THE CHALLENGE TO SOCIAL ORDER IN 18TH-CENTURY ENGLAND

Winter, 2014

The basis of Hanoverian stability and the challenge to it from political factionalism, popular dissent, and economic upheaval.

Instructor: John Sainsbury [jsainsbury@brocku.ca]
Office Hours: Tuesday 10:30 a.m.-12:00 p.m. or by appointment
Lecture: Tuesday 9:00-10:00 a.m. MCJ404
Seminar: Monday 9:00-11:00 a.m. MCC303

This course uses SAKAI.

TEXT (available from bookstore): N. Rogers and D. Hay, Eighteenth-Century English Society. (Those students who have not completed History 2F20 are also advised to secure a copy of William Willcox and Walter L. Arnstein, The Age of Aristocracy, for background reading.)

COURSE REQUIREMENTS:
Seminar 30%
Old Bailey Project 10% [see February 24 seminar]
Essay 30%
Exam 30%

The deadline for the submission of essays is March 25, 2014. Essays submitted after that date will incur a 2% penalty per day. No essays will be accepted after the scheduled exam.

Seminar participation is a crucial part of the course. Each student will lead one seminar.
SEMINAR SCHEDULE

January 6  Seminar organization
Film: The Madness of King George

January 13  Glorious Revolution
Why did James II lose his throne? What changes did the Glorious Revolution bring about? What were the differences (and similarities) between Whigs and Tories?

Readings
Speck, W. T., “James II and the Revolution,” Ch. 7 of Reluctant Revolutionaries.

January 20  Monarchy
What was the role of the eighteenth-century monarchy constitutionally as well as in terms of political culture? Did notions of divine right monarchy die with the Glorious Revolution? How and why did the early Hanoverians become targets of abuse? To what extent and in what ways was George III able to rehabilitate the monarchy?

Readings
Plumb, J. H., “George I,” Ch. 2 of The First Four Georges
Beattie, John, “The Character of Court Life,” Ch. 8 of The English Court in the Reign of George I (1967)
Longford, Elizabeth, “Hanoverians,” from The Oxford Book of Royal Anecdotes.

January 27  Aristocracy
Upon what was aristocratic power based? How was it manifested? In what sense was aristocracy “British” rather than merely “English”? What was the relationship between the landed aristocracy and the big bourgeoisie?

Readings
Rogers, Chs. 2, 12
February 3 Popular Politics in the Early Eighteenth Century; Jacobitism
What were the issues that animated popular protest in the early part of the eighteenth century? What was the relationship between protest “out-of-doors” and Parliamentary politics? What were the main sources, socially and geographically, of popular opposition to Whig oligarchy? Who were the Jacobites? Was Jacobitism merely a convenient form of “political blasphemy” against the Hanoverian regime or were its adherents genuine in their commitment to the Stuart cause?

Readings
Rogers, Nicholas, “The Urban Opposition to Whig Oligarchy, 1720-60,” from Jacob, Margaret, and Jacob, James, eds., *The Origins of Anglo-American Radicalism.*
Monod, Paul, “Jacobite Underworlds: The Practice of Treason,” Ch. 4. of *Jacobitism and the English People.*

February 10  The “Bloody Code” and Its Application
Why did punishments become more Draconian in the eighteenth-century? Was there such a thing as a “criminal class”? Was the operation of the legal system an expression of the cultural and political hegemony of the oligarchy? Does the concept of “social crime” have any validity?

Readings
Hay, Douglas, “Property, Authority and the Criminal Law,” from *Albion’s Fatal Tree* (1975)
Winslow, Cal, “Sussex Smugglers,” from *Albion’s Fatal Tree* (1975)

February 17 – 21  READING WEEK
February 24  The Old Bailey Project
This week’s seminar is based on a user-friendly on-line source: the Session Papers of the Old Bailey: www.oldbaileyonline.org. The Old Bailey was the most important, and busiest, court in the metropolis and its papers provide opportunities for studying crime in depth. The website’s features include a simple means for generating statistics on crime and presenting them in graphic form. Each student, in consultation with the instructor, will choose a topic and make a brief presentation of it in class. Students will also hand in at the end of the seminar a brief (three-page maximum) report on their findings.

March 3  The Sexual Order
In what ways were attitudes to sexual “deviance” changing in the eighteenth century? How were these changes connected to [re]definitions of masculinity? How was a normative role for wives and mothers becoming defined? How was “womanpower” exercised despite the social and legal constraints on women?

