

The University of Greenwich

Victorian and Edwardian Britain (Hist 1007)

**Course Guide
2007-2008**



**Lectures: Wednesday 11am, Room L106
Seminars: Wednesday 12pm, Rooms L009, L105
Wednesday, 1pm Room L009**

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OVERVIEW

'Victorian and Edwardian Britain' is a 30 credit Level 1 core course for students on the BA (Hons) History degree and other History combinations. It is also open to students on other programmes as an optional or elective course. The course explores British history through the Victorian and Edwardian periods. We will examine some of the major ideas and debates in modern British history: how did Britain industrialise and what impacts did industrialisation have on the British people? What pressures led to political reform? How did Britain acquire its empire and how did empire influence Britain? We also concerned with the relationship between literature and history and that between art and society.

There will normally be one lecture and one seminar each week. Lectures take place at 11am on Wednesdays in L106. The lectures will serve as an introduction to a particular topic; seminars will provide an opportunity for us to discuss ideas and queries arising from the lectures and from your reading. You will be encouraged to engage with primary and secondary sources, and to explore a variety of visual, oral and written materials. You will be expected to read one novel and one play. We will also make use of some of the many museums in the Greater London area.

All students should attend the weekly lecture and seminar. Your attendance will be monitored and failure to attend the lecture and appropriate seminar will seriously hamper your progress through the course. Remember that it is your responsibility to inform your tutor of the reasons for any absence and it is up to you to ensure that you keep up with the work involved in the course. You are expected to spend eight hours per week on this course outside of the class.

The key to doing well on this course is rigorous preparation and regular attendance at lectures and seminars. You should read widely in preparation for your seminars and come to our classes ready to discuss your reading. While the lectures will introduce the content of the course, your progress through the course will be determined by the amount of effort that you invest in reading and thinking about the materials that we direct you to. The reading lists provided below are an introduction to the massive literature which exists for Victorian and Edwardian history. The more time that you spend researching this literature, the more you will get out of the course and the better you will do: there is no substitute for time spent in the library.

ASSESSMENT and COURSEWORK

Over the course of the year, you will complete various pieces of coursework and seminar exercises for assessment. There will also be a two-hour, two-question unseen examination at the end of the course.

All coursework essays and assignments must be word-processed and include footnotes and full bibliographies (see below for a guide to referencing and bibliographies).

You are required to submit BOTH an electronic copy of your assignment AND a paper copy.

Paper copies should be handed to School Office, with the appropriate header sheet on or before the appropriate deadline.

Electronic copies of assignments must be submitted via WebCT on the same day.

All essays must be submitted before 4pm on the appropriate day and it is your responsibility to ensure that you have sufficient time to submit your work in both paper and electronic forms.

The Précis

Reading is the historian's core skill and writing is the means through which historians express their work. All historians need to learn how to read and interpret documents and sources, and to express their ideas and arguments clearly and concisely. Learning to write a précis – or summary – of an article by another historian is one way in which you can practice your reading and writing skills. The précis exercise will help you to practice these important skills.

Before coming to class on 18 October you must carefully read Pat Hudson's introduction to the industrial revolution, available at:
http://www.bbc.co.uk/history/british/victorians/workshop_of_the_world_01.shtml.

During class you will be asked to summarise the article.

Literature Review

A short paper of 1200 words, to be chosen from one of the three topics listed immediately below due on or before **5th December 2006**. The purpose of this piece of work is to introduce you to important debates in modern British history and to encourage you to think critically about the past. History is not a simple, singular narrative: historians disagree about how to interpret the past as much, if not more, than they agree on what happened in the past! The following assignment relate to topics about which there is significant historiographical debate. In responding to your chosen topic, your task is to provide a summary of the historical literature. How have historians differed in their interpretation of the subject? How has the historiography developed and changed over time? Have historians reached a consensus on the subject?

Using at least THREE different sources, including at least one article from a journal, review the literature on one of the following topics:

- The Industrial Revolution: When, Where, Why?
- The Poor Law: Purpose, Impacts and Importance
- Chartism: Causes, Consequences, Legacy

NB: You will find extensive reading lists for these topics in the appropriate seminar readings lists below (ie. for weeks 3, 7 and 9 of this term) but should also search the library for more sources to use in your review.

Source Analysis

A paper of 1200 words in response to the 'Source Analysis' assignment available via WebCT. Consult the sources, guidelines and tasks available via the Victorian and Edwardian Britain WebCT site. NB: The 'Source Analysis' assignment will be made available via WebCT in the Spring Term. A full introduction to the sources and the assignment will be provided in our class in Week 5 of the Spring Term.

