UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE: September 1994
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 1998
(Four years after implementation date) (MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **HISTORY**

HISTORY 415		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

VICTORIAN BRITAIN
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

A study of major social, political, economic and cultural developments and controversies during the era of the industrial revolution and an emerging class society.

PREREQUISITES: **History 109 and 110**
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:	**45**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT:
EXPECTED FREQUENCY OF COURSE OFFERINGS:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Jack Gaston
Chairperson: *(Curriculum Committee)*
Department Head:
Dean: J. D. Tunstall, Ph.D.
PAC Approval in Principle Date:
PAC Final Approval Date: October 27, 1993

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students should:
1. Read widely so as to familiarize themselves with the people and events of the era, as well as the related historiography
2. Improve their writing skills
3. Articulate and defend their arguments, as well as critique the ideas of others.

METHODS:

The above objectives will be achieved in the following ways:
1. The course ha a seminar format for a maximum enrollment of 20 students.
2. Minor and major written papers will be assigned (see outline).

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) ☐ Yes ☐ No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

H. Perkin, The Origins of Modern English Society 1780 – 1880
M. Bentley, Politics Without Democracy 1815 – 1914
S. K. Kent, Sex and Suffrage in Britain 1860 – 1914
R. D. Altick, Victorian People and Ideas

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

The discussions in the seminar course will be based upon readings in primary and secondary sources. In addition to short weekly reading assignments, there will be two minor papers and a major research paper.

Introductory paper (six pages max.)	15%
Research essay (fifteen pages max.)	40%
Concluding essay (eight pages max.)	25%
Participation	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

SEMINAR TOPICS AND RELATED READINGS

Readings will be assigned weekly to each student from the following lists. The first four classes will discuss the origins of several themes that will dominate the Victorian period. Classes in weeks five through twelve will be devoted to the presentation of major papers on important Victorian issues. Each week two or three related papers will be presented in draft form to serve as the basis for discussion; other class members will be assigned related short readings that in many causes will serve to introduce the class to important historical debates. Each presenter will provide a two-page summary of his\her paper at the beginning of the class. Draft papers will be due in final form a week after the class presentation.

I. September 12: Course Introduction.

(a) Introductory assignment:
drawing on the themes that will be discussed in the next three classes - including the process of industrialization,

emerging class consciousness, philosophical and political radicalism, Methodism and class relations, and patriotism - assess the state of post-war English society between Waterloo and Peterloo.

Due date: October 11, maximum 1500 words.

Readings for Paper:
Perkin, H., *The Origins of Modern English Society, 1780-1880 (1969).*
Royle, E., *Modern Britain: A Social History, 1750-1985,* Chapters 1, 2 and 3, reserve.
Webb, R.K., *Modern England (1980),* reserve.
Briggs, A., *The Making of Modern England, 1783-1867 (1959),* reserve.
Thompson, E.P., *The Making of the English Working Class (1963),* Preface, Chapters 6-9, 15 and 16, reserve.
Bentley, M., *Politics Without Democracy (1984).*
Dinwiddy, J.R., *From Luddism to the First Reform Bill* (1986), reserve.
Dyck, I., *William Cobbett and Rural Popular Culture* (1992) reserve.
McCord, N., *British History, 1815-1914* (1991), reserve.

(b) Introductory lecture
(c) Discuss and assign research papers

II. September 19: Was the Industrial Revolution a revolution?

Readings:
Perkin, H., *The Origins of Modern English Society, 1780-1880,* Chapts. 1,2 & 3.
Landes, D.S., "The Fable of the Dead Horse; or, The Industrial Revolution Revisited" in J. Mokyr, *The British Industrial Revolution* (1993).

III. September 26: Forming the English Class Society.

Readings:
Kent, C., "Presence and Absence: History, Theory and the Working Class", *Victorian Studies,* Vol. 29, (Spring 1986), 437-449, reserve.
Perkin, H., *Origins of Modern English Society,* Chapts. 5 & 6.
Thompson, E.P., *The Making of the English Working Class* (1963) Preface, Chapts. 5 & 6, reserve.
Engels, F., *Condition of the Working Class in England in 1844*, Chapt. 1, reserve.
Briggs, A., "The Language of Class in Early 19th Century England" in Briggs & Saville eds., *Essays in Labour History* (1967).

IV. October 3: The Isms of the New Industrial Society.

Readings:
Perkin, H., *The Origins of Modern English Society,* Chapters 7 and 9, i.
Altick, R.D., *Victorian People and Ideas,* Chapters 4 and 5.
Thompson, E.P., *The Making or the English Working Class*, Chapt. 11.
Colley, L., *"Whose Nation? Class and National Consciousness in Britain 1750-1830", Past and Present,* 113, 1986, pp. 97-117.
Note: Introductory essay due October 11.

V. October 17: Parliamentary Reform
(Presentation of term-paper drafts begins.)

(a) Radicalism and the Reform Bill of 1832
(b) The Politics of the 1867 Reform Bill

Readings:
Thompson, E.P., *The making of the English Working Class,* Chapter 16, i, ii and v, reserve.
Himmelfarb, G., *The Idea of Poverty,* (1985), Chapt. 9.
Harrison, R., "The British Working Class and the General Election of 1868", *International Review of Social History V,* 1960, 425-455.

