TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY
2006 TRIMESTER 2

HIST 234: Special Topic: Britain and Ireland, 1750-1922:
Colonisation, Nationalism and Conflict
CRN 9522

LECTURER:	Prof Don MacRaild
ROOM:	OK 415
PHONE:	463-5448
EMAIL:	Donald.macraild@vuw.ac.nz

TUTOR:	Karen Cheer
ROOM:	OK 413
PHONE:	463-6755
EMAIL:	Karen.cheer@vuw.ac.nz

LECTURE TIMES: Tuesdays and Wednesdays 8:00 – 9:00am
VENUE Easterfield LT206
TUTORIALS Times will be arranged in the first week of semester, and groups and rooms will be posted on the History notice board later that week. Any changes to the tutorial programme will be announced in lectures and posted on the History notice board outside OK405.

OFFICE HOURS: will be announced at the first lecture and posted on office doors and the History website. You are also welcome to telephone or email me.

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures and posted on the History notice board.

PLEASE NOTE: TUTORIALS WILL COMMENCE IN THE SECOND WEEK OF TERM

COURSE AIMS

This course is designed to provide a broad overview of historical changes in British and Irish society, 1750-1922, focusing on parallels, links and divergences in their pathways of developments.

COURSE OBJECTIVES

The aim of this course is to introduce students to the history of modern Britain and Ireland from the mid-18th century to the early-20th century. Because of the richness of the historiography, the course will only offer a very general overview of the historical developments of this period by highlighting certain important themes.

Students passing this course should be able to comprehend clearly
* Patterns of economic growth, change, development and stagnation
* Convergent, parallel and divergent paths of development in the two islands
* The issue of colonisation in Ireland and how this shaped Irish and British history
* Numerous examples of the interaction between the two islands, for example through political union and migration

COURSE CONTENT

This course examines the historical development of British and Irish relations, focusing upon the growth of informal and formal rule over Ireland. The imposition and failure of the Act of Union (1801) provides an important central theme and the eventual partitioning of Ireland concludes the period of study. The nature of British rule in Ireland is an important ingredient, as are the various ways in which the Irish resisted the colonial state. Ireland's nurturing of a modern nationalist movement becomes a key theme as the course progresses. The economic consequences of British control of Ireland are examined, as are the reasons behind Ireland's failure to develop a dynamic agricultural economy or an industrial base and the consequently traumatic impact of natural disasters and famines. The course also draws out a number of contrasts with British society, and consideration is given to Irish influences upon British society, through migration, political radical movements, and in the effect of the 'Irish question' upon British politics. Finally, the course will examine the role of Ireland in creating and maintaining Britain's Empire, and the seeming incongruity of colonial subjects at home aiding the subjection of colonials abroad.

COURSE READING

D.G. Boyce, *Nationalism in Ireland* (London, 1982)
T.M. Devine, *Scottish Nation*, 1700-2000 (London, 1999)
R.F. Foster, Modern Ireland, 1603-1972 (London, 1988)
K.T. Hoppen, *The Mid-Victorian Generation*, 1846-1886 (Oxford, 1998)
Alvin Jackson, *Ireland*, 1798-1998 (Oxford, 1999)
J. Rule, *Albion's People*, (London, 1992)

You must purchase:

• HIST 234 Book of Readings

ASSESSMENT

1 x documentary analysis (1000 words)(30 %): Due 11 August 2006, 4pm
1 x essay (2000 word) (40 %): Due 29 September 2006, 4pm
1 x test (30 %): To be sat on 10 October, 8:00am (lecture slot)

Assignments 1 and 2 must be handed in at the History Reception, Old Kirk, 4th floor, or posted through the after-hours hatch at the same point.

Relationship between assessment and course objectives:
The documentary analysis emerges from the early part of the course and provides an opportunity for students to contextualise primary sources. The essay topics are touched upon in the course of the lectures, but offer students the chance to demonstrate problem-solving and research skills. The test will be based entirely on lecture content. The tutorials enforce lecture learning and guide students' reading but are *not* compulsory.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

There is no mandatory requirement to attend tutorials for this course

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

PLEASE NOTE that **20 October 2006** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 20 October must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to HIST324. This includes 2 hour/s of lectures and up to an average of one hour of tutorials per week. The rest of the time is to be devoted to independent learning, such as library research, tutorial and lecture preparation.

AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second** trimester courses in 2006 the starting point for this period is **Monday 25th September**

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's

life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:
www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic integrity and Plagiarism
Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.
Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:
Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:
• an oral or written warning
• suspension from class or university
• cancellation of your mark for an assessment or a fail grade for the course.
Find out more about plagiarism and how to avoid it, on the University's website at:
www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070
Email: disability@vuw.ac.nz

The History Disability Liaison Person is Pauline Keating and she can be contacted on 463 6760 or email Pauline.keating@vuw.ac.nz

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	**Location**
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Matthias Nebel	Rutherford House, room 206

The Student Services Group is also available to provide a variety of support and services. Find out more at:

> www.vuw.ac.nz/st_services/
> Email: student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

> Telephone 463 6983 or 463 6984
> Email: education@vuwsa.org.nz.

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First assignment:

Documentary Analysis (30%)

Study the extracts and table below and write separate commentaries on them. The limit is 1500 words in total. Use the library and bona fide web resources to help you explain the meaning of the written extracts. As you write, analyse these historical materials for context, authorship, audience, meaning, importance, value as sources. Write about what they tell us about particular historical periods, themes or places.