Readings
Rogers, Ch. 3
Colley, Linda, “Womanpower,” Ch. 6 of Britons.
Lewis, Judith, “The Ruinous Genius,” Ch. 2 of Sacred to Female Patriotism

March 10  War and the State
What do you understand by the term the fiscal-military state? How could the concept be reconciled with the notion that Britain was a “libertarian” state? How was it that there was sufficient support for imperial wars and expansion despite their expense and dangers? What does Kathleen Wilson mean by the “empire of virtue”?

Readings
[Three important books deal in different ways with the connection between war and the character of the Hanoverian state: Linda Colley, Britons; John Brewer, Sinews of Power; and Lawrence Stone, ed., An Imperial State at War. The books are on one-day reserve and the following chapters from them are on three-hour reserve.]
Brewer, John, “Patterns of Military Effort,” Ch. 2 of Sinews of Power
Colley, Linda, “Manpower,” Ch. 7 of Britons
Innes, Joanna, “The Domestic Face of the Military-Fiscal State: Government and Society in Eighteenth-Century Britain,” from Stone, Lawrence, ed., An Imperial State at War: Britain from 1689 to 1815 (1994)
Wilson, Kathleen, “Empire of Virtue: The Imperial Project and Hanoverian Culture c.1720-1785,” from Stone, ed., Imperial State at War
March 17  Part 1: Social Impact of War
What were the connections (real and perceived) between dearth, patterns of crime, and war? How did military “recruitment” (especially for the navy) provoke social tensions?

Readings
Rogers, Ch. 10
Rogers, Nicholas, “‘Liberty Road: Opposition to Impressment in Britain during the American War of Independence,” in Colin Howell and Richard Twomey, eds., Jack Tar in History (1991)

March 17  Part 2: Rural Culture and Its Discontents
Who were hardest hit by enclosures and the suppression of traditional customs (especially with respect to the commons)? Who benefited? What forms did rural protest take? Was such protest the expression of a “moral economy”? Is it legitimate to speak of the “proletarianization” of the English peasantry?

Readings
Rogers, Chs. 1, 5, 6, 7, 9.
[From the following, read the Thompson article and two others.]
Neeson, J.M., “Resisting Enclosure,” Ch. 9, Commoners: Common Right, Enclosure and Social Change in England, 1700-1820
Thompson, E.P., “Custom, Law, and Common Right,” from Customs in Common.
March 24  Wilkite Disturbances / Gordon Riots
Why did John Wilkes attract such a following? Who were his core and peripheral supporters? Was the Wilkite movement qualitatively different from earlier movements of political protest? Who were the Gordon Rioters? Were they driven primarily by religious bigotry or by social discontent?

Readings
Gilmour, Ian, “Wilkes and Liberty,” Ch. 15 of Riots, Risings and Revolution
Wilson, Kathleen, “Patriot’s Apogee: Wilkite Radicalism and the Cult of Resistance, 1763-1774,” Ch. 4 of The Sense of the People.

March 31  Tom Paine and English Jacobinism
What prompted Paine’s Rights of Man? In what ways was Paineite radicalism similar to, or different from, Wilkite radicalism? What was behind the so-called loyalist response to Paine and other English Jacobins?

Readings
Thomas Paine, The Rights of Man, Part I (Rather lengthy, but fairly easy reading. It consists of a sustained polemical critique of oligarchy.)
Dickinson, H. T., “Radical Ideology in the 1790s,” Ch. 7 of Liberty and Property
ESSAYS

Essays should be about 3000 words in length. Topics should be based on seminar topics without being necessarily defined by them. In most instances, it would be appropriate to have a narrower focus than the seminar theme. Primary sources should be used wherever possible in conjunction with appropriate secondary sources. Formatting and annotation of essays should follow the guidelines in the History Department’s recommended style manual: Mary Lynn Rampolla, A Pocket Guide to Writing in History.

Please talk to me about your essay topic as soon as possible, especially if you are stuck in your search for source material. Here are some suggestions (one per topic) that might help.

Monarchy: Linda Colley, Britons (Chapter on “Majesty” - check endnotes)

Aristocrats and Merchant Princes: John Cannon, Aristocratic Century (check footnotes)

Popular Politics in the Early Eighteenth Century: Nicholas Rogers, Whigs and Cities (check bibliography)

Jacobites: check “Jacobites” as subject online.


Sexual Order: Lawrence Stone, Family, Sex, and Marriage in England, 1500-1800 (check notes and bibliography).

Social Impact of War: Clive Emsley, British Society and the French Wars (check bibliography)

Rural Culture and its Discontents: E.P. Thompson, Customs in Common (check footnotes)

Wilkite Disturbances and Gordon Riots: John Sainsbury, John Wilkes: The Lives of a Libertine (check footnotes and bibliography)

Tom Paine and Jacobinism: Albert Goodwin, Friends of the People (check bibliography)