Seminar Presentation

Your seminar paper should take the form of a short introduction to a seminar topic and should help to stimulate discussion for the seminar group. You may wish to prepare a PowerPoint presentation and/or handouts to assist you. Your tutor will allocate you with a topic and date, and provide guidance on the most effective way of researching and organising your presentation.

Essay

An essay of 2000-2500 words chosen from the questions listed immediately below. This is due on or before **16 April 2008**.

- 'The British, and not the blight, were responsible for the Irish Famine'. Is this a fair assessment?
- 'A great people invited all civilized nations to a festival'. What did the Great Exhibition signify?
- How valuable is *Mary Barton* for our understanding of class and urbanisation?
- How would you account for the apparent increase in the popular appeal of imperialism and colonial expansion during the last three decades of the nineteenth century?
- In what ways did the relationship between state and society change between the 1860s and 1914?
- 'Militancy ruined the suffrage movement'. Discuss.
- Was there a crisis facing Edwardian Britain?
- What does Shaw appear to be attacking in his play *Major Barbara*?

Assessment weightings

Your final mark for this course is calculated in the following manner:

- The end of term examination is weighted at 35% of your overall mark.
- Your coursework 'portfolio' which we make up by taking the best two marks from your three short assignments (literature review, source analysis and seminar paper) is weighted at 33% of your overall mark.
- Your essay is weighted at 32% of your overall mark.

Those of you who are concerned about information literacy and wish to improve your study skills – including research, referencing and plagiarism issues – should undertake the Library's Progression in Information Skills course. The course comprises eight modules developed to help you use information effectively and in accordance with academic standards.

Progression in Information Skills:

<http://www.gre.ac.uk/lib/subjects/hums/progression.html>

COURSE PROGRAMME

SCHEDULE: WINTER TERM 2007			
Week	Date	Class	Topic
1	3 October 2007	Lecture:	Course introduction
		Seminar:	Introductions and Administration
2	10 October 2007	Lecture:	Industrialisation (MZ)
		Seminar:	Defining the Victorian Age
3	17 October 2007	Lecture:	PRECIS Workshop
		Seminar:	PRECIS Exercise
4	24 October 2007	<i>Field Trip to National Portrait Gallery</i>	
5	31 October 2007	Lecture:	Political Structure (GR)
		Seminar:	Feedback from field trip
6	7 November 2007	Lecture:	The Victorian City (GR)
		Seminar:	City, Health and Population
7	14 November 2007	Lecture:	Poverty and Responses to Poverty (DM)
		Seminar:	New Poor Law
8	21 November 2007	Lecture:	Information skills with Irene Barranco
		Seminar:	Writing History Workshop
9	28 November 2007	Lecture:	Rise of the Working Class (DM)
		Seminar:	Chartism
10	5 December 2007	Lecture: Crime and Victorian Society (GR) <i>No seminar today</i>	
COURSEWORK DEADLINE: Literature Review due 5 December 2007			
11	12 December 2007	Lecture:	Literature and Class: Mary Barton (DM)
		Seminar:	Mary Barton

SCHEDULE: SPRING TERM 2007			
Week	Date	Class	Topic
1	9 January 2008	<i>Feedback Session: Literature Review</i>	
2	16 January 2008	Lecture:	The Irish Famine (DM)
		Seminar:	Ireland
3	23 January 2008	Lecture:	Art and Culture (DM)
		Seminar:	The Great Exhibition, 1851
4	30 January 2008	Lecture:	Empire and Britishness (GR)
		Seminar:	The 'Indian Mutiny'
5	6 February 2008	Lecture:	Introduction to Source Analysis
		Seminar:	Supported Lab Session in <i>QM 4th floor</i>
6	13 February 2008	Lecture:	The Social Investigators (DM)
		Seminar:	Social Investigators: Documents
7	20 February 2008	Lecture:	The Boer War (GR)
		Seminar:	Gender and Popular Imperialism
8	27 February 2008	Lecture:	From Crisis to Welfare? (GR)
		Seminar:	State and Society
COURSEWORK DEADLINE: Source Analysis due 5 March 2008			
9	5 March 2008	Lecture:	Women and the Vote
		Seminar:	Class Debate: Feminism and Militancy
10	12 March 2008	<i>Field Trip to Victoria and Albert Museum</i>	

SCHEDULE: SUMMER TERM 2008			
Week	Date	Class	Topic
1	9 April 2008	Lecture:	<i>Major Barbara</i> in Historical Context
		Seminar:	Shaw's <i>Major Barbara</i>
COURSEWORK DEADLINE: Essay due 16 April 2008			
2	16 April 2008	<i>Retrospective and Revision Workshop</i> , L106, 11AM	
3	23 April 2008	<i>Exam Preparation</i> L106, 11AM	

REFERENCES & BIBLIOGRAPHIES

References

References (in this case: end notes or footnotes) are used as a means to acknowledge the source of arguments, ideas, statistics etc. that you use in essays. Also consult the library guide '*Bibliographic citations*' on their web pages.