A) Population Figures

Population of Ireland, 1821-1901

	Total	Change %
1821	6 801 827	
1831	7 767 401	+14.19
1841	8 175 124	+5.25
1851	6 552 385	−19.85
1861	5 798 967	−11.50
1871	5 412 377	−6.67
1881	5 174 836	−4.39
1891	4 458 775	−9.08
1901	4 390 219	−5.23

Population of major European countries (in millions)

	1800	1850	1890
Scandinavia	5.0	7.9	11.4
Great Britain	10.8	20.8	33.0
Ireland	5.3	6.6	4.8
Netherlands	2.1	3.0	4.5
Belgium	2.9	4.4	6.1
Germany	24.5	34.4	49.4
France	27.0	35.8	38.4
Switzerland	1.7	2.4	3.0
Italy	17.8	24.0	30.5
Spain	10.5	15.0	17.6
Portugal	2.9	3.8	5.1
Austria-Bohemia	7.9	12.9	17.6
Poland	4.3	6.0	9.0

B) Daniel Defoe on Newcastle-upon-Tyne

From hence the road to Newcastle gives a view of the in-exhausted store of coals and coal pits, from whence not London only, but all the south part of England is continually supplied; and whereas when we are at London, and see the prodigious fleets of ships which come constantly in with coals for this increasing city, we are apt to wonder whence they come, and that they do not bring the whole country away; so, on the contrary, when in this country we see the prodigious heaps, I might say mountains, of coals, which are dug up at every pit, and how many of those pits there are; we are filled with equal wonder to consider where the people should live that can consume them.

Newcastle is a spacious, extended, infinitely populous place; 'tis seated upon the River Tyne, which is here a noble, large and deep river, and ships of any reasonable burthen may come safely up to the very town. As the town lies on both sides the river, the parts are join'd by a very strong and stately stone bridge of seven very great arches, rather larger than the arches of London Bridge; and the bridge is built into a street of houses also, as London Bridge is […].

There is also a very noble building here, called the Exchange: And as the wall of the town runs parallel from it with the river, leaving a spacious piece of ground before it between the water and the wall, that ground, being well wharf'd up, and faced with free-stone, makes the longest and largest key for landing and lading goods that is to be

seen in England, except that at Yarmouth in Norfolk, and much longer than that at Bristol.

Here is a large hospital built by contribution of the keel men, by way of friendly society, for the maintenance of the poor of their fraternity, and which, had it not met with discouragements from those who ought rather to have assisted so good a work, might have been a noble provision for that numerous and laborious people. The keel men are those who manage the lighters, which they call keels; by which the coals are taken from the steaths [staithes] or wharfs, and carried on board the ships, to load them for London.

<div align="right"><i>Daniel Defoe, Tour Through the Whole Island of Great Britain</i> (1724-1727).</div>

C) Arthur Young's Tour of Ireland, 1776-78
OF THE LABOURING POOR
The Cottier System
It is necessary here to explain the common cottier system of labour in Ireland, which much resembles that of Scotland until lately. If there are cabins on a farm they are the residence of the cottiers. If there are none, the farmer markers out the potato gardens, and the labourers, who apply to him on his hiring the land, raise their own cabins on such spots; in some places the farmer builds, in others he only assists them with the roof, etc. A verbal compact is then made, that the new cottier shall have his potato garden at such a rent, and one or two cows. He then works with the farmer at the rate of the place, usually *6½d.* a day, a tally being kept (half by each party), and a notch cut for every day's labour; at the end of six months, or a year, they reckon, and the balance is paid. The cottier works himself as his potatoes require.

There are a great many cabins, usually by the roadside or in the ditch, which have no potato gardens at all. Ireland being free from the curse of the English Poor Laws, the people move about the country and settle where they will. A wandering family will fix themselves under a dry bank, and with a few sticks, furze, fern, etc. make up a hovel much worse than an English pigstye, support themselves how they can, by work, begging and stealing; if the neighbourhood wants hands, or takes no notice of them, the hovel grows into a cabin. In my rides about Mitchelstown, I have passed places in the road one day, without any appearance of a habitation, and next morning found a hovel, filled with a man and woman, six or eight children and a pig. These people are not kept by anybody as cottiers, but are taken on at busy seasons by the day or week, and paid in money.

Relative to the cottier system wherever it is found, it may be observed that the recompense for labour is the *means of living*. in England, these are dispensed in money, but in Ireland in land or commodities. The great question is, which system is most advantageous to the poor family. Generally speaking the Irish poor have a fair

bellyful of potatoes, and they have milk the greatest part of the year. What I would particularly insist on here is the value of his labour being food not money; food not only for himself, but for his wife and children. An Irishman loves his whisky as well as an Englishman does his strong beer, but he cannot go on Saturday night to the whisky house and drink out the week's support of himself, his wife and his children, not uncommon in the alehouse of the Englishman.

<div align="right"><i>Arthur Young, A Tour in Ireland. With general observations on the present state of that Kingdom made in the years 1776,1777 and 1778</i> (1780)</div>

D) Charles Whitworth on Ireland and Irish trade in the 1770s

The island is about half as large as England […] The soil of Ireland is fruitful, perhaps beyond that of England itself; the pasturage is rich; the arable lands well adapted for the culture of all sorts of grain. In the Northern counties hemp and flax are raised in great quantities. Vast numbers of black cattle and sheep are reared. The wool is remarkably fine […].

Many causes have concurred to prevent Ireland from improving too rapidly […]. There were English settlers in Ireland as early as the reign of Henry II; but then, and for many centuries afterwards, Ireland was divided into a number of small independent principalities […]; and the Reformation made slower progress there than in England or Scotland.

