**GENERAL STUDIES COURSE PROPOSAL COVER FORM**  
(ONE COURSE PER FORM)

<table>
<thead>
<tr>
<th>1.) DATE: 04/08/2012</th>
<th>2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.) COURSE PROPOSED: Prefix: HIS Number: 252 Title: History of England 1700 to Present Credits: 3</td>
<td></td>
</tr>
<tr>
<td>CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
<td></td>
</tr>
<tr>
<td>Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
<td></td>
</tr>
<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: DR. MARK KLOBAS PHONE: (480) 423-6420</td>
<td></td>
</tr>
<tr>
<td>FAX: (480) 423-6298</td>
<td></td>
</tr>
</tbody>
</table>

**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-T) Policies and Procedures require 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: Social and Behavioral Sciences (SB)
- Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) Documentation Required

- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list or required readings/books
- Description of how course meets criteria as stated in item 6.

8.) This course currently transfers to ASU as:

- DECHST prefix
- Elective

Current General Studies designation(s): SB & H

Effective date: **2012 Spring** Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no

Is it governed by a common syllabus? ☑ yes ☐ no **District-wide course competencies/outline**

Chair/Director: **DR. JANICE MILLER Ricker**  
Chair/Director Signature: Approval emailed to J.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Course Description, Course Competencies, Course Outline, Syllabus (Class Schedule, Supplemental Readings List), Textbook TOC (Details given in table on pages 3 ff.)</td>
</tr>
</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - Course Competencies, Course Outline, Syllabus (Class Schedule, Supplemental Readings List), Textbook TOC (Details given in table on pages 3 ff.)

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   - Course Competencies, Course Outline, Syllabus (Class Schedule, Supplemental Readings List), Textbook TOC (Details given in table on pages 3 ff.)

4. Course illustrates use of social and behavioral science perspectives and data.

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
### Course Prefix | Number | Title | Designation
---|---|---|---
HIS | 252 | History of England 1700 to Present | SB

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>1. Course is designed to advance basic understanding and knowledge about human interactions</td>
<td>This course provides a basic understanding of the history of England and the English people from the end of the 17th century to the present. It provides students with knowledge of the key events and broader developments taking place by using comparative analysis to study the political, social, and economic developments taking place during this period, as well as an understanding of how those developments continue to define human interactions today.</td>
<td>Course description: Analysis of the major political, cultural, social, and intellectual factors in English historical development from 1650 to present. Course competencies: 3. Describe the religious conditions and changes during the Tudor era (Outline II). 5. Describe the Stuart and Tudor attitudes toward monarchy and methods of rule (Outline I). 7. Describe the reasons for Stuart restoration and the political developments that resulted (Outline I). 8. Describe the glorious revolution and the political, social, and economic developments which resulted (Outline I, II). 9. Describe the changes in governmental structure which took place as a result of the Hanoverian kings prior to 1800 (Outline II). 10. Describe the causes, events, and results of the union of England and Scotland (Outline II). 11. Describe the growth and development of the English colonial empire prior to 1800 (Outline II). 12. Identify the points of conflict between England and her American colonies and describe the war which resulted (Outline III).</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: History</td>
<td>This course uses a variety of comparative and analytical methods to understand the development of English society and the major social trends of the period. In this way we can better understand how society and social institutions evolved into the forms they possess today, as well as how those developments exerted a broader impact on societies elsewhere.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
Weeks 1-16 (Syllabus, pp. 4-5) |
| **Textbook:**
Chapters 17, 18, 19, 22, 25, 26, 30, 31 | **Course competencies:**
| **Supplemental Readings:**
Book Reviews (Syllabus, p.2) | **Class Schedule:**
Weeks 1-16 (Syllabus, pp. 4-5) |
3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g., historical analysis).

<table>
<thead>
<tr>
<th>Textbook:</th>
<th>Chapters 16, 18, 23, 24, 26, 28, &amp; 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Readings:</td>
<td>Book Reviews (Syllabus, p.2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Describe the causes, events, and results of the civil war in England (Outline I).</td>
</tr>
<tr>
<td>7. Describe the reasons for Stuart restoration and the political developments that resulted (Outline I).</td>
</tr>
<tr>
<td>8. Describe the glorious revolution and the political, social, and economic developments which resulted (Outline I, II).</td>
</tr>
<tr>
<td>10. Describe the causes, events, and results of the union of England and Scotland (Outline II).</td>
</tr>
<tr>
<td>12. Identify the points of conflict between England and her American colonies and describe the war which resulted (Outline III).</td>
</tr>
<tr>
<td>16. Describe the legal and political changes in England in the 19th Century (Outline III).</td>
</tr>
<tr>
<td>18. Describe the challenges facing England in the 20th Century (Outline IV).</td>
</tr>
</tbody>
</table>