VI. October 24: The Origins of Victorian Social Reform.

(a) The Factory Reform Movement, 1833-1847

(b) The Poor Law Amendment Act of 1834
(c) The Making of the first Public Health Act, 1848

Readings:
Roberts, D., "Jeremy Bentham and the Victorian Administrative State", *Victorian Studies,* Vol. II (March 1959), 193-210, reserve.

Brundage, A., "The Landed Interest and the New Poor Law: a Reappraisal of the Revolution in Government" (1972).

Mandler, P., "The Making of the New Poor Law Redivivus", *Past and Present*, No. 117, November, 1987, pp. 131-157.

VII. October 31: The Governing Class and the People in the new Industrial State.

(a) Literature and the Condition of England Question
(b) Sir Robert Peel and the Conservative Party, 1832-1846
(c) W.E. Gladstone and the Liberal Party, 1868-1880

Readings:
Himmelfarb, G., *The Idea of Poverty,* Chapt. 16.
Newbould, I., "Sir Robert Peel and the Conservative Party 1832-41: A Study in Failure?", *English Historical Review* (1983), 529-557, reserve.
Biagini, E.F., *Liberty, Retrenchment and Reform* (1992), Introduction, p. 20 and Chapt. 7, pp. 379-395.
Parry, J., *The Rise and Fall of Liberal Government in Victorian Britain* (1993), Chapt. 11, pp. 247-257.

VIII. November 7: Success and Failure in Pressure Group Politics.

(a) Chartism: Working Class Radicalism
(b) The Anti-Corn Law League: Middle Class Radicalism

Readings:
Stedman Jones, G., Chapt. 3, "Rethinking Chartism" in *Languages of Class* (1983).
Thompson, D., Chapt. 7, "The Women" in *The Chartists* (1984).
McCord, N., *The Anti-Corn Law League, 1838-1846* (1958), Introduction, pp 15-33.

IX. November 14: Ireland and English Politics.

(a) Catholic Emancipation and the Irish
(b) The Politics of the First Irish Home Rule Bill (1886)

Readings:
Davis, R.W., "The Tories, the Whigs and Catholic Emancipation, 1827-1829", *The English Historical Review* XCYII, 382, January, 1982, pp. 89-98.
Steele, E.D., "Gladstone and Ireland", *Irish Historical Studies* (1970) Vol. 18, 58-88.
Parry, J., *The Rise and Fall of Liberal Government in Victorian Britain* (1993 pp. 292-303.

X. November 21: The Rise of the Working Class After 1851.

(a) The Extent of Middle Class Hegemony in Mid-Victorian England
(b) The Development of the Trade Union Movement and its Importance for the Working Class
(c) Leisure and the Working Class in Late Victorian Society

Readings:
Perkin, *Origins of Modern English Society*, Chapts. 8 & 9.
Gunn, S., "The `Failure' of the Victorian Middle Class", in J. Wolff and J. Seed, eds., *The Culture of Capital*, 1988.
Price, R., "The Labour Process and Labour History", *Social History,* 8 (1983).
Joyce, P., "Labour, Capital and Compromise: A Respond to Richard Price", *Social History,* 9 (1984).
Bailey, Peter, *Leisure and Class in Victorian England*, pp. 176-188.

XI. November 28: Women in late Victorian society.

(a) An Assessment of Women's Social and Political Union 1903-1914
(b) Victorian Women at Work in the Industrial Economy

Readings:
Kent, S.K., *Sex and Suffrage* (1987), Introduction, Chapts. 1, 6, 7 and Epilogue.
Harrison, B., "Class and Gender in Modern British Labour History", *Past & Present*, No. 124, August, 1989. pp. 121-158.

XII. December 5: Political and Economic Reform at the End of the Century.

(a) The Nature and Extent of Britain's Economic Decline, 1873-1901
(b) The Liberal Imperialists
(c) Joseph Chamberlain and the Tariff-Reform Movement

Readings:
Perkin, H., *Origins of Modern English Society*, 1780-1880, Chapter 10.
Daunton, M.J., "Gentlemanly Capitalism" and British Industry 1820-1914, *Past and Present*, No. 122, pp. 119-158, reserve.
Sykes, A., *Tariff Reform in British Politics 1903-1913* (1979), Introduction.
Parry, J., *The Rise and Fall of Liberal Government...*, Epilogue.

Concluding Essay:

As a means of assessing the Victorians (1830-1906), examine the principal confrontations between the forces for continuity and those for change discussed in class with a view to reaching conclusions about the extent to which Victorian society reformed itself and the role of the classes in the process.

(Areas of confrontation include democratic reform and other radical causes, social reform, Conservative and Liberal politics, the institutionalization of labour, working class identity, gender equity, tariff reform, national efficiency and the welfare of society.)

DUE DATE: December 13

LENGTH OF PAPER: approximately 2000 words