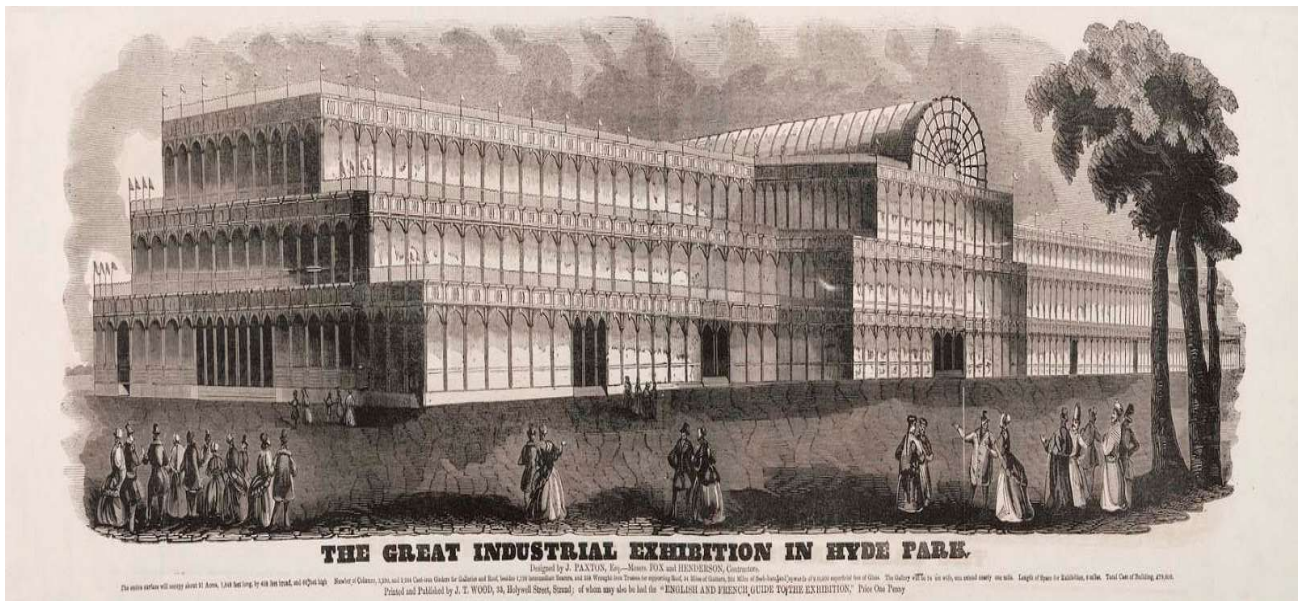




**London
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Module Guide



COVER IMAGE: POSTER ADVERTISING THE GREAT EXHIBITION, MUSEUM OF DOMESTIC DESIGN & ARCHITECTURE, CH/5/7/2/3

Industry, Empire and Society: Britain 1750-1900

DSS_4_IES_1920

Division of Social Sciences

Level 4

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1. MODULE DETAILS

Module Title:	Industry, Empire and Society: Britain 1750-1900
Module Level:	4
Module Reference Number:	DSS_4_IES
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA History
Year and Semester	Year 1, Semester 1
Module Coordinator:	Dr Katie Donington
MC Contact Details (Tel, Email, Room)	doningtk@lsbu.ac.uk
Teaching Team & Contact Details (If applicable):	N/A
Subject Area:	History
Summary of Assessment Method:	Formative Assessment (0%): blog and presentation CW1 (30%): Primary Source Analysis CW2 (70%): Thematic Essay
External Examiner appointed for module:	Dr Helen Glew, Senior Lecturer, University of Westminster

2. SHORT DESCRIPTION

This module uses a social and cultural approach to give an overview of the relationship between industry, empire, and society in Britain between 1750-1900. This was a period of great change both domestically and within the empire. In Britain the Industrial Revolution changed the ways in which people lived and worked, radicalism and pressure for reform impacted on the political landscape, and changing ideas about gender led to the emergence of a nascent women's movement. As the imperial gaze shifted from West to East with the loss of the Thirteen Colonies and the abolition of slavery, events in the empire reconfigured ideas about race. Bringing metropole and colony into the same analytical framework this course will examine the ways in which British society was altered through its emergence as both an industrial and an imperial power. It will consider how these factors shaped ideas about class, race, gender, national and imperial identity. It will explore key events within the period, as well as the development of new ideas and cultural formations. It will consider the political campaigns for greater democratic rights for men and women, improved working conditions, and attitudes towards empire both in Britain and its colonies.

