COURSE DESCRIPTION
This course is a survey of modern British history between 1688 and the present. Of particular concern will be linking the high politics and ideologies of the modern world to the daily experiences of the peoples of Britain and its colonies. Each week you will read and discuss selections from texts which reflect the main themes of the course and provide examples of various perspectives from modern British history.

COURSE OBJECTIVES
Contrary to what you may have learned in secondary school, history is not a mass of facts waiting to be memorized and organized into a chronological narrative. History is a discipline that requires its practitioners to exercise their critical and analytical skills to interpret the past. Historians must be able to uncover and comprehend a wide variety of historical sources whether they are textual, visual, material, or aural. Applying their understanding of these sources to various questions, which are themselves often the result of specific historical circumstances, historians do their best to approximate an objective representation of the human past.

In this course, you are all historians. Therefore, the assignments will encourage you to improve your ability to communicate effectively through writing and speech, to critically think about the course material, and to integrate and apply your knowledge in a variety of contexts. This course will challenge you on many levels. You will need to refine your understanding of the methodologies of the historical profession and use this knowledge to better understand a diverse array of societies, including their political, social, and cultural traditions. As such, this course conforms to IUPUI’s Principles of Undergraduate Learning. For more information, please see http://www.iupui.edu/~history/ugmain.html.
REQUIRED READINGS

- Course Reader (available through Oncourse)
- Kenneth O. Morgan, *The Oxford History of Britain*
- Dane Kennedy, *Britain and Empire, 1880-1945*
- John Conroy, *Belfast Diary*

ANNOUNCEMENTS

You are responsible for all announcements that I make during lecture or through Oncourse. If there is any adjustment to the syllabus, I will announce it in class or through email. If for any reason you do not attend the entire lecture, you are still responsible for any announcements that I make. Be sure to contact a fellow student who is responsible and can relay you the information. Likewise, you are responsible for checking your email regularly and guaranteeing that your Oncourse email settings are correct. You may email me or come to my office hours for any announcements you missed.

GRADING

The grade breakdown is as follows:

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<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test 1</td>
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<tr>
<td>Test 4</td>
<td>20%</td>
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<tr>
<td>Attendance</td>
<td>15%</td>
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<tr>
<td>Participation</td>
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<tr>
<td>In-class Participation</td>
<td>10%</td>
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<tr>
<td>In-class Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Oncourse Discussion</td>
<td>10%</td>
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</table>

Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Your exams are generally in-class multiple choice and short answer examinations. They cover the readings and lecture material. I will provide you with test materials. Be sure to come prepared with a #2 pencil for multiple choice questions and a blue or black pen for essay questions. The lecture before each exam, I will provide you with a list of ids and topics on which I will choose to test you. I will give you specifics about the exams in lecture.

Any assignments should be handed to me at the beginning of lecture on the day that they are due. If you turn your papers in late (once class has begun your papers are late), you will lose 10 points per day. If you neglect to complete any of the above assignments, you will fail the course. If you cannot take the exam on the assigned date, you should contact me in advance so we can set up an alternate time. If you miss an exam or presentation due to extraordinary
circumstances, it is your responsibility to contact me as soon as possible to discuss scheduling a make-up.

Part of your responsibilities as a student includes participation in Oncourse discussion forums, chat rooms, and/or email conversations as well as in-class discussions. To get class credit for Oncourse discussions, you are required to submit at least three well-conceived posts for each assignment. You may either answer a question that I post or another student posts or you may formulate your own questions. I will provide you with examples of good online posts in class. As to in-class discussions, I expect you to participate at least twice during the semester. When you participate in class, I will hand you a 3x5” card. Fill it out and hand it to me after class is over. If you forget to hand your card to me, you will not receive participation credit.

If you desire to dispute a grade, you may submit an explanation to me in writing. State your points of contention and your reasons for them. Upon review of your assignment, I reserve the right to raise, lower, or keep your grade the same. If you are not in class on the day I give back your assignment, you must get your grade from me promptly.