When should I use a reference?

As you become more experienced you will find it easier to distinguish between:

- a) 'accepted knowledge'. E.g. The new Poor Law was introduced in 1834. (No reference is needed)
- b) Other information, ideas and opinions obtained from an identifiable source (books, articles etc.) (You need to acknowledge your sources - see below)
- c) Your own ideas, opinions, conclusions. (No reference is needed)

How should end notes/footnotes be presented?

An example of the standard format for end notes and footnotes:

NUMBER) AUTHOR, BOOK/ARTICLE, PAGE NUMBER.

- 1) Charles Dickens, *Hard Times*, p. 23.

Titles of books, journals and newspapers must be *italicised*. You should not underline the title of articles or chapters in edited books. These should be placed in single inverted commas. (See the section on bibliographies)

Reference numbers should be placed in the text of your essay at the end of the material/information cited. Reference numbers should run consecutively from 1 to 10 (for example). The corresponding reference details can be placed:

- a) at the bottom of the page where the reference number has been used (footnotes)

OR

- b) at the end of the essay (end notes). Details of references should be given in order from 1 to 10.

What does 'ibid' mean, and when should I use it?

'Ibid' means 'as cited (immediately) above', and can be used if you refer to the same book in consecutive notes. This saves you having to type/write out the full details of the book again. [Some books use the term 'op cit' or 'loc cit', meaning 'as cited previously', however, this is becoming much less frequent, and I recommend that you do NOT use it in your essays.]

An example of the use of 'ibid':

- 1) Charles Dickens, *Hard Times*, p. 24
- 2) *ibid*.
- 3) *ibid.*, p. 38
- 4) F.M.L. Thompson, *The Rise of Respectable Society*, p. 145.
- 5) Dickens, *Hard Times*, p. 100

6) *ibid.*, p. 126.

Remember: if you refer to another text (as in note 4), then you have to refer to Dickens again (as in note 5). If the title of the book is a particularly long one, then you can use an abbreviation.

For example:

J.M. Golby, *Culture and Society in Britain, 1850-1890*, could become: Golby, *Culture and Society*.

What format do I use when quoting from sources reprinted in books?

If you are quoting from an original source reprinted in another text (e.g. Golby) you should put details of the original source first, and then state where it is reprinted.

For example:

7) J.S. Mill, 'Principles of Political Economy' (1848), reprinted in J.M. Golby, *Culture and Society in Britain, 1850 - 1890*, pp. 127-8.

Bibliographies

A bibliography should contain full details of all the books you have consulted while writing your essay. The list of books must be separate from your end notes and should come right at the end of the essay (after your end notes).

Books and articles should be listed in alphabetical order (by last name of the author).

You should include the name of the author, the full title of the book, (the date published, [and to be absolutely precise], the publisher and the place of publication).

Example:

Susan Kingsley Kent, *Sex and Suffrage in Britain, 1860 -1914*, (1990, Routledge, London).

Articles from journals should be presented as follows:

Joan Sangster, 'Telling our Stories: feminist debates and the use of oral history', *Women's History Review*, Vol. 3, No. 1, 1994, pp. 5-28.

Chapters/Essays/Articles from edited books should be presented as follows:

Ann Oakley, 'Feminism, Motherhood and Medicine - Who Cares?' in Juliet Mitchell and Ann Oakley, (eds.) *What is Feminism?*, (1986, Basil Blackwell, Oxford), pp. 127-150.

Online material (using footnotes or endnotes)

A standard method for the citation of electronic sources of material has not yet been agreed upon. The following recommendations are suggestions only. For those intending to submit papers to scholarly journals, the method used by the journal should be investigated first.

In the footnote/endnote, the citation for online material includes the family name(s) of the author(s), or the name of the 'authoring' organization, and the document date or date of last revision (which may require the date and the month as well as the year).

Weiss (19 May 1996)

Office for National Statistics (1997)

As online material is continually updated or revised, the material you refer to may have undergone change since you cited it. Therefore, the date that you accessed the material must be included in the full bibliography. In online references it is not necessary to indicate the format of the material because this is made obvious by including the address of the site.