3. AIMS OF THE MODULE

The aims of this module are to give students:

- Overview and understanding of some of the key events and changes that shaped British society, politics and culture between 1750-1900
- Introduction to some of the key social and political movements which developed in the period including labour rights and trade unionism, suffrage campaigns, and women's rights
- Introduction to categories of analysis that will help you to understand the period including changing ideas about race, class, gender, national and imperial identities
- Understanding of the impact of transatlantic slavery and empire on the development of modern Britain
- Understanding of the shifting configuration of empire during the period 1750-1900
- Knowledge of attitudes towards imperialism both in Britain and the colonies between 1750-1900
- Ability to analyse and understand a wide range of sources and arguments

4. [LEARNING OUTCOMES](#)

On successful completion of the module students will have:

4.1 Knowledge and Understanding

- Ability to identify factors which resulted in the emergence of Britain as an industrial and imperial power in the nineteenth century
- Understanding of how industry and empire were shaped by and shaping of each other
- Knowledge and understanding of some of the key economic, social, cultural and political changes in Britain between 1750-1900
- Knowledge and understanding of the development of social movements in Britain
- Knowledge and understanding of the shifting configuration of empire between 1750-1900
- Knowledge and understanding of resistance to imperial rule within the British empire
- Knowledge and understanding of the ways in which ideas about race, gender, class, empire and nation changed during the period 1750-1900

4.2 Intellectual Skills

- Ability to review, synthesise, and evaluate primary and secondary sources
- Ability to identify and critically assess historical debates including engaging with a variety of scholarly approaches and arguments
- Ability to identify and assess why changes and continuity occurred over time
- Ability to identify and explain key categories of analysis for social and cultural history including changing concepts of class, race, gender, national and imperial identities
- Ability to analyse a variety of primary sources

4.3 Practical Skills

- Essay writing including the use of a formal bibliography and referencing

- Popular history writing in the form of a blog
- Analytical skills
- Ability to organise, structure and express an argument using evidence from both primary and secondary sources (oral and written) including key aspects of coherence, clarity and fluency of expression
- Ability to identify, locate, and analyse a diverse range of relevant historical sources

4.4 Transferable Skills

- Self-discipline, self-direction, independence of mind and initiative
- Time management skills
- Experience of working to set deadlines
- Written and oral communication skills
- Skills in research and information retrieval
- Enhanced information technology skills
- Critical reading and summarising skills

5. ASSESSMENT OF THE MODULE

The module is assessed on the basis of 100% coursework: coursework is submitted via the submission page on Moodle. The assessment is in three parts:

Formative Assessment	Monday 28 October 2019 (5pm)
CW1: Primary Source Analysis (30%)	Monday 11 November 2019 (5pm)
CW2: Thematic Essay (70%)	Monday 13 January 2020 (5pm)

For detailed instructions of how to complete each piece of formative and summative coursework please read the Assessment Briefs which can be found on the module Moodle page. Assessment Briefs include your submission deadlines and the date by which you will receive feedback. Your Assessment Briefs will include the marking criteria that will be used to assess your work. Not all the [Undergraduate Marking Criteria \(PDF\)](#) will be relevant to every module or assignment. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

5.1 Marking Criteria

For a more general outline of assessment issue and marking criteria please see the 2019/20 DSS Course Guide.

5.2 Academic literature

The Perry Library has a history section on the 2nd floor of the West Wing. It has many books on different periods and topics in history, as well as reading on doing historical research. You will also find much relevant reading on the Reading List for this module. Furthermore, LSBU provides access to ebooks and online journal articles.

It is not acceptable at undergraduate level to base your research on simple web searches or to use materials aimed at school students. These do not have sufficient critical rigour and will not help you develop the higher level skills and competencies required for the higher grades.