The articles we receive from this kingdom are Hides, Linen, Provisions, Butter, Cattle.

The articles we send hither are Iron, Hops, Seeds, Pepper, Tea, Pearl-ashes, Tobacco, Indoc, Drugs, Spices, Colours, Allum, Coal, Cotton, Beaver, Wool, Logwood, Silk, Mohair, Yarn, Callicoes, Earthen-ware, Furniture, Mats, Glass, Pewter, Beer, Grocery, Sugars in their different states of refinement.

> *N.B.* The imports of this trade have increased from £1,000,000; and since the year 1765 have never been less than that sum. The exports have risen from about £2oo,ooo to upwards £2,000,000; and since the year 1759 have very considerably exceeded the imports.

<div align="right"><i>Sir Charles Whitworth, State of Trade of Great Britain in its imports and exports, progressively from the year, 1697</i> (London, 1776)</div>

E) The Revd T.R. Malthus on the Potato in Irish population history

A very striking instance of the disadvantageous effect of a low relative price of food on the consumption of the poor may be observed in Ireland. In Ireland the funds for the maintenance of labour have been increased so rapidly during the last century, and so large a portion of that sort of food which forms the principal support of the lower classes has been awarded to them, that the increases in population has been more rapid than in almost any known country, except America. The Irish labourer paid in potatoes has earned perhaps the means of subsistence for double the number of persons that could be supported by the earnings of an English labourer paid in wheat; and the increase of population has been nearly in proportion to the relative quantities of the customary food awarded to the labourers in each. But their general condition with respect to conveniences and comforts are very far indeed from being in similar proportion. The great quantity of food which the land will bear when planted with potatoes, and the consequent cheapness of the labour supported by them, tends rather to raise than to lower the rents of land, and as far as rent goes, to keep up the price of the materials of manufacture and all other sorts of raw produce, except potatoes. In the raw materials of home manufactures, therefore, a great relative disadvantage will be suffered, and a still greater both in the raw and manufactured produce of foreign countries. The exchangeable value of the food which the Irish labourer earns, above what he and his family consume, will go but a very little way in the purchase of clothing, lodging and other conveniences; and the consequence is that his condition in these respect is extremely miserable, at the same time that his means of subsistence, such as they are, may be comparatively abundant.

In Ireland the money price of labour is not much above half of what it is in England. The quantity of food earned by no means makes up for its deficient value. A certain proportion of the Irish labourer's wages (a fourth or a fifth for instance) will go but a very little way in the purchase of manufacturers and foreign produce.

Revd T.R. Malthus, bk III, 'Of agricultural system', in *An Essay on the Principle of Population* (1798).

F) Lord Selkirk on social structure the Highlands of Scotland

Not more than sixty years ago, the state of society in the Highlands of Scotland was very similar to that of England before the Norman Conquest. Government had not yet extended its regular authority over these mountains, where the chieftains lives in a barbarous independence, surrounded by vassals and retainers. The law was too feeble to afford protection, amidst the violence of feudal warfare and plunder; and every proprietor of land depended, for his safety and his consequences, on a numerous train of followers. To this consideration, every advantage of pecuniary interest was inferior; he reckoned the value of his estate, not by rent, but by the number of men it could send into the field: the rent, in fact, was paid, not in money, but in military services […].

In this state of things, a system of occupancy was spread over the Highlands, which, though now disappearing, and may still be found in many considerable districts. Every proprietor reduced his farms into a as small portions as possible; and his design was seconded by the nature and inclination of his people. The state of the country left a father no mean of providing for his sons, but by dividing his farm; and where two families could be placed upon the land instead of one, the chief acquired a new tenant and a new soldier. Hence every spot was occupied by as many families as its produce could maintain; and the ground was sub-divided into very small possessions.

Lord Selkirk, *Observations on the Present State of the Highlands of Scotland; with a View of the Causes and probable Consequences of Emigration* (London, 1802)

Second Assignment

Essay, 2000 words (40%)

For this essay there are two discrete elements: i) preparing a bibliography of relevant secondary materials; ii) writing the essay on the basis of reading and analysing those materials.

Answer <u>ONE</u> of the following questions:

1. How do you account for the divergent population histories of Britain and Ireland in the nineteenth centuries?

2. Do agree with the assertion that eighteenth-century Ireland was a colony of Britain? Account for your viewpoint.

3. How useful is the term 'Industrial Revolution' in explaining the course of British economic history in the late eighteenth and early nineteenth centuries?

4. Discuss and explain patterns of urbanisation in Britain and Ireland in our period.

5. Evaluate the role of food in explaining the course and character of Irish population history in the period to 1850.

6. Why did so many people emigrate from Ireland in our period?

7. Compare and contrast the nature and extent of popular protests in Britain and Ireland between 1750 and 1850.

8. Assess the role of the British state in the Great Famine (1845-51).

9. Was there a 'Second Industrial Revolution' in Britain after 1850? Outline your case and explain the reasons for your assessment.

10. Evaluate the importance and effect of religion in nineteenth-century Irish society.

11. What do cultural representations of the Ireland and the Irish tell us about English thinking on the subject? Do such representations in the nineteenth century amount to racism?

12. Does the concept of social class help us to explain the nature of British society in the century before 1900?

13. Evaluate the experiences of the Irish in Britain in the mid-nineteenth century.

14. 'The Scots were partners in Empire; but the Irish merely foot-soldiers'. Discuss.

15. Critically evaluate the role of the Home Rule movement, 1870-1914.

16. Examine and explain the role of physical force nationalism in the campaign for Irish self-government in the period to 1914.