**Class Schedule:**
Weeks 1-16 (Syllabus, pp. 4-5)

**Textbook:**
Chapters 16-31

**Supplemental Readings:**
Book Reviews (Syllabus, p.2)

4. Course illustrates use of social and behavioral science perspectives and data.

<table>
<thead>
<tr>
<th>Course competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Describe the religious conditions and changes during the Tudor era (Outline I).</td>
</tr>
<tr>
<td>4. Describe the growing overseas involvement of the English during the Tudor era (Outline I).</td>
</tr>
<tr>
<td>5. Describe the Stuart and Tudor attitudes toward monarchy and methods of rule. (Outline I).</td>
</tr>
<tr>
<td>6. Describe the causes, events,</td>
</tr>
</tbody>
</table>
| able to analyze and evaluate this critical period of English history in order to have a better understanding of the development of its government, economy, and society over time. | and results of the civil war in England (Outline I).
7. Describe the reasons for Stuart restoration and the political developments that resulted (Outline I).
8. Describe the glorious revolution and the political, social, and economic developments which resulted (Outline I, II).
9. Describe the changes in governmental structure which took place as a result of the Hanoverian kings prior to 1800 (Outline II).
10. Describe the causes, events, and results of the union of England and Scotland (Outline II).
11. Describe the growth and development of the English colonial empire prior to 1800 (Outline II).
12. Identify the points of conflict between England and her American colonies and describe the war which resulted (Outline 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 (Outline III).
14. Describe the English struggle over slavery and the slave trade (Outline III).
16. Describe the legal and political changes in England in the 19th Century (Outline III).
17. Describe imperialism and developments within the British empire during the 19th Century (Outline IV).
18. Describe the challenges facing England in the 20th Century (Outline IV).

**Class Schedule:**
Weeks 2-16 (Syllabus, pp. 4-5)
| Textbook:  
| Chapters 16-31 |
| Supplemental Readings:  
| Book Reviews (Syllabus, p.2) |
Official Course Description: MCCCDD Approval: 9-27-1994

HIS252 1994 Fall - 9999
LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load
Acad

History of England 1700 to Present

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

Prerequisites: None.

Course Attribute(s):
General Education Designation: Historical Awareness - [H]
General Education Designation: Social and Behavioral Sciences - [SB]

Go to Competencies   Go to Outline

MCCCD Official Course Competencies:

HIS252 1994 Fall - 9999

History of England 1700 to Present

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)

Go to Description    Go to top of Competencies

MCCCD Official Course Outline:

HIS252 1994 Fall - History of England 1700 to Present

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
HISTORY 252.38082
Scottsdale Community College, Spring 2012
History of England, 1700-present
Mark Klobas, instructor

Office hours: M-Th, 12-1:30
Room SB 149
mark.klobas@sccmail.maricopa.edu 423-4630

TEXTBOOK

SUPPLEMENTAL READINGS

In addition, a list of suggested books and movies is included below.

INSTRUCTIONAL PROCEDURES:

Lecture: This is a course exploring English history from the Hanoverian succession to the present. The basis of this exploration will be the lecture format, within which the instructor will provide a broad overview of the history within the context of specific questions.

Discussion/student participation: At various points there will be a general in-class discussion of the readings for the day, with the focus on student input and observation.

REQUIREMENTS:

Exams: There will be three exams (two midterms and a non-cumulative final) given during the semester, with each exam worth 20% of your grade for the course. Students who have an excused absence that causes them to miss an exam can make up the exam at a later date, with arrangements to be made on a case-by-case basis.

Discussion: Student participation in class is required, with such participation worth 20% of your grade in the course. The first part of that grade (10%) will be earned by a mandatory meeting with the instructor during his office hours, to be made during the first three weeks of the semester. The remainder of the grade (10%) will be assessed based on the student’s contribution to the class discussions over the readings assigned for that day. While participation in every discussion is not expected, students are required to be regular, frequent, and informed contributors.
Book Reviews: On the day that each supplemental reading (indicated in **bold**) is scheduled to be discussed, students are required to submit to Turnitin.com a 3-4 page review of that work, which should summarize the reading and offer the reader’s opinion of what they read. The reviews will be graded on content, organization, and grammar; the lowest grade will be dropped and the other two will each be worth 10% of your grade for the course. **NOTE:** *Plagiarism will not be tolerated, and students found guilty of plagiarism will be subject to the sanctions for academic misconduct outlined in the SCC Student Handbook.*

**Attendance:** Attendance will be taken at each class meeting and will be a factor in determining the final grade in borderline cases. If you miss **two** classes during the first **two** weeks of the semester, you will be automatically withdrawn from the course. If you miss more than three classes, the instructor reserves the right to drop you from the course. It is the student’s responsibility to drop the course if they stop attending class. **Absences do not relieve students of the responsibility for missed assignments and exams.** If you miss a class, it is imperative that you get the notes from a classmate.

**GRADES:** Your final grade in the course will be determined by taking the average of the three exam scores, your participation grade, and the quizzes: 90=A, 80=B, 70=C, 60=D, 60=F. As noted above, attendance will be a factor in determining the final grade in borderline cases.