Academic literature is challenging but it is also hugely rewarding – it offers windows into different ways of thinking. You are assigned one core reading per week but in order to truly engage with the subject it is vital that you read around the issues in order to be able to compare and contrast different interpretations. The additional reading list comprises of many different texts that will allow you to delve deeper into the issues. It can also be used as a basis for thinking about your bibliography for your essay.

Texts on the reading list marked with * are not available at London South Bank University Library but can be read at the British Library <https://www.bl.uk/>

5.3 Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the LSBU Assessment and Examinations Handbook and in your Course Guide. Please read these carefully.

<https://my.lsbu.ac.uk/my/wcm/connect/04bb2c45-764d-443c-846d-4f7d389a4d46/plagiarism2017a.pdf?MOD=AJPERES>

5.4 Referencing and Reference List

All coursework must be fully and accurately referenced and must include, at the end, a 'Reference List' of material consulted in the preparation of the work. A degree level essay must include at least six academic texts within the list in order to demonstrate an acceptable breadth of reading. **Even if you have not quoted directly from the text you can include it in the 'Reference List' if it has helped to shape your thinking.**

It cannot be stressed enough the need to properly reference your work – it is a simple formula which you must follow exactly in order to fully credit the historians and sources that you are working with. Don't lose marks over simple errors in referencing.

There is a PDF copy of '[How to Reference in LSBU Harvard Style](#)' on the Moodle page. Download this and read it thoroughly. There are working examples of how to reference a large variety of primary and secondary source materials. You can compare your own referencing with the examples to make sure you have got it right.

Below are some examples, however, you will need to read the full guide in order to know how to identify the full range of sources that you might want to use. Be aware that you must also offer in text citations and will need to consult the guide for advice on that. Read and follow the examples used in the reading list for this module as they have been formatted according to the correct style.

Single authored books:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Multiple authored books:

Stevenson, J. and Cook, C. (1977) *The slump: Society and politics during the depression*. London: Cape.

Chapters in books (i.e. edited collections):

Fennell, G. (1990) The Second World War and the welfare state in Britain: Sociological interpretations of historical development, in: Jamieson, L. and Corr, H. (eds.) *State, private life, and political change*. Basingstoke: Macmillan, pp. 75-95.

Articles in journals:

Tomlinson, J. (1992) Planning: Debate and policy in the 1940s, *Twentieth Century British History*, 3 (2), pp. 154-174.

Websites:

Burke, L. (1997) *Carbohydrates? They aren't that simple*. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014].

5.5 Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

This module will cover some of the core themes and events in the history of Britain and empire between 1750-1900. It will consider the interconnected relationship between industry, empire and society enabling you to appreciate the mutually constitutive nature

of national and imperial histories. It will introduce you to the history of social and political movements including campaigns for worker's rights, women's rights, and the extension of the vote. You will learn about the changing nature of empire resistance to imperial rule. You will consider how changes within domestic and imperial society impacted on ideas about race, class, gender, as well as concepts of nation and empire. This module will also introduce you to social and cultural historical approaches and methods, including their practical application.

7.2 Overview of Types of Classes

The module will be taught in a three hour weekly slot made up of lectures, seminars, student blogs, presentations and group work. Lectures will be interactive and you are expected to answer questions and discuss issues during the course of the lecture. Films, documentaries and other media sources will be used in lectures and seminars as appropriate. Seminars and workshops will normally involve individual and small group work. Seminars will also include practical work such as how to improve essay writing and how to prepare for assessments. There will be a visit to the Museum of London, Docklands and the Victoria and Albert Museum in Kensington to explore museum collections relevant to the module.

7.3 Importance of Student Self-Managed Learning Time

As an independent learner you are responsible for your own learning and development process. You are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. You are encouraged to identify for yourself particular problems or difficulties and to use seminar discussions, where appropriate, for the resolution of these. You must regularly access the Moodle site for this module. You should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class. Discussion is central to your learning experience on this module and you are expected to participate fully. You will be asked in class to reflect on your reading – a failure to undertake the core reading will impair your ability to participate.