17. To what extent were the Edwardian years a period of crisis?

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Lecture and Tutorial Sessions

Week 1: L1 – 11 July: Britain and Ireland 1750-1922
L2 – 12 July: Population in Britain and Ireland: continuity and change
No Tutorial

Week 2 L3 – 18 July Economic life in Britain and Ireland, 1700-1800 - I
l4 – 19 July Economic life in Britain and Ireland, 1700-1800 - II
Tutorial 1:
statistics and commentaries on population growth

Week 3 L5 – 25 July English culture and views of Ireland in the 16th and 17th centuries
L6 – 26 July Satirising Ireland and Catholicism in the 18th and early 19th centuries
Tutorial 2:
Commercial interaction and mixed economies in transition

Week 4
L7 – 1 Aug Industrial Revolution in Britain, 1750-1900
L8 – 2 Aug Land and the limits of industrialism in Ireland, 1750 -1900
Tutorial 3:
Ireland and Catholicism: the English view, c.1600 -1850

Week 5 L9 – 8 Aug Urbanisation in Britain and Ireland
L10 – 9 Aug Victorian Representations of the Irish
No Tutorial
First assignment deadline: 11 August 4pm

Week 6 L11 – 15 Aug Forms of social protest in Ireland, 1750-1900
L12 – 16 Aug Class formation and social protest in Britain, 1750 -1914
Tutorial 4:
Industrial growth and urban change

MID-TRIMESTER BREAK: 2 WEEKS

Week 7 L13 – 5 Sept Famine, Emigration and discontent, 1845-55 (I)
L14 – 6 Sept Famine, Emigration and discontent, 1845-55 (II)
Tutorial 5:
Varieties of social protest in Britain and Ireland

Week 8 L15 – 12 Sept 'The second Industrial Revolution'
L16 – 13 Sept Diversity and continuity in Irish economic life
Tutorial 6:
Famine, politics and mass emigration

Week 9 L17 – 19 Sept Emigration as a way of life
L18 – 20 Sept A microcosm of Anglo-Irish relations? The Irish in Britain
Tutorial 7:
The Age of the 'Masses'

Week 10 L19 – 26 Sept Empire and Diaspora in the British and Irish Worlds
L20 – 27 Sept Varieties of Irish nationalism, 1848-1922
No Tutorial:
Second assignment: 2000 word essay: 29 Sept 4pm

Week 11 L21 – 3 Oct End of an era, 1890-1914
L22 – 4 Oct Preparation for the test
Tutorial 8:
The British and Irish World-Wide

Week 12 L23 – 10 Oct In-class test
No tutorial
Third assignment: 50 mins in-class test

Select Bibliography

The following brief list is only indicative. The library shelves groans with books on this subject. Part of your job is to find relevant books for your essay. Indeed, some part of the marks will be award for your detective work. We will discuss precisely how much later.

In addition, reading lists will be included in the blackboard site for this course. Also make sure you use the wonderful on-line bibliography at
http://www.rhs.ac.uk/bibl/bibwel.asp

General Works (Britain)

Brewer, John, *Pleasures of the Imagination: English Culture in the Eighteenth Century* (Harper Collins, 1997)

John Brewer and Roy Porter, *Consumption and the World of Goods* (London, 1993)

J.M. Black, *Britain in the Eighteenth Century, 1688-1783* (2001)

J C D Clark, *English Society, 1688-1832* (Oxford, 2000 edn)

P. Clarke, *Hope and glory : Britain, 1900-1990* (London, 1996)

Linda Colley, *Britons: forging the Nation, 1707-1837* (London, 1992)

N. Davies, *The Isles: A History* (2000).

T. Hoppen, *The Mid-Victorian Generation, 1846-1886* (Oxford, 2000)

Paul Langford, *A Polite and Commercial People: England 1727-1783* (Oxford, 1992)

J. Rule, *Albion's People*, (London, 1992)

J. Rule, *Vital Century* (London, 1992)

L Weatherill, *Consumer Behaviour and Material Culture in Britain 1660-1760* (London, 1988)

Amanda Vickery (ed.), *Women, Power and Privilege*

The Oxford History of Empire, a multi-volumed series, and its companion volumes, are excellent.

W.A. Speck, *Stability and Strife: England 1714-1760*

General Works (Ireland)

K.H. Connell, *The Population of Ireland, 1750-1845* (London, 1950)

L.M. Cullen, *The Emergence of Modern Ireland, 1600-1900* 9London, 1981)

N. Mansergh, *The Irish Question, 1840–1921* (London, 1965)

J. C. Beckett, *The Making of Modern Ireland, 1603–1921* (London, 1966)

R. D. Crotty, *Ireland in Crisis* (Dingle, 1986)

R. F. Foster, *Modern Ireland, 1600–1972* (London, 1989)

J. Lee, *Ireland, 1912–1985: Politics and Society* (Cambridge, 1989)

C. C. O'Brien, *Religion and Nationalism in Ireland* (Oxford, 1995)

------, *Parnell and His Party* (Oxford, 1958)

J.C. Beckett, *The Making of Modern Ireland, 1603-1923* (London, 1966)

K.T. Hoppen, *Ireland Since 1800: Conflict and Conformity* 2nd edition (London, 1999)

Alvin Jackson, *Ireland, 1798-1998* (London, 1998)

Donal A. Kerr, *'A Nation of Beggars': Priests, People and Politics in Famine Ireland, 1846-1852* (Oxford, 1994).