In the bibliography, the full reference lists the family name and initial(s) of the author(s), the document date or date of last revision, the title of the document (in single quotation marks), the title of the complete work (if any, in italics), the address (preceded by 'Available from:'), and the date the material was accessed (in brackets).

Weiss, P.L. 19 May 1996, 'Crime and punishment: is man responsible for his actions?', *Christian Philosophy Made Simple*. Available from: <http://members.aol.com/plweiss1/crime.htm> (accessed 18 January 2000).

Office for National Statistics 4 October 1999, 'The UK in figures: population and vital statistics', *Government Statistical Service*. Available from: <http://www.statistics.gov.uk/stats/ukinfigs/pop.htm> (accessed 20 January 2000).

The full reference to conference papers, presentations and addresses is presented as follows:

Stivens, M. 9 September 1998, 'Gendering the global and the anti-global: Asian modernities, "Asian values" and "The Asian family" ', Paper presented to *ICCCR International Conference 'Transnationalism: an Exchange of Theoretical perspectives from Latin American, Africanist and Asian Anthropology'*, at the University of Manchester. Available from: <http://les.man.ac.uk/sa/Transnationalism/stivens.htm> (accessed 25 January 2000).

READING LISTS

The following reading lists provide a selection of materials for each of our weekly classes, as well as some suggestions for background and recreational reading. Read as widely and extensively as you can. Use the lists below as a starting point: investigate the Library's holdings for other relevant books and journal articles. You can search the Library's catalogue on-line and should spend some time familiarising yourself with the Library's journal holdings, many of which are now available in electronic formats.

General Reading and Textbooks

There are many textbooks which will provide you with a good overview of our period. For those of you who wish to purchase a textbook, we recommend one of the following books:

J. Black and D. Macrauld, *Nineteenth Century Britain* (2003)

H. Cunningham, *The Challenge of Democracy: Britain 1832-1918* (2001)

Where appropriate, the seminar reading lists below identify the relevant sections of the above books. Though textbooks such as these are useful in providing background information, you will also need to investigate the more extensive lists provided in this handbook, especially when preparing your essays and revising for the exam.

Below is a list of 'general' works on the Victorian and Edwardian period. They will help you to get a sense of the major changes which occur across our period, and should provide you with a sound grasp of the important issues in nineteenth century history. All of the following books are available in the library.

F. Bedarida, *A Social History of England 1851-1990* (1991)

J.F.C. Harrison, *Early Victorian Britain 1832-1851* (1988)

J.F.C. Harrison, *Late Victorian Britain 1875-1901* (1990)

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

J. Harris, *Private lives, Public spirit: A social history of Britain, 1870-1914* (1993)

R. Price, *British Society 1680-1880: Dynamism, Containment and Change* (1999)

M. Pugh, *State and Society: A Social and Political history of Britain, 1870-1997*, (1999)

J. Bourke, *Working-class cultures in Britain 1890-1960* (1993)

Websites and Electronic Resources

There are many relevant websites which will help you get to grips with Victorian and Edwardian history. The list below indicates some of the more useful web resources. While we encourage you to make use of the World Wide Web, the internet will not provide a sufficiently scholarly basis for your work. On its own, the web is not an adequate source for historians: you will need to investigate the academic books and journal articles in the library and cannot rely solely upon the internet. You need to be especially discriminating when consulting web sources: while there are many excellent resources available for historians on the internet, there are just as many which are of more dubious quality. By all means use the web but do not rely on it!

Familiarise yourself with the Library homepage - <http://www.gre.ac.uk/lib/index.html>. From here you can not only search the Library's catalogues, but can also consult a large number of academic journals in electronic format. This is a fantastic resource: make sure you take advantage of it.

Consult the relevant sections of the TLTP 'Modern History Tutorials', which you can access via the University's networked computers. See, especially, the tutorials on 'Industrialisation', 'Urbanisation', 'Women's History' and Suffrage'.

You can access a selection of short articles on various aspects of economic and social history via the Economic History Society: <http://www.ehs.org.uk/society/refresh.asp>. These useful articles will provide you with a concise introduction to the economic and social changes which occurred during our period. A good place to start for those of you who wish to understand the economic changes which took place in the nineteenth century.

For all things Victorian, see the Victorian Web <http://www.victorianweb.org>, where you can find a range of sources and explanatory notes on Victorian politics, culture and society.

The BBC history pages provide short introductions to many of the topics that concern us and will help you to get a sense of the major issues in Victorian and Edwardian history. See, for example, <http://www.bbc.co.uk/history/british/victorians>

The Peel Web - <http://www.historyhome.co.uk/peel/peelhome.htm> - is a useful collection of resources for nineteenth century history.