Where appropriate, you are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.4 Employability

The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills suitable for application in a range of professional domains and in pursuit of further academic study. Having completed the module you will have specifically attained or refined the following:

- Oral and written communication
- Extracting and analysing information
- Analysis and the ability to devise arguments, using relevant evidence and forming judgments
- Team work

- Independence of thought and action
- Time management
- Information technology skills

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

SEMESTER 1		
WEEK	TOPIC	READING (CORE TEXT)
1 (23 Sept)	The Industrial Revolution	Griffin, E. (2013) <i>Liberty's dawn: A people's history of the Industrial Revolution</i> . New Haven / London: Yale University Press. Introduction: 'A Simple Narrative', pp. 1-21
2 (30 Sept)	Losing an empire: The American War of Independence	Gould, E. H. (2000) <i>The persistence of empire: British political culture in the age of the American Revolution</i> . Chapel Hill: University of North Carolina Press, pp. 181-214. Chapter 6 'The experience of defeat: The British legacy of the American Revolution'.
3 (7 Oct)	Transatlantic slavery	Dresser, M. (2007) Set in Stone? Statues and Slavery in London, <i>History Workshop Journal</i> , 64 (1), pp. 162-199. This week we will visit the Museum of London Docklands to see the 'London, Sugar, Slavery' exhibition. We will meet outside the museum at 9:45am for a brief walking tour of the surrounding area before the museum opens at 10am.
4 (14 Oct)	Reform and radicalism	McClelland, K. (2000) 'England's greatness, the working man', in : Hall, C., McClelland, K. and Rendall, J. <i>Defining the Victorian nation: Class, race and gender and the Reform Act of 1867</i> . Cambridge: Cambridge University Press, pp. 71-118.
5 (21 Oct)	Self-Directed Study Week	There is no formal scheduled class this week. Instead you will spend the week doing preparatory reading for the rest of the module and preparing your source analysis blogs for your formative assessment submission on Monday 28 October 2019 by 5pm .
6 (28 Oct)	The Great Exhibition (1851) / Visit the Victoria and Albert Museum	Message, K. and Johnson, E. (2008) The world within the City: Race, class and social reform, in: Auerbach, A. and Hoffenberg, P. H. (eds.) <i>Britain, the empire, and the world at the Great Exhibition of 1851</i> . Aldershot: Ashgate, pp. 27-46. This week we will visit the Victoria and Albert Museum to explore the collections in relation to the representation of industry, empire and society. We will meet at 10am outside the museum. Formative assessment due 28 October 2019 by 5pm.

7 (4 Nov)	Internal others: Ireland and the Irish	<p>Foster, R. F. (1995) <i>Paddy and Mr Punch: Connections in Irish and English history</i>. London: Penguin, pp. 171-194.</p> <p>Hickman, M. J., and Walter, B. (1995) Deconstructing whiteness: Irish women in Britain, <i>Feminist Review</i>, 50, pp. 5–19.</p> <p>This week you will present your primary source analysis blogs to the class. Please come prepared to do so.</p>
8 (11 Nov)	Race in the mid-Victorian period: The Indian Mutiny (1857) and the Morant Bay Rebellion (1865)	<p>Gopal, P. (2019) <i>Insurgent empire: Anticolonial resistance and British dissent</i>. London / New York: Verso.</p> <p>EITHER</p> <p>Chapter 1 ‘The spirit of the sepoy host: The 1857 Uprising in India and early British critics of empire’, pp. 41-83.</p> <p>OR</p> <p>Chapter 2 ‘A barbaric independence: Rebel voice and transnational solidarity, Morant Bay, 1865’, pp. 83-126.</p> <p>CW1 due on Monday 11 November 2019 by 5pm.</p>
9 (18 Nov)	Working lives / working voices: Class, culture and social change	<p>Davis, M. (2009) <i>Comrade or brother? A history of the British Labour Movement</i>. 2nd ed. London: Pluto Press, pp. 79-115. Part 2 ‘1850-1920: The workshop of the world and beyond’.</p>
10 (25 Nov)	Feminism and suffrage	<p>Caine, B. (1997) <i>English Feminism 1780-1980</i>. Oxford: Oxford University Press. Either Part 3 ‘Mid-Victorian Feminism’, pp. 88-130 OR Part 4 ‘The “New Woman” and the Militant’, pp. 131-172.</p>
11 (2 Dec)	Popular imperialism and the Boer War	<p>Krebs, P. M. (1999) <i>Gender, race, and the writing of empire: Public discourse and the Boer War</i>. Cambridge: Cambridge University Press, pp. 1-31. Chapter 1 ‘The war at home’.</p>
12 (9 Dec)	Legacies and representations	<p>Please note these are short newspaper articles.</p> <p>Hirsh, A. (2017) Toppling statues? Here’s why Nelson’s Column should be next, <i>The Guardian</i>, 22 Aug. Available from: https://www.theguardian.com/commentisfree/2017/aug/22/toppling-statues-nelsons-column-should-be-next-slavery [Accessed 4 September 2018].</p> <p>Olusoga, D. (2017) Statues are not the issue. These are ‘history wars’, a battle over the past, <i>The Guardian</i>, 27 August. Available from: https://www.theguardian.com/commentisfree/2017/aug/26/statues-</p>