F.S.L. Lyons, *Ireland Since the Famine* (London, 1972)

C. Ó Gráda, *Ireland Before the Famine and After* (Manchester, 1988)

C. Ó Gráda, *Ireland: A New Economic History 1780-1930* (Oxford, 1994)

G. O'Brien, *The Economic History of Ireland in the Eighteenth Century* (Dublin, 1918)

D. O'Hearn, *The Atlantic Economy: Britain, the United States and Ireland* (Manchester, 2001)

Industrial Revolution

D.H. Aldcroft (ed), *The Development of British Industry and Foreign Competition, 1870-1914* (London, 1968)

Maxine Berg, *The Age of Manufactures* second edition (London, 1994)
A. Birch, *Economic History of the British Iron and Steel Industry, 1784-1879* (London, 1967)

C.R. Byatt, *The British Electrical Industry, 1875-1914* (Oxford, 1979)

B. Collins and K. Robbins (eds), *British Culture and Economic Decline* (London, 1970)

R. Church, *The Great Victorian Boom, 1850-1873* (London, 1975)

N.F.R. Crafts, *British Economic Growth during the Industrial Revolution* (Oxford, 1985)

R. Church, *The history of the British Coal Industry* III: *1830-1913: Victorian Pre-eminence* (Oxford, 1986)

F. Crouzet, *The Victorian Economy* (London, 1981)

M.J. Daunton, *Poverty and Progress: An Economic and Social History of Britain, 1700-1850* (Oxford, 1995)

D.A. Farnie, *The English Cotton Industry and the World Market, 1815-1896* (Oxford, 1979)

C.H. Feinstein, 'Pessimiam perpetuated: real wages and the standard of living during and after the Industrial Revolution', *Journal of Economic History*, 58, 3 (1998)

C. Feinsteni and S. Pollard (eds), *Studies in Capital Formulation in the United Kingdom, 1750-1920* (Oxford, 1988)

R.C. Floud, *The British Machine Tool Industry, 1850-1914* (Cambridge, 1976)

M.W. Flinn, *History of the British Coal Industry, 1700-1830* (Oxford, 1983)

R. Floud and D. McCloskey (eds), *The Economic History of Britain since 1700* (2nd edn, 1994)

P. Hudson, *The Industrial Revolution* (London, 1992)

C.H. Lee, *The British Economy since 1700: A Macroeconomic Perspective* (Cambridge, 1986)

P. Mathias, *The First Industrial Nation: An Economic History of Britain, 1700-1914* (London, 1983 edn)

J. Mokyr, *The British Industrial Revolution: An Economic Perspective* (Boulder, Co., 1993)

G. Von Tunzelmann, *Steam Power and British Industrialisation to 1860* (Oxford, 1978)

E.A. Wrigley, *Continuity, Chance and Change: The character of the Industrial Revolution in England* (Cambridge, 1988)

D. McCloskey, *Enterprise and Trade in Victorian Britain* (London, 1981)

D. McCloskey, *Economic Maturity and Industrial Decline: British Iron and Steel, 1870-1913* (Cambridge, Mass, 1973)

S. Pollard, *Britain's Prime and Britain's Decline: The British Economy, 1870-1914* (Cambridge, 1988)

S.B. Saul, The Myth of the Great Depression, 1873-1896I (2nd edn, 1985)

A.J. Taylor (ed.), *The Standard of Living in Britain in the Industrial Revolution* (London, 1975)

F.M.L. Thompson (ed.) *The Cambridge Social History of Britain, 1750-1950* (Cambridge, 1990)

Migration

B. Thomas, *Migration and Economic Growth: A Study of Great Britain and the Atlantic Economy* (Cambridge, 1954)

Dudley Baines, *Migration in a Mature Economy: Emigration and Internal Migration in England and Wales, 1861-1900* (Cambridge, 1985)

A. Redford, *Labour Migration in England, 1800-1850* (London, 1926)

D.M. MacRaild, *Irish Migrants in Modern Britain, 1750-1922* (London, 1999)

Welfare

J. Burnett, *A Social History of Housing, 1815-85* (London, 1978; 2nd edn 1986)

J. Burnett, *Plenty and Want: a Social History of Diet in England from 1815 to the Present Day* (London, 1978)

J. Burnett: *Useful Toil: Autobiographies of Working People from the 1820s to the 1920s* (London, 1974)

------- *Destiny Obscure: Autobiographies of Childhood, Education and Family from the 1820s to the 1920s* (London, 1982).

D. Fraser, *The Evolution of the British Welfare State* (London, 1973)

Peter Gurney, *Co-operation, Culture and the Politics of Consumption in England, 1870-1939* (Manchester, 1996)

Urban worlds

J. Burnett, *A Social History of Housing, 1815-1970* (London, 1980).

M.J. Daunton (ed), *The Cambridge Urban History of Britain* vol. 3, *1840-1950* Cambridge, 2000)

C. Hamlin, *Public Health and Social Justice in the Age of Chadwick* (Cambridge, 1998)

D. Englander, *Landlord and Tenant in Urban Britain, 1838-1918* (Oxford, 1983).

E. Gauldie, *Cruel Habitations: A History of Working-Class Housing, 1780-1918* (London, 1974)

Religion, Leisure, Pastime

Boyd Hilton, *The Age of Atonement: the influence of evangelicalism on social and economic thought, 1795-1865* (Oxford, 1988)

J.M. Golby and A.W. Purdue, *The Civilisation of the Crowd: Popular Culture in England, 1750-1900* (London, 1984)

H. MacLeod, *Religion and Society in England, 1850-1914* (Basingstoke, 1996)

J. Rule, *British Trade Unionism 1750-1850* (London, 1988).

H. Pelling, *British Trade Unionism* (London, 1987 edn)

J.K. Walton and J. Walvin (eds.), *Leisure in Britain, 1780-1939* (Manchester, 1983)