You can search nineteenth century newspapers for relevant sources by visiting the British Library's on-line newspaper archive at <http://www.uk.olivesoftware.com/>.

For those with literary tastes, consult the Norton Anthology of Victorian Literature - <http://www.wwnorton.com/nael/victorian/welcome.htm> - where you will find introductions to a selection of Victorian writing, including Gaskell's Mary Barton, which we look at in the Autumn term.

Seminar Reading Lists

Winter Term 2007

1. 3 Oct **Introduction and organisation**
2. 10 Oct **Defining the Victorian Age**
3. 17 Oct **Precis Workshop and Exercise: The Industrial Revolution**

For the assignment, and background information on industrialisation, investigate the following sources and bibliographies reading:

‘Social Aspects of Industrialisation’ TLTP tutorial.

For a contemporary account of industrialisation, see Freidrich Engels’ description of Manchester in 1844. Available on-line:

<http://www.victorianweb.org/places/cities/manchester.html>.

For more information and primary sources on Victorian Manchester, see

<http://www.manchester2002-uk.com/history/victorian/Victorian1.html>

Also, read from of the following articles/chapter(s):

Black and Macraild, *Nineteenth Century Britain*, Ch. 2, 7

Harrison, *Early Victorian Britain*, Ch. 1-3

P. Hudson, ‘The Industrial Economy: change and opportunity in economy and society of Britain, c.1750-c.1830’, *E-ReFRESH*. Available on-line:

http://www.ehs.org.uk/industrialrevolution/PH_index.htm

N. Crafts, ‘The Industrial Revolution: Economic Growth in Britain 1700-1860’, *ReFresh*, Spring 4, 1987. Available on-line:

<http://www.ehs.org.uk/society/pdfs/Craft%204a.pdf>

N. Crafts, ‘The Industrial Revolution’ in Floud and McCloskey (eds.), *The Economic History of Britain Since 1700* (1994): 44-59.

M.Berg and P.Hudson, ‘Rehabilitating the Industrial Revolution’ *Economic History Review*, XLV, 1 (1992):24-50.

D. Cannadine, ‘The Past and the Present in the English Industrial Revolution, 1880-1980’ *Past and Present*, 103 (1984): 131-172

P.Hudson *The Industrial Revolution* (Edward Arnold, 1992)

P. Mathias *The First Industrial Nation* (Routledge, 1983)

J. Belchem *Industrialization and the Working Class* (Scolar Press, 1990)

K. Honeyman *Women, Gender and Industrialisation in England, 1700-1870* (Macmillan, 2000)

J. Rule *The Labouring Classes in Early Industrial England 1750-1850* (Longman, 1986)

R. Brown *Society and Economy in Modern Britain 1700-1850* (Routledge, 1991)

H. Perkin *The Origins of Modern English Society 1780-1880*

- (Routledge, 1969)
 E. Hobsbawm *Industry and Empire* (Penguin, 1990 ed.)
 A. Digby *New Directions in Economic and Social History*
 & C Feinstein (eds) (Macmillan, 1989)

4. 24 Oct Visit to National Portrait Gallery

5. 31 Oct Feedback from Field Trip and Essay Planning

6. 7 Nov City, Health and Population

Documents will be distributed in class: for preparation consult the following and investigate the relevant sections of the literature:

<http://www.learningcurve.gov.uk/victorianbritain/healthy/default.htm>

<http://www.victorianweb.org/history/chadwick2.html>

For a collection of useful primary sources on the growth of the Victorian city, see

<http://www.st-andrews.ac.uk/~city19c/viccity/home.html>

On the literary and cultural responses to urbanisation and its impacts on Victorian notions of gender and the family, see

http://www.wwnorton.com/nael/victorian/topic_2/welcome.htm

J. Humphries, 'From Work to Dependence? Women's experience of industrialisation in Britain', *ReFresh* 21, Autumn (1995). Available on-line:

<http://www.ehs.org.uk/society/pdfs/Humphries%2021b.pdf>

- Black & Macraill *Nineteenth Century Britain*, Ch. 5
 C.C. Harris *The Family and Industrial Society* (1983)
 E. Whitelegg et al *The Changing Experience of Women* (Open University, 1984)
 See especially Ch. by Hall, 'The Butcher, The Baker, The Candlestick-Maker'.
 [Also in Morris & Rodger, *The Victorian City: A Reader in British Urban History 1820-1914* (Longman, 1993)]

7. 14 Nov What objectives underlay the Poor Law legislation of the 1830s and how successfully were they realised?