		<p>were-not-erected-to-teach-us-history-but-to-exert-power [Accessed 4 September 2018].</p> <p>Spence, B. (2017) Colston Hall: Why we shouldn't rewrite history, <i>Spiked</i>, 23 February. Available from: http://www.spiked-online.com/newsite/article/colston-hall-why-we-shouldnt-rewrite-history-slavery-rhodes/19476#.W5ENIKMnbs0 [Accessed 4 September 2018].</p>
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* Texts are not available at London South Bank University Library but can be read at the British Library <https://www.bl.uk/>

8.1 Detailed Programme

Week 1: The Industrial Revolution	
Content	This session will introduce students to the topics and themes of the module. In addition we will examine the impact of the industrial revolution on the lives of people in Britain. Focusing particularly on the middle and working classes we will explore how industrialisation changed patterns of habitation, consumption, family life, working conditions and gender relations. We will consider the relationship between commerce and industrialisation and birth of capitalism and the consumer society. We will also analyse the relationship between empire and industrialisation.
Preparatory Work	Griffin, E. (2013) <i>Liberty's dawn: A people's history of the Industrial Revolution</i> . New Haven / London: Yale University Press. Introduction: 'A Simple Narrative', pp. 1-21
Additional Reading	
<p>Ashton, T. S. (1996) <i>The industrial revolution, 1760-1830</i>. Oxford: Oxford University Press.</p> <p>Berg, M. (2010) The British product revolution of the eighteenth century in: Horn, J., Rosenband, L. N., and Smith, M. R. (eds.) <i>Reconceptualizing the industrial revolution</i>. Cambridge: MIT Press.</p> <p>* Berg, M., (1993) What difference did women's work to the Industrial Revolution?, <i>History Workshop Journal</i>, 35 (1), pp. 22-44.</p> <p>De Vries, J. (2008) <i>The industrious revolution: Consumer behavior and the household economy, 1650 to the present</i>. Cambridge: Cambridge University Press.</p> <p>Goose, N. and Honeyman, K. (eds.) (2013) <i>Childhood and child labour in industrial England: Diversity and agency, 1750-1914</i>. Surrey: Ashgate.</p> <p>Hobsbawm, E. (1973) <i>The age of revolution: 1789-1848</i>. London: Cardinal. Chapter 2 'The Industrial Revolution', pp. 42-71.</p> <p>Hall, C. (1992) <i>White, male and middle-class: Explorations in feminism and history</i>. Cambridge: Polity Press. Chapter 5 'The butcher, the baker, the candle-stick maker: The shop and the family in the Industrial Revolution', pp. 108-123.</p> <p>Honeyman, K. (2000) <i>Women, gender and industrialization in England, 1700-1870</i>. Basingstoke: Macmillan, pp. 51-71. Chapter 4 'Industrialisation and the making of gender at work'.</p> <p>Hudson, P. (1995) 'Women and industrialisation' in: Purvis, J. (ed.) <i>Women's history in</i></p>	

Britain, 1850-1945. London: UCL Press, pp. 23-50.

McKendrick, N., Brewer, J., and Plumb, J. H. (1982) *The birth of a consumer society: The commercialization of eighteenth-century England*. London: Europa.