**Suggested readings:** John Gay, *The Beggar’s Opera*  
Voltaire, *Letters Concerning the English Nation*  
Edward Gibbon, *Memoirs of My Life*  
Jane Austen, *Persuasion*  
Charles Dickens, *Hard Times*  
E. M. Forster, *Howard’s End*  
Vera Brittain, *Testament of Youth*  
Evelyn Waugh, *Brideshead Revisited*  
George Orwell, *Nineteen Eighty-Four*  
Alan Sillitoe, *Saturday Night and Sunday Morning*

**Suggested films:**  
“The Lady Vanishes” (1938)  
“The Stars Look Down” (1940)  
“Mrs. Miniver” (1942)  
“Life and Death of Colonel Blimp” (1943)  
“Brief Encounter” (1945)  
The James Bond films (particularly “Dr. No” and “You Only Live Twice”)  
“Get Carter” (1971)  
“The Ruling Class” (1972)  
“The Long Good Friday” (1980)  
“My Beautiful Laundrette” (1985)
STUDENT RESPONSIBILITY:

Students are expected to be responsible for the information in this syllabus. Students are also expected to be responsible for the college policies included in both the college catalog and the student handbook. Finally, students are expected to contribute to a learning environment by being respectful of those around them, both in their class conduct and in class discussion.

SCC GENERAL EDUCATION “WOVeN” STATEMENT:

General Education enhances students’ abilities to critically analyze information and ideas and effectively communicate in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum at Scottsdale Community College.

SPECIAL CONSIDERATIONS:

Please advise me if you have any type of documented disability so that I may be able to assist in accommodating any special needs you may have. Special needs students may also contact Disability Resources, Room SC143, http://www.scottsdalecc.edu/disabled/
## CLASS SCHEDULE

| January  | 17 | Introduction: Britain in 1700  
READ: Roberts² & Bisson, 408-439 |
| 19 | The Age of Walpole: British politics, 1714-1729  
READ: Roberts² & Bisson, 441-448 |
| 24 | Walpole’s supremacy and fall, 1729-42  
READ: Roberts² & Bisson, 410-411, 421-423 |
| 26 | The Hanoverian economy  
READ: Roberts² & Bisson, 454-466, 468-472, 492-503 |
| 31 | Society in Hanoverian Britain  
READ: Roberts² & Bisson, 448-454 |
| February | 2 | Patriotism and politics: Britain, 1742-1763  
READ: Roberts² & Bisson, 472-490 |
| 7 | The First Industrial Revolution  
READ: Roberts² & Bisson, 517-530 |
| 9 | Britain and the American Revolution  
READ: Roberts² & Bisson, 1783-1800 |
| 14 | Britain in the age of Napoleon  
READ: Roberts² & Bisson, 530-531 |
| 16 | The defeat of Napoleon, 1808-15  
READ: Roberts² & Bisson 541-549; Nicolson, Seize the Fire |
| 21 | FIRST EXAM |
| 23 | Reaction and Reform: Britain, 1815-1837  
READ: Roberts² & Bisson, 503-515, 549-559, 566-583 |
| March | 1 | Early Victorian Britain  
READ: Roberts² & Bisson, 559-564, 583-591 |
| 6 | The Second Industrial Revolution: The British economy in the mid-19th c. |
| 8 | The Second British Empire  
READ: Roberts² & Bisson, 655-680 |
| March | 12-16 | SPRING BREAK – NO CLASS  
READ: Roberts² & Bisson, 593-653; Collins, The Moonstone |
| 20 | High Victorian Britain  
READ: Roberts² & Bisson, 682-700 |
| 22 | Late Victorian Britain  
READ: Roberts² & Bisson, 700-711 |
| 27 | Edwardian Britain  
READ: Roberts² & Bisson, 713-733 |
| April | 3 | Britain in the First World War  
READ: Roberts² & Bisson, 410-411, 468-472, 492-503 |
| 5 | SECOND EXAM  
Britain in the 1920s |
READ: Roberts$^2$ & Bisson, 764-772

10
Britain in the 1930s
READ: Roberts$^2$ & Bisson, 744-764, 774-780

12
The "People’s War": Britain in the Second World War
READ: Roberts$^2$ & Bisson, 780-801; Robbins, Churchill

17
Austerity Britain, 1945-51
READ: Roberts$^2$ & Bisson, 832-839

19
Britain, 1951-64
READ: Roberts$^2$ & Bisson, 802-823, 839-844

24
The end of empire: decolonization, 1945-1997
READ: Roberts$^2$ & Bisson, 845-850

26
The "Swinging Sixties": Britain, 1964-70
READ: Roberts$^2$ & Bisson, 823-826, 850-856

May
1
The Era of Discontent: Britain, 1970-1979
READ: Roberts$^2$ & Bisson, 826-830, 856-861

3
The Thatcher era: Britain, 1979-1997
READ: Roberts$^2$ & Bisson, 861-879

FINAL EXAM: Thursday, May 10, 9:30-11:20 a.m.
A HISTORY OF ENGLAND
VOLUME II
1688 TO THE PRESENT
FIFTH 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
Tastes and Moods  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
The Coupon 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