For an introduction to the Poor Law and its importance, see

<http://www.victorianweb.org/history/poorlaw/plaatext.html>

You can find the entire text of the report at

<http://www.bopcris.ac.uk/bopall/ref7437.html>

M.E. Rose, 'Poverty and Self-help: Britain in the 19th and Twentieth Centuries', *ReFRESH* Autumn 11, 1990. Available online:

<http://www.ehs.org.uk/society/pdfs/Rose%2011a.pdf>

- Black & Macraill *Nineteenth Century Britain*, pp. 104, 137-8

- Harrison *Early Victorian Britain*, Ch. 3
P. Mandler 'The Making of the New Poor Law Redivivus', *Past and Present* 117, (Nov. 1987). See also subsequent reply and debate in *Past and Present* 127 (May, 1990).
- M.E. Rose *The Relief of Poverty 1834-1914* (Macmillan, 1986 ed.)
J. Knott *Popular Opposition to the 1834 Poor Law* (Croom Helm, 1986)
D. Fraser (ed.) *The New Poor Law in the Nineteenth Century* [Macmillan, 1976]
- C. Dickens *Oliver Twist* (1837) (OUP, 1998) Esp. the early chapters.
N.C. Edsall *The Anti-Poor Law Movement 1834-44* (MUP, 1971)
P. Thane *The Origins of British Social Policy* (Croom Helm, 1978)
D. Englander *Poverty and Poor Law Reform in Nineteenth Century Britain, 1834-1914* (Longmans, 1998)
M. Crowther *The Workhouse System, 1834-1929* (Methuen, 1983)

8. 21 November History Writing Workshop

NB: All students should come to class with a plan for their literature review, including notes on their reading for the assignment.

9. 28 Nov 'Chartism was an unmitigated disaster'. Discuss.

Read the Chartist declaration at

<http://www.victorianweb.org/history/chartism4.html>

For a selection of useful primary sources relating to the Chartist demonstration at Kennington Common in 1848, see

<http://www.spartacus.schoolnet.co.uk/CHkennington.htm>

- Cunningham, *The Challenge of Democracy*, Ch. 2
Black & Macrauld, *Nineteenth Century Britain*, Ch. 8
E.P Thompson, *The Making of the English Working Class* (1966):1-212, 711-832

- Harrison *Early Victorian Britain*, Ch. 6
D. G. Wright *Popular Radicalism: The Working-Class Experience 1780-1880* (Longman, 1988)
D. Thompson *The Chartists* (Temple Smith, 1984)
E. Royle *Chartism* (Longman, 1980) or look at Royle's chapter in Digby & Feinstein, op. cit.
C. Behagg *Labour and Reform: Working-Class Movements 1815-1914* (Hodder & Stoughton, 1991)
J. Belchem *Popular Radicalism in Nineteenth-Century Britain* (Macmillan, 1996)
Ashton, Fyson & Roberts (eds.) *The Chartist Legacy* (1999), esp. Ch.1 (by Miles Taylor) (Library Counter offprint)
Epstein & Thompson *The Chartist Experience* (Macmillan, 1982)
H. Browne *Chartism* (Hodder & Stoughton, 1999)
E.J. Evans *Parliamentary Reform, 1770-1918* (Longmans, 2000)

10. 5 Dec **NO SEMINAR: Literature Review due today!**

11. 12 Dec **How valuable is *Mary Barton* for our understanding of class and urbanisation?**

For an extensive collection of resources on Gaskell's work, including the full text of *Mary Barton* as an 'e-book', see

<http://www.lang.nagoya-u.ac.jp/~matsuoka/Gaskell.html>

Black & Macrauld	<i>Nineteenth Century Britain</i> , Ch. 6, 7
Elizabeth Gaskell	<i>Mary Barton</i> (1848, Penguin ed, 1996)
P. Stoneman	<i>Elizabeth Gaskell</i> (Harvester, 1987)
C. Lansbury	<i>Elizabeth Gaskell: The Novel of Social Crises</i> (Elek, 1975)
J. Spencer	<i>Elizabeth Gaskell</i> (Macmillan, 1993)
J. Guy	<i>The Victorian Social-Problem Novel</i> (Macmillan, 1996)
R. Williams	<i>Culture and Society 1780-1950</i> (Penguin, 1961), Ch 5.
C. Behagg	<i>Labour and reform: Working Class Movements 1815-1914</i> . (Hodder & Stoughton, 1991).
D.G. Wright	<i>Popular Radicalism: The Working-Class Experience, 1770-1880</i> (Longman, 1880)
J. Uglow	<i>Elizabeth Gaskell</i> (Faber & Faber, 1993)
R.J. Morris & R. Rodger	<i>The Victorian City: a Reader in British Urban History 1820-1914</i> (Longman, 1993)