Mokyr, J. (1999) *The British industrial revolution: An economic perspective*. Colorado: Westview Press.

Morgan, K. (2011) *The birth of industrial Britain: Social change, 1750-1850*. Harlow: Longman.

Stearns, P. N. (2015) *Debating the industrial revolution*. London: Bloomsbury.

Stearns, P. N., *The industrial revolution in world history*. 4th ed. Colorado: Westview Press, pp. 1-68.

Teich, M. and Porter, R. (eds.) (1996) *The industrial revolution in national context: Europe and the USA*. Cambridge: Cambridge University Press.

Thomas, B. (1993) *The industrial revolution and the Atlantic economy: Selected essays*. New York: Routledge.

Steedman, Carolyn (2008) *Master and servant: Love and labour in the English industrial age*. Cambridge: Cambridge University Press

Online/Other Sources

Allen, R. C. (2006) *The British industrial revolution in global perspective: How commerce created the industrial revolution and modern economic growth*. Available from: <https://www.nuffield.ox.ac.uk/media/2162/allen-industrev-global.pdf> [Accessed 4 September 2018].

Constantine, M. [no date] John Hassell, Wales and the “industrial picturesque”, *Picturing Places*. Available from: <https://www.bl.uk/picturing-places/articles/john-hassell-wales-and-the-industrial-picturesque> [Accessed 4 September 2018].

Hardy, W. (2016) *The making of Industrial Britain: A gradual revolution?* Available from: <http://www.open.edu/openlearn/history-the-arts/history/social-economic-history/the-making-industrial-britain-gradual-revolution> [Accessed 4 September 2018].

Harley, C. K. (2013) *Slavery, the British Atlantic economy and the Industrial Revolution*. Available from: <https://www.economics.ox.ac.uk/materials/papers/12739/harley113.pdf> [Accessed 4 September 2018].

Poetry of the Lancashire Cotton Famine (1861-65) (2018). Available from: <http://cottonfaminepoetry.exeter.ac.uk/> [Accessed 4 September 2018].

Manolopoulou, A. (2008) The Industrial Revolution and the changing face of Britain, *Paper money of England and Wales*. Available from: http://www.britishmuseum.org/research/publications/online_research_catalogues/paper_money/paper_money_of_england_wales/the_industrial_revolution.aspx [Accessed 4 September 2018].

Slave trade legacies, Nottingham (2015) *Global cotton connections* [Online video]. Available from: <https://www.youtube.com/watch?v=b2QmVmXqP6g> [Accessed 4 September 2018].

White, M. (2009) The Industrial Revolution, *Georgian Britain*. Available from: <https://www.bl.uk/georgian-britain/articles/the-industrial-revolution> [Accessed 4 September 2018].