Women's history

Barker, Hannah, and Elaine Chalus (eds.), *Gender in Eighteenth-Century England* (London, 1997)

S. Rowbotham, *Hidden from History* (London, 1972)

S. Walby, *Patriarchy at Work: Patriarchal and Capitalist Relations in Employment* (London, 1986)

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I. Pinckbeck, *Women Workers and the Industrial Revolution, 1750-1850* (London, 1930

A.V. John (ed.), *Unequal Opportunities: Women's Employment in England, 1800-1918* (1986)

E. Roberts, *Women's Work 1840-1940* (Cambridge,1995)

J. Liddington, *One Arm Tied Behind Us: The Rise of the Women's Suffrage Movement* (1978)

E. Ross, *Love and Toil: Motherhood in Outcast London, 1870-1918* (Oxford, 1993)

C. Chinn, *They Worked all Their Lives: Women of the Urban Poor in England, 1880-1939* (Manchester, 1988)

M. Tebbutt, *Women's Talk: a Social History of 'Gossip' in Working-Class Neighbourhoods, 1880-1960* (Aldershot, 1995)

Politics, Labour, Class

John Belchem, *Popular Radicalism in Nineteenth-Century Britain* (London, 1996).

E.F. Biagini and A.J. Reid (eds.), *Currents of Radicalism: Popular Radicalism, Organised Labour and Party Politics in Britain, 1850-1914* (Cambridge, 1991)

D. Cannadine, *Class in Britain* (London, 1998)

G.D.H. Cole and R. Postgate, *The Common People, 1746-1946* (London, 1946)

Peter Earle, *The Making of the English Middle Class* (London, 1989)

W.H. Fraser, *A History of British Trade Unionism, 1700-1998* (London, 1999).

E.H. Hunt, *British Labour History, 1815-1914* (London, 1981)

E.J. Hobsbawm—*Labouring Men: Studies in the History of Labour* (London, 1964)

----- *Worlds of Labour: Further Studies in the History of Labour* (London, 1984)

G. S. Jones, *Languages of Class: Studies in English Working Class History* (Cambridge, 1983).

P. Joyce, *Visions of the People: Industrial England and Question of Class, 1848-1914* (Cambridge, 1991)

------- *Democratic Subjects: The Self and the Social in Nineteenth-Century England* (Cambridge, 1994)

N. Kirk, *Change, Continuity and Class: Labour in British Society, 1850-1920* (Manchester, 1998)

John Rule, *The Labouring Classes in Early Industrial England, 1750-1850* (London, 1986)

R. Price, *Labour in British Society: An Interpretative History* (London, 1986)

J. Saville, *The Consolidation of the Capitalist State, 1800-1850* (London, 1994)

Duncan Tanner, *Political Change and the Labour Party, 1900-1918* (Cambridge, 1990)

A. Thorpe, *A History of the British Labour Party* (London, 1997)

M. Taylor, *The Decline of Radicalism, 1847-1860* (Oxford, 1995), J. Lawrence, *Speaking for the People: Party, Language and Popular Politics in England, 1867-1914* (Cambridge, 1998)

E P Thompson, *Making of the English working class*

J. Vernon, *Politics and the People: A Study in English Political Culture, c.1815-1867* (Cambridge, 1993)

Popular Protest

E.J. Hobsbawm and G. Rudé, *Captain Swing* (London, 1969)

J.E. Archer, *By a Flash and a Scare: Arson, Animal Maiming and Poaching in East Anglia, 1815-1870* (Oxford, 1990)

Gatrell, V.A.C., *The Hanging Tree: Execution and the English People 1770-1868* (Oxford: Oxford UP, 1994)

M.C. Finn, *After Chartism: Class and Nation in English Radical Politics, 1848-1874* (Cambridge, 1993)

J. Knott *Popular Opposition to the 1834 Poor Law* (London, 1986)

Adrian Randall, *Before the Luddites: Custom, Community and Machinery in the English Woollen Industry 1776-1809* (Cambridge, 1991)

Adrian Randall and Andrew Charlesworth, *Moral Economy and Popular Protest: Crowds, Conflict and Authority* (Basingstoke, 2000)

D. Thompson, *The Chartists: Popular Politics in the Industrial Revolution* (London, 1984)

J. T. Ward (ed.), *Popular Movements c. 1830-1850* (London, 1970)

John Walton, *Chartism* (London, 1999).

People

J.V. Beckett, *The Aristrocracy in England, 1660-1914* (London, 1986)

D. Birley *Sport and the Making of Britain* (Manchester, 1993)

D.Birley, *Land of Sport and Glory: Sport and British Society, 1887-1910* (Manchester, 1994)

G. Crossick, *An Artisan Elite in Victorian Society: Kentish London, 1840-80* (London, 1978).

R.G. Garnett, *Co-operation and the Owenite Socialist Communities in Britain, 1825-45* (Manchester, 1972)

G. Claeys, *Machinery, Money and the Millennium: The New Moral Economy of Owenite Socialism, 1815-67* (London, 1987).

J.M. Golby and A.W. Purdue, *The Civilisation of the Crowd: Popular Culture in England, 1750-1900* (London, 1984)

P.H.J.H. Gosden, *The Friendly Societies in England, 1815-1875* (Manchester, 1961)

D. Fraser, *The Evolution of the Welfare State* (London, 1973)

J.F. C. Harrison, *Robert Owen and the Owenites in Britain and America: The Quest for the New Moral World* (London, 1969)