Spring Term

1. 9 Jan **Feedback Session: Literature Review**

2. 16 Jan **What were the Causes and Consequences of the Great Irish Famine?**

For a collection of useful resources on the famine, see

<http://www.swan.ac.uk/history/teaching/teaching%20resources/An%20Gorta%20Mor/index.html>

For a selection of primary sources relating to the famine, see

<http://vassun.vassar.edu/~sttaylor/FAMINE/>

You will find background information on political contexts, as well as a series of useful primary materials, at

<http://dSPACE.dial.pipex.com/town/terrace/adw03/peel/ireland.htm>

Black & Macrauld, *Nineteenth Century Britain*, Ch. 5, 10

R. Swift and S. Gilley, *The Irish in Britain, 1815-1939* (1989)

F.S. Lyons *Ireland since the Famine* (Weidenfeld & Nicolson, 1973)

- C. Kinealy *A Death-dealing Famine* (Pluto Press, 1997)
 C. O'Grada *The Great Irish Famine* (CUP, 1995)
 C. O'Grada *Black '47 and Beyond: The Great Irish Famine in History, Economy and Memory* (Princeton UP, 2000)
 C. Woodham-Smith *The Great Hunger* (Hamish Hamilton, 1962)
 O. MacDonagh *Ireland: The Union and its Aftermath* (UCD Press, 2003)
 J. Lee *The Modernisation of Irish Society* (Gill & Macmillan, 1989)
 Ch. 1

3. 23 Jan 'A great people invited all civilized nations to a festival'. What did the Great Exhibition signify?

For a good overview of the Great Exhibition and some useful primary sources, see <http://spencer.lib.ku.edu/exhibits/greatexhibition/contents.htm>.

You will find similar materials, at <http://myweb.tiscali.co.uk/speel/otherart/grtexhib.htm>
<http://www.victorianstation.com/palace.html>

Have a look at the contemporary newspaper sources available via the on-line newspaper archive <http://www.uk.olivesoftware.com/>

Cunningham, *The Challenge of Democracy*, Ch. 5

- Open University *Art and Industry: Unit 33. Sections 1 & 2*
 D. Hare *The Great Exhibition* (Faber, 1972)
 J.M. Golby *Culture and Society in Britain, 1850-1914* (OUP, 1992)
 A. Briggs *Victorian People* (University of Chicago Press, 1972 ed.)
 A. Briggs *Iron bridge to Crystal Palace* (Thames & Hudson, 1979)
 C. Beaver *The Crystal Palace: A Portrait of Victorian Enterprise* (Phillimore, 1986).
 C.H.Gibbs-Smith *The Great Exhibition of 1851* (HMSO, 1964)
 J.McKean *Crystal Palace. Joseph Paxton & Charles Fox* (Phaidon, 1994)
 Video – 909/OPE. (Library)

4. 30 Jan Why was the 'Indian Mutiny' of 1857 such a significant event for Victorian Britain?

Elisa Greathed, 'An Account of the Opening of the Indian Mutiny at Meerut, 1857' <http://www.fordham.edu/halsall/mod/1857greated.html>

H. Streets 'The Rebellion of 1857: Origins, Consequences and Themes', *Teaching South Asia: An Internet Journal of Pedagogy* 1, No. 1, (2001). Available on-line: <http://www.mssu.edu/projectsouthasia/tsa/VIN1/Streets.htm>

P. Marshall, 'British India and the Great Rebellion'. Available on-line: http://www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml

7. 20 Feb **How would you account for the apparent increase in the popular appeal of imperialism and colonial expansion during the last three decades of the nineteenth century?**

On empire, and its impact on British culture, see

http://www.wwnorton.com/nael/victorian/topic_4/welcome.htm

J.A. Hobson on imperialism:

<http://www.fordham.edu/halsall/mod/1902hobson.html>

B. Porter, *The Lion's Share. A Short History of British Imperialism 1850-1995* (1984)

J.M. MacKenzie, *Propaganda and empire: the manipulation of British public opinion, 1880-1960*

Offer, A. 'Empire and social reform: British overseas investment and domestic politics, 1904-14' *Historical Journal* (1983)

