

Modern British History



Faculty Contact Information

Name:

Email:

Office Hour information:

Course Information

Course Description

During the nineteenth century, Britain emerged as the world's premier imperial, commercial, and maritime superpower. In the twentieth century, Britain transformed into an important – but secondary – nation state in a post-industrial, post-Cold War world. It experienced the transformative upheavals of post-industrial revolution, two devastating world wars, and the loss of empire, yet it re-emerged as an important part of the European Union and with a multi-ethnic and multi-faith society that is a nodal point in the global economic order. This course introduces students to the main events, trends, themes, and debates in British history during these years.

Course Goals

This course provides an overview of the development of British society since the nationalisation of the East India Company, concentrating on a series of key themes including the consequences of industrialisation, New Imperialism, and social and political reform. Particular focus includes the impact of Total War on modern society and the development of the post-WWII Welfare State. During the course, students become aware of the multi-sided and contested nature of Britain's past and how debates about British history relate to contemporary cultural and political discourse.

Student Learning Outcomes

At the end of this course, students will:

1. Recall the events in Britain from 1848 to the present and explain Britain's changing place in the world
2. Differentiate the main and evolving frameworks of British society such as class, gender, ethnicity, and nationalism in the formation of modern Britain
3. Interpret the long-term impact of the creation and break-up of the British Empire on contemporary geo-political situations

Course Assignments, Grading, and Assessment

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Mid-Term exam	30%	Please see rubric on MyStudy

Group Presentation	15%	Please see rubric on MyStudy
Research Paper	35%	Please see rubric on MyStudy

Brief Assessment Overview

Assessment 1: Group Presentation

Due:

In pairs you will choose a theme/framework we have studied in previous weeks of the semester that has particularly interested you. You will identify two historical figures whose lives / actions / ideas relate to your chosen theme. They can be from any walk of life – political, military, legal, administrative, medical, literary or cultural figures whose ideas and/or actions are relevant to your theme, or ordinary people whose lives were impacted by the events or ideas behind your chosen theme/framework. Explain their significance to your chosen theme/framework, and why you're interested in them.

Your presentation should be accompanied by images. Be prepared. You have just 10 minutes so make sure your presentation is slick, coherent, well-argued, and maintains pace to keep audience interest.

In addition to the in-class presentation each student must submit a brief written summary on MyStudy on the relevance/significance of the two historical figures they have chosen to the theme/framework (500 words in total), plus a bibliography.

Assessment 2: Mid-term Exam

Due:

The Mid-Term Exam will be an essay exam based on materials from the first weeks of the course, including: lectures, readings, field trips and class discussions. You will be asked to respond to an excerpt/quote and discuss its meaning/significance in relation to the themes/historical problems explored over the course. You will be asked to contextualise the quote and think about what major problems in British history it raises? What assumptions about British society does it contain/reveal? What historical changes does it mark/signpost? You will be expected to refer to specific images/galleries/texts/events as evidence in your essay.

Assessment 3: Research Essay and Leading Class Discussion (2,500 words)

Due:

Choose one of the arts and heritage sites that we have visited during this course.

Propose either to:

- Create a new display/exhibition
- OR
- Re-interpret an existing gallery/exhibition

Further details to be shared with students in class and on MyStudy

Grading

Grade	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A (93- 100%) A- (90-92%)	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B+ (87-89%) B (83-86%) B- (80-82%)	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
C+ (77-79%) C (73-76%) C- (70-72%)	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D (60-69%)	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact

		proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	insufficient or awkward use of textual evidence	
F (0-59%)	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and

examinations. In addition, under UK Home Office regulations class attendance is mandatory.

- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

Vernon, J. Modern Britain – 1750 to the Present. Cambridge University Press

Additional readings for essay questions, presentations, and mid-term test will be available either in printed copy or on Moodle.

Additional Resources and Readings

Brendon, P. (2008). The Decline and Fall of the British Empire 1781-1997. Vintage

Colley, L. (2009). Britons: forging the nation 1707-1837. (3rd Ed.). Yale University Press

Clarke, J. (Ed.). (2011). A World by Itself: a history of the British Isles. Pimlico

Darwin, J. (2011). The Empire Project; the rise and fall of the British World system, 1830-1970. Cambridge University Press

Kynaston, D. (2008). Austerity Britain, 1945-51. Bloomsbury Publishing

Kynaston, D. (2010). Family Britain, 1951-1959. Bloomsbury Publishing

Morgan, K. O. (Ed.). (2010). The Oxford History of Britain. Oxford University Press

Royle, E. (1997). Modern Britain: a social history, 1750-1997. (2nd Ed.). Bloomsbury

Sandbrook, D. (2009). White heat. London: Abacus.

Schama, S. (2009). A History of Britain – Volume 3: The Fate of Empire 1776-2000. Bodley Head

Turner, A. W. (2013). Crisis? What Crisis? Britain in the 1970s. Aurum Press

[MyStudy@FIE](#)

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

[FIE's Values in the Curriculum](#)

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

[Topics](#)

- **Introduction and Overview:** The long nineteenth century and the 'Pax Britannica'; The Industrial Revolution and political reform in late Victorian Britain
- **'The White Man's Burden':** British Imperialism at its apogee; The Edwardian Era: social reform and political change; The interwar years (1919-39)
- **'We few, we happy few':** Britain in the age of total war; Creating a World Order: New countries; new governance
- **'Winds of Change':** The retreat from Empire and the remaking of British Society; The Welfare State, consensus politics, and the changing post-war landscape
- **'There is no such thing as Society':** Affluence and Declinism: "never had it so good" and 'that so-called economic miracle we need'; Thatcherism and the de-industrialisation of Britain: a new beginning
- **Britain in the 21st century global context:** Modern society in Britain, and contemporary reflection of the UK's role in Europe, the Commonwealth (former Empire), and the 'Special Relationship'; Consideration of the geo-political/social consequences of the British Nation and Empire

[Possible co-curricular activities](#)

- Visits to locations and artifacts of historical significance, such as London Museum Docklands, the British Museum, the Imperial War Museum, the Cabinet Rooms or the Black Cultural Archives.
- Historical walking tour to a district such as Brixton, East London or Camden
- National Portrait Gallery
- The Cabinet War Rooms
- The Science Museum
- British Library

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE's qualified and accredited counsellor is Dr Deborah Hill, who offers appointments via video call and over the phone. The first three appointments are free of charge and ongoing sessions can be arranged directly with Dr Hill. To make an appointment with Dr Hill, simply email studentlife@fie.org.uk.

If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.