G.S. Jones, *Languages of Class: Studies in English Working Class History, 1832-1982* (Cambridge, 1983)

P. Johnson, *Saving and Spending: The Working-Class Economy in Britain, 1870-1939* (Oxford, 1985)

T. Koditschek, *Class Formation and Urban-Industrial Society: Bradford 1750-1850* (Cambridge, 1990)

W.M. Knox, *Industrial Nation: Work. Culture and Society in Scotland, 1800-Present* (Edinburgh, 1999)

R.W. Malcolmson, *Popular Recreation in English Society, 1700-1850* (Cambridge, 1973)

H. Perkin, *Origins of Modern English Society* (London, 1969)

S. Pollard, 'Nineteenth-century co-operation: community building to shopkeeping', in A. Briggs and J. Saville (eds), *Essays in Labour History* (London, 1960)

M.E. Rose, *The Relief of Poverty, 1834-1914* (London, 1972)

R. Samuel, 'The workshop of the world: steam power and hand technology in mid-Victorian Britain, *History Workshop*, 3 (1977)

F.M.L. Thompson, *The Rise of Respectable Society: A Social History of Victorian Britain, 1830-1900* (London, 1988)

E.P. Thompson, *The Making of the English Working Class* (London, 1963)

E.P. Thompson, *Customs in Common* (London, 1991)

D. Vincent, *Literacy and Popular Culture: England, 1750-1914* (Cambridge, 1989)

High Politics

O. Ahston et al (eds), *The Chartist Legacy* (London, 1999)

R. Blake, *The Conservative Party from Peel to Churchill* (London, 1970)

T.C. Blanning and P. Wende (eds), *Reform in Great Britain and Germany, 1790-1850* (Oxford, 1999)

M. Brock, *The Great Reform Act* (London, 1973)

J. Cannon, *Parliamentary Reform, 1640-1832* (Cambridge, 1973)

B. Coleman, *Conservatism and the Conservative Part in Nineteenth-Century Britain* (London, 1988)

D. Fraser, *Urban Politics in Victorian England* (Leicester, 1976)

N. Gash, *Reaction and Reconstruction in English Politics, 1832-1852* (Oxford, 1965)

N. Gash, *Pillars of Government, and other essays on State and Society, c.1770-1880* (London, 1986)

D. Good way, *London Chartisim, 1838-1848* (Cambridge, 1982)

P. Hollis (ed), *Pressure from Without in Early Victorian England* (London, 1974)

P. Mandler, *Aristocratic Government in the Age of Reform: Whigs and Liberals, 1830-1852* (Oxford, 1990)

G.I.T. Machin, *The Catholic Question in English Politics, 1820-30* (London, 1964)

F. O'Gorman, *Votes, Patrons and Parities: The Unreformed Electorate of Hanoverian England, 134-1832* (London, 1989)

R.J. Olney, *Lincolnshire Politics, 1832-1885* (Oxford, 1973)

J. Saville, *1848: The British State and the Chartist Movement* (Cambridge, 1987)

M.J. Turner, *British Politics in an Age of Reform* (Manchester, 1999)

D.G Wright, *Popular Radicalism: The Working-Class Experience, 1780-1880* (London, 1988)

J. Belchem, *Class, Party and the Political system in Britain, 1867-1914* (Oxford, 1990)

M. Bentley, *The Climax of Liberal Politics: British Liberalism in Theory and Practice, 1868-1918* (London, 1987)

M. Bentley, *Lord Salisbury's world: conservative environments in late-Victorian Britain* (Cambridge, 2001)

E.F. Biagini, *Gladstone* (London, 2000)

E.F. Biagini, *Liberty, Retrenchment and Reform: Popular Liberalism in the Age of Gladstone, 1860-1880* (Cambridge, 1992)

R. Blake, *Disraeli* (London, 1966)

P.F. Clarke, *Lancashire and the New Liberalism* (Cambridge, 1971)

H.J. Hanham, *Elections and Party Management: Politics in the Time of Gladstone and Disraeli* (London, 1959)

R. Jenkins, *Gladstone* (London, 1995)

H.C.G. Matthew, *Gladstone, 1809-1898* (Oxford, 1907)

J. Parry, *The Rise and Fall of Liberal Government in Victorian Britain* (New Haven, Conn., 1993)

R. Shannon, *The Age of Disraeli, 1868-1881: The Rise of Tory Democracy* (London, 1992)

E.d. Steele, *Palmerston and Liberalism, 1855-1865I* (Cambridge, 1991)

J. Vincent, *Disraeli* (London, 1992)

J. Vincent, *The Formation of the Liberal Party* (Cambridge, 1966)

Empire

D. Judd, *Empire: the British imperial experience, from 1765 to the Present* (London, 1996)

R W. Louis, *The Oxford History of Empire*, 6 vols (Oxford, 1998-9), I: *The origins of empire,* ed by Nicholas Canny; II: *The eighteenth century*; ed P.J. Marshall; III: *The nineteenth century* , ed Andrew Porter; IV: *The twentieth century*, ed Judith M. Brown and Wm Roger Louis; V: *Historiography*, ed Robin W. Winks.

Bernard Porter, *The lion's Share: a Short History of British Imperialism, 1850-1970* (London, 1975)

P.J. Cain and A.G. Hopkins, *British imperialism*, vol 1, *Innovation and Expansion, 1688-1914* (London, 1993).

P.J. Cain and A.G. Hopkins, *British Imperialism, 1688-2000* (London, 2001)

P.J. Cain and Mark Harrison (eds), *Imperialism: Critical Concepts in Historical Studies* (London, 2001)

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TUTORIALS

Tutorial 1: statistics and commentaries on population growth
Week 2

Why did the British population grow so quickly?
Why did Irish population rise quickly and then decline?
What is the relationship (in Ireland) between population and food supply?
What regional variations in population growth are most notable?