E. Hobsbawm *The Age of Empire 1875-1914* (Abacus, 1997 ed.)

M. Chamberlain *Pax Britannica? British Foreign Policy 1789-1914* (Longman, 1988)

M. Chamberlain *The Scramble for Africa* (Longman, 1974)

B. Porter *The Lion's Share: A Short History of British Imperialism* (Longman, 1984)

R. Price *An Imperial War and the British Working Class* (Routledge & Kegan Paul, 1977)

J. Beaumont Hughes 'The Press and the Public during The Boer War' *The Historian*, No.61 Spring 1999

D. Cannadine *Ornamentalism: How the British Saw Their Empire* (Allen Lane, 2001)

J. Mackenzie *Imperialism and Popular Culture* (Manchester UP, 1986)

B. Semmel *Imperialism and Social Reform* (Allen & Unwin, 1993)

M. Daunton *Wealth and Welfare: an Economic and Social History of Britain 1851-1951* (Oxford, 2007) chs 6 & 7

8. 27 Feb **In what ways did the relationship between State and Society change between 1860 and 1914?**

On the New Liberalism etc, <http://www.fordham.edu/halsall/mod/1913blease.html>

F.M.L. Thompson, 'Social Control in Modern Britain', *ReFresh* 5, Autumn (1987).

Available on-line:

<http://www.ehs.org.uk/society/pdfs/Thompson%205a.pdf>

J. Lewis, 'Women and Society: Continuity and Change since 1870', *ReFresh* 1, Autumn (1985). Available on-line:

<http://www.ehs.org.uk/society/pdfs/Lewis%201b.pdf>

On the 'Liberal reforms' and Edwardian 'crisis'

<http://www.learningcurve.gov.uk/britain1906to1918/g2/background.htm>

Cunningham, *The Challenge of Democracy*, Ch. 7, 9

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

J. Harris *Public Lives. Private Spirit. A Social History of Britain 1870-1914* (Penguin, 1994)

T. Gourvish & A. O'Day (eds.) *Later Victorian Britain 1867-1900* (Macmillan, 1988)

M. Pugh *State And Society* (Edward Arnold, 1994)

M. Dauntton *Wealth and Welfare: an Economic and Social History of Britain 1851-1951* (Oxford, 2007) chs 12, 14 & 16

J.R. Hay *The Origins of the Liberal Welfare Reforms* (Macmillan, 1983)

P. Thane *The Origins of British Social Policy* (Croom Helm, 1978)

M.E. Rose *The Relief of Poverty 1834-1914* (Macmillan, 1986 ed.)

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

R. Pearce, R. Stearn *Government and Reform 1815-1918* (Hodder & Stoughton, 1995)

J. Lewis *Women in England 1870-1950* (Harvester Wheatsheaf, 1984)

**9. 5 Mar Debate on women's suffrage and 'militancy'
Proposition: 'Militancy ruined the Movement'.**

For background information on the suffrage and anti-suffrage campaigns, as well as various primary sources to help you prepare for the debate, see

<http://www.learningcurve.gov.uk/politics/g9/>

<http://www.spartacus.schoolnet.co.uk/Wnuwss.htm>

<http://www.spartacus.schoolnet.co.uk/Wanti.htm>

P.Bartley *Votes For Women* (Hodder & Stoughton, 1998)

P. Bartley *Emmeline Pankhurst* (Routledge, 2002)

H.L.Smith *The British Women's Suffrage Campaign 1886-1928* (Longman, 1998)

M. Pugh *The March of the Women* (OUP, 2000)

C. Eustance et al (ed) *A Suffrage Reader* (Leicester UP, 2000)

J. Liddington & *One Hand Tied Behind Us* (Virago, 1978)

J. Norris

S.S. Holton *Suffrage Days* (Routledge, 1996)

A visit to the Women's Library at Aldgate East for books, is well worthwhile. See www.thewomenslibrary.ac.uk.

10. 12 March Field Trip to Victoria & Albert Museum

Summer Term

1. 9 April What does Shaw appear to be attacking in his play *Major Barbara*?

G.B. Shaw *Major Barbara* (first published 1907; available in many editions)

You may also care to look at ‘*Mrs Warren’s Profession*’ (1894) in *Plays Unpleasant* (The Bodley Head Shaw) Vol.1

A. West *A Good Man Fallen Among Fabians*

J. Davis ‘The New Woman and the New Life’ in V. Gardner & S. Rutherford, *The New Woman and Her Sisters: Feminism & Theatre 1850-1914* (Harvester Wheatsheaf, 1992)

M. Holroyd *Bernard Shaw*. Vol.1 (Chatto & Windus, 1998)

2. 16 April Retrospective and Revision Workshop

3. 23 April Exam Preparation