I highly recommend taking advantage of all study and writing resources available on campus.

- **University Writing Center**
  The University Writing Center provides tutoring for students, staff, and faculty on all kinds of writing assignments and projects. A tutoring staff consisting of faculty and peer tutors work with their clients to understand assignments; brainstorm ideas; relate purpose and audience; develop, organize, revise, and edit pieces of writing. The University Writing Center also offers essay exam workshops, a reference library on writing concerns, and a national Hotline for answers to brief questions. The University Writing Center Hotline can be reached online (writectr@iupui.edu) or by telephone at (317) 274-3000. The University Writing Center is located in Cavanaugh Hall, CA 427. For more information or an appointment, call (317) 274-2049. The University Writing Center also has a branch in University College. Call (317) 274-3288 for more information.

- **The Bepko Learning Center**
  The Bepko Learning Center offers free Academic Mentoring to aid students in various courses. Mentoring is different from tutoring in that students are not provided with the answers to their questions, but are guided in the right direction by their mentor and through collaborative interaction with other students. This process allows the students to learn valuable skills that will be beneficial to them throughout their academic careers. Hours of operation during Fall and Spring semester: Monday – Thursday 8:00 AM – 7:00 PM and Friday 8:00 AM – 4:00 PM. Closed Weekends, Holidays and Summer I and II.

- **IUPUI Library Reference Desk**
LECTURES

This course meets three times a week. ATTENDANCE IS MANDATORY!!! I expect you to be prepared to discuss the course themes, lectures, and readings during every lecture. While I have devoted some lectures to discussing specific texts, we will have short discussions every day. You will be excused for missing one lecture for any reason. After that, I will begin lowering your attendance grade by 10% for every missed lecture. However, try not to miss days devoted exclusively to discussion. Missing these discussions will adversely affect your success on the exams and papers.

Preparation and participation are integral components to success in this course. Make sure you spend time reading and analyzing the required texts BEFORE you arrive at lecture. I expect each of you to share your thoughts throughout the semester. Discussions with your peers are some of the most entertaining and educational times you spend in class, so come prepared to debate. BRING YOUR READER WITH YOU!!! If you would like to discuss readings with me, be sure to take advantage of my office hours.

At IUPUI, Adaptive Educational Services (AES) works to make campus life and learning accessible for students with disabilities. AES assists students in achieving their educational goals through such services as note taking, interpreting, and test proctoring. Visit the AES webpage at: http://life.iupui.edu/aes/ or call them at 317.274.3241.

CLASSROOM ETIQUETTE

The classroom is a space for learning. Therefore, it is every student’s responsibility to foster a productive educational atmosphere. This means that cell phones, pagers, Blackberry messaging devices and the like should be turned off. Newspapers, books, and materials from other courses should be put away. If you use a computer in the classroom, it should only be used for taking notes or supplementing the lecture discussion. If you are late to class, try to make as little a disturbance as possible. If you need to leave early, please inform me before class begins and sit near the door to avoid disturbing your fellow students.

Anything you post online or say in class must conform to the standards of polite and constructive dialogue. This does not mean that you cannot disagree with another person. It just means that you must disagree politely. If I feel that you are not abiding by the standards of polite etiquette, I will notify you and may deduct points from your grade. For those of you looking for more information on internet etiquette, see http://www.library.yale.edu/training/netiquette/index.html.

In cases of student misconduct in the classroom or online, I will follow the procedures outlined in http://www.indiana.edu/~ufc/docs/AY05/Circulars/U10-2005.approved.htm.
SOURCES

This course makes extensive use of a variety of source material – some of which you may not often see in history courses. In addition to the typical sources you find in a history lecture or textbook, such as political tracts, letters, or laws, this course examines artwork, films, philosophical treatises, literature, and material objects. This is because all of these sources are historical documents. For example, literature can make profound statements about the ideals, values, and problems of a particular society. An artwork is as much a reflection of a society as a piece of legislation, and both provide important historical insights. Therefore, you will be exposed to an interdisciplinary view of history, the purpose of which is to give you a well-rounded introduction to historical topics and themes.