Readings
Population Figures from W.E. Vaughan and A.J. Fitzpatrick, *Irish Historical Statistics* (Dublin, 1978), pp.2-16; and from B.R. Mitchell and P. Deane, *Abstract of British Historical Statistics* (Cambridge, 1962), pp.5-10.
L.A. Clarkson, *Feast and Famine: A History of Food and Nutrition in Ireland, 1500-1920* (Oxford, 2001), pp.59-87.

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Tutorial 2: Commercial interaction and mixed economies in transition (18th century)
Week 3

To what extent were British and Irish economies interconnected in the 18th century?
To what extent was Irish economic life 'controlled' by Britain?
What is a mixed economy? Outline its major features?
What elements are present in a transitional economic phase?

Readings
David Dickson, *New Foundations: Ireland, 1660-1800,* 2nd edn (Dublin, 2000), pp.109-142
Maxine Berg, *The Age of Manufactures, 1700-1820* 2nd ed (London, 1994), pp.57-76.

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Tutorial 3: Cultural representations Ireland before 1850
Week 4

Questions

To what extent do clothes 'maketh the man' in Spenser's *Present View of Ireland*?

To what extent does Spenser see the Irish as being 'naturally' inferior and therefore apt for colonization?

How does Swift mobilise irony in his *Modest Proposal*?

 What kind of readership are Swift and Spenser catering for?

Readings

Spenser, *A View of the Present State of Ireland*, in David Englander, ed Culture and Belief in Europe, pp. 292-97; Spenser, *The Faerie Queene*, book1, canto 1; Shakespeare, *Henry V*, verses 16-20; Andrew Marvell, 'A Horatian Ode'.

Jonathan Swift, *A Modest Proposal for Preventing the Children of Poor People in Ireland from being a burden to their Parents or country; and for making them beneficial to the Publick* (1729), and *A Letter to the Whole People of Ireland* (1724), in *Swift's Irish Pamphlets*, edited by Joseph McMinn (Gerrards Cross, 1991), pp.71-86, 141-50.

Charles Dickens, *Barnaby Rudge* (1841; London, 1986 edn), pp.613-19.

[Some of the reading for this session will be distributed in the week prior]

Tutorial 4: Industrial growth and urban change
Week 6

Why did the term 'Industrial Revolution' come into usage?
What are its basic characteristics?
Why has the term been questioned; is it still relevant?
What industries were most important?
Describe Ireland's industrial development in this period
What is the nature of urbanisation in the two islands?

Readings
T.S. Ashton, *The Industrial Revolution, 1760-1830* (1948; Oxford, 1968), pp.1-17
P. Mathias, *The First Industrial Nation: The Economic History of Britain, 1700-1914* 2nd edn (London, 1983), pp.1-20.

Tutorial 5: Varieties of social protest in Britain and Ireland
Week 7

Why did protest movements emerge in this period?
What were the main characteristics of Irish protest movements?
Was Chartism a revolutionary movement?

Readings

S. Clark and James S. Donnelly (eds), *Irish Peasants: Violence and Unrest, 1780-1914* (Manchester, 1983), pp.3-21
J.T. Ward (ed.), *Popular Movements, c.1830-1850* (Basingstoke, 1970), pp.1-30
E.J. Hobsbawm and G. Rudé, *Captain Swing* (London, 1973 edn), pp. 49-70
Mark Hovell, *The Chartist Movement* 2nd edn (Manchester, 1925), pp.1-7

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Tutorial 6: Famine, politics and mass emigration
Week 8

What caused the Great Famine (1845-50)? Discuss its effects
How far can the British administration be blamed for the Famine and its effects?
Discuss the demographic aspects: death, disease, emigration
Where did Irish emigrants go?
What effect did mass emigration have upon those places receiving the Irish?

Readings
R.F. Foster, *Modern Ireland, 1600-1972* (London, 1988), pp.318-44
Christine, Kinealy, *The Great Irish Famine: Impact, Ideology and Rebellion* (Basingstoke, 2002), pp.31-57
F. Neal, *Black '47: Britain and the Irish Famine* (Basingstoke, 1997), pp.123-56

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Tutorial 7: The Age of the 'Masses'
Week 9

How was Britain a mass society by the second half of the 19th century?

What happened to British industry in this period which makes the term 'mass' seem appropriate?

How were rates of urbanisation, etc., affected by changes in this period?

Can we use the term 'class' by this period without fear of contradiction?

Readings

Gordon Phillips, 'The British Labour Movement before 1914', in D. Geary (ed), *Labour and Socialist Movements in Europe Before 1914* (Oxford, 1989), pp.11-47

E.J. Hobsbawm, 'the Making of the Working Class, 1870-1914', idem., *World of Labour: Studies in the History of Labour* (London, 1984), pp.194-213

Tutorial 8: The British and Irish World-Wide
Week 11

How extensive was the British Empire by 1900?
Why did the Empire grow so large?
What role did the Irish play in Empire?

Readings
K. Jeffery (ed.), *'An Irish Empire'? Aspects of Ireland and the British Empire* (Manchester, 1996), pp.1-24
D. Judd, *Empire: the British Imperial Experience from 1765 to the Present* (London, 1996), pp.1-17 plus maps
K. Kenny, 'The Irish in the Empire', in idem (ed.) *Ireland and the British Empire* (Oxford, 2004), pp 90-122

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