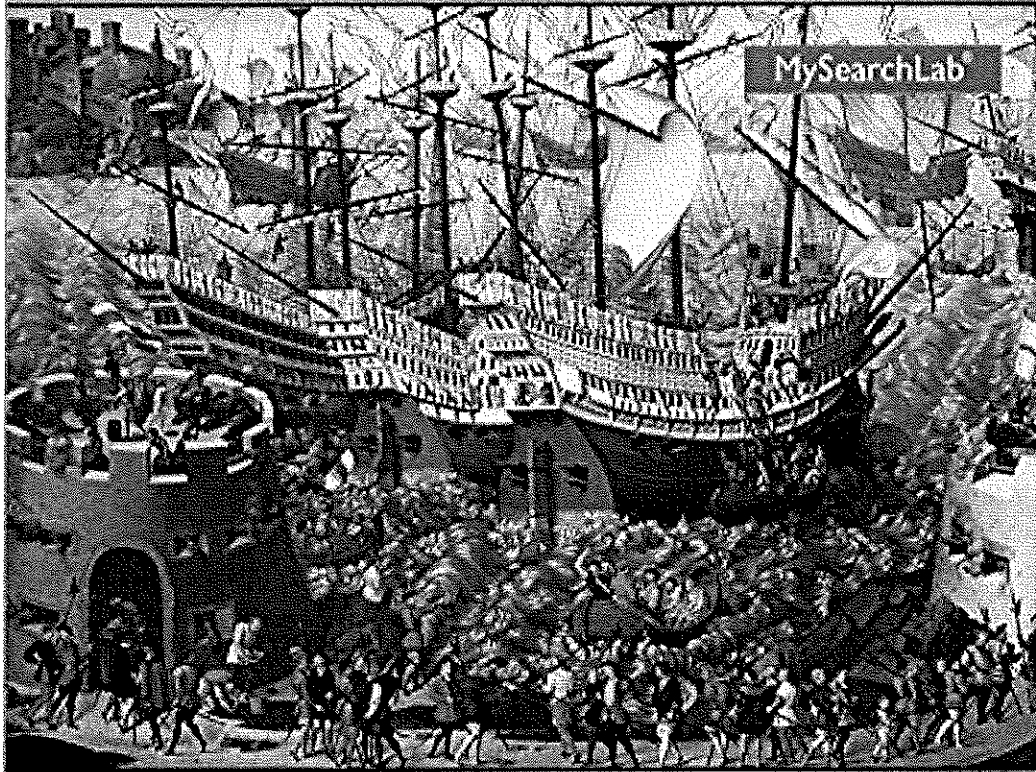
Group Chat: Poetry World War I (various poems assigned from Wilfred Owen/Siegfried Sassoon)

Students read assigned poetry from British poets of WW I . Group discussion is created to discuss how these poets described their views before heading to the western front and attitudes while at "front" and their view of the war.

A HISTORY OF ENGLAND

VOLUME II • 1688 TO THE PRESENT

Sixth Edition



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