You are expected to understand the difference between primary and secondary sources, an important distinction in a history course. Primary documents, simply put, are historical materials (textual, visual, or material) that were created in the period being studied. Secondary documents are historical materials (textual, visual, or material) created at a later date which analyze an earlier period. For example, a letter written by Charles I in 1640 is a primary document. A textbook written in 1960, which analyzes Charles I’s letter is a secondary source. For more information on primary and secondary sources, see http://college.hmco.com/history/us/berkin/history_handbook/1e/students/activities.html

PLAGIARISM/CHEATING

I will not tolerate either of these. Cheating includes copying answers from another student or bringing notes to an exam. Plagiarism is using the words or ideas of another person in your work and presenting them as your own. I will fail you for either of these. Additionally, I will report you to the Dean of Student Affairs. If you have any questions as to what constitutes plagiarism or cheating, see me or see the “Code of Student Rights, Responsibilities, and Conduct” online at http://www.iupui.edu/code/.
LECTURES

8/23 Lecture 1: Introduction

8/28 Lecture 2: After the Revolution
Assignment: Turn in “Syllabus Agreement Form”

8/30 Lecture 3: The Enlightenment
Reading: Voltaire

9/6 Lecture 4: The Financial Revolution to the South Sea Bubble

9/11 Lecture 5: A Century of Warfare
TEST 1

9/13 Lecture 6: Slavery

9/18 Lecture 7: Son of Africa (Film)

9/20 Lecture 8: The Atlantic Slave Trade (Discussion)
Reading: Atlantic Slave Trade

9/25 Lecture 9: The Industrial Revolution and Reform Movements I

9/27 Lecture 10: The Industrial Revolution and Reform Movements II
TEST 2

10/2 Lecture 11: From Classicism to Romanticism

10/4 Lecture 12: Conservatives, Liberals, and Socialists (Debate)
Reading: Jeremy Bentham, John Stuart Mill, Robert Owen, Karl Marx

10/9 Lecture 13: The Darwinian Revolution

10/11 Lecture 14: The British Empire

10/16 Lecture 15: Mass Society

10/18 Lecture 16: The Arts and Crafts Movement

10/23 Lecture 17: Passage to India (Film)

10/25 Lecture 18: Passage to India (Film)

10/30 Lecture 19: The Irish Question
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<tr>
<th>Date</th>
<th>Lecture Title</th>
<th>Supplemental Information</th>
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<tr>
<td>11/1</td>
<td>Lecture 20: WWI</td>
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<td><strong>TEST 3</strong></td>
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<td>11/6</td>
<td>Lecture 21: The Easter Rising</td>
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<td>11/8</td>
<td>Lecture 22: <em>Britain and Empire, 1880-1945</em> (Discussion)</td>
<td>Reading: <em>Britain and Empire, 1880-1945</em></td>
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<td>11/13</td>
<td>Lecture 23: The Mandates</td>
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<td>Lecture 24: Between the Wars</td>
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<td>Lecture 25: WWII Group Assignment Part 1</td>
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<td>11/22</td>
<td>Lecture 26: WWII Group Assignment Part 2</td>
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<td>11/29</td>
<td>Lecture 27: Postwar Britain</td>
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<td>12/4</td>
<td>Lecture 28: <em>Freedom Now!</em> (Film)</td>
<td>Reading: George Orwell</td>
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<td>12/6</td>
<td>Lecture 29: Youth Culture and the Thatcher Years</td>
<td>Online Discussion: <em>Belfast Diary</em></td>
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<td>12/11</td>
<td>Lecture 30: Conclusion</td>
<td><strong>Test 4</strong></td>
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SYLLABUS AGREEMENT FORM

This form is due on the second day of class (8/28/2006) if you want to remain enrolled in my H114 section.

I, _____________________________, have read the syllabus for Dr. Kelly’s B310 course. I understand and agree to my responsibilities as a student.

__________________________________
Signature

__________________________________
Date