Week 2: Losing an empire: The American War of Independence

Content	The loss of the Thirteen Colonies represented a national trauma for
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	the British. It heralded a receding of the Atlantic empire and a shift towards the East. This week we will examine the political rhetoric of the American Revolution, in particular we will engage with the ideas of freedom and slavery which permeated the political discourse. We will explore the different political alignments that emerged in Britain during the conflict. We will also consider the ways in which defeat re-shaped ideas about national and imperial identity.
Preparatory Work	Gould, E. H. (2000) <i>The persistence of empire: British political culture in the age of the American Revolution</i> . Chapel Hill: University of North Carolina Press, pp. 181-214. Chapter 6 'The experience of defeat: The British legacy of the American Revolution'.
Additional Reading Allison, R. J. (2011) <i>The American Revolution: A concise history</i> . Oxford: Oxford University Press. Bradley, P. (1998) <i>Slavery, propaganda, and the American Revolution</i> . Jackson: University of Mississippi Press. Brown, C. L. (2010) Empire without America: British plans for Africa in the era of the American Revolution in: Peterson, D. R. (ed.) <i>Abolitionism and imperialism in Britain, Africa, and the Atlantic</i> . Ohio: Ohio University Press, pp. 84-100. Gould, E. H. (1999) A virtual nation: Greater Britain and the imperial legacy of the American Revolution, <i>American Historical Review</i> , 104 (2), pp. 476–489. Greene, J. P. (2013) <i>Creating the British Atlantic: Essays on transplantation, adaptation, and continuity</i> . Charlottesville: University of Virginia Press. Especially 'Colonial history and national history: Reflections on a continuing problem' and 'Transatlantic colonization and the redefinition of empire in the early modern era: the British-American experience'. Malcolm, J. L. (2009) <i>Peter's war: A New England slave boy and the American Revolution</i> . New Haven: Yale Press. Morgan, G. (2007) <i>The debate on the American Revolution</i> . Manchester: Manchester University Press. Olusoga, D. (2016) <i>Black and British: A forgotten history</i> . London: Macmillan. Chapter 9 'Cotton is King', pp. 339-366. Price, J. M. (1991) Who cared about the colonies? The impact of the Thirteen Colonies on British society and politics, circa 1714-1775 in: Bailyn, B., and Morgan, P. D. (eds.) <i>Strangers within the realm: cultural margins of the first British Empire</i> . Chapel Hill: University of North Carolina Press, pp. 395-436. Quarles, B. (1996) <i>The Negro in the American Revolution</i> . Chapel Hill: University of North Carolina Press. Rozbicki, M. J. (2011) <i>Culture and liberty in the age of the American Revolution</i> . Charlottesville: University of Virginia Press. * Schama, S. (2009) <i>Rough crossing: Britain, slaves and the American Revolution</i> . London: Vintage. Thompson, P., and Onuf, P. S. (eds.) <i>State and citizen: British America and the early United States</i> . Charlottesville: University of Virginia Press.	
Online/Other Sources Age of Revolutions [no date]. Available from: https://ageofrevolutions.com/american-revolution/ [Accessed 4 September 2018]. Declaration of Independence [no date]. Available from:	

<https://www.archives.gov/founding-docs/declaration-transcript> [Accessed 4 September 2018].
Documents relating to the American Revolution [no date]. Available from:
<https://www.docsteach.org/topics/american-revolution> [Accessed 4 September 2018].
Images of the American Revolution [no date]. Available from:
<https://www.archives.gov/research/military/american-revolution/pictures> [Accessed 4 September 2018].
Primary sources from the Smithsonian Museum [no date]. Available from:
<http://www.smithsoniansource.org/display/primarysource/results.aspx?hld=1004> [Accessed 4 September 2018].
Primary sources from the National Archives [no date]. Available from:
<http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/american-revolution/> [Accessed 4 September 2018].
Slavery and revolution: Jamaica and slavery in the age of revolutions [no date]. Available from:
<http://blog.soton.ac.uk/slaveryandrevolution/> [Accessed 4 September 2018].

Week 3: Transatlantic slavery

Content

Transatlantic slavery and its abolition remain a central component in the making of British national identity. This week we will explore the history and legacies of transatlantic slavery. Using a local history case study of London we will analyse the impact of slave-based wealth. We will explore the ways in which slavery contributed towards the making of race. We will consider abolitionism, including the issue of slave compensation. Finally we will examine how slavery and abolition was represented in 2007, the bicentenary of the abolition of the British slave trade, and what this tells us about national history, identity and memory.

Preparatory Work

Dresser, M. (2007) Set in Stone? Statues and Slavery in London, *History Workshop Journal*, 64 (1), pp. 162-199.

This week we will visit the Museum of London Docklands to see the 'London, Sugar, Slavery' exhibition. We will meet outside the museum at 9:45am for a brief walking tour of the surrounding area before the museum opens at 10am.

Additional Reading

Beckles, H. (1988) *Afro-Caribbean women and resistance to slavery in Barbados*. London: Karnak House.
 Blackburn, R. (1988) *The overthrow of colonial slavery 1776-1848*. London: Verso.
 Cook, M. and Hall, C. (eds.) (2007) Remembering 1807: Histories of the slave trade, slavery and abolition, *History Workshop Journal*, Special Issue, 64 (1).
 Chater, K. (2009) *Untold histories: Black people in England and Wales during the period of the British Slave trade, c. 1660-1807*. Manchester: Manchester University Press.
 Craton, M. (1991) Reluctant Creoles: The planters world in the British West Indies, in: Bailyn, B., and Morgan, P. D. (eds.) *Strangers within the realm: cultural margins of the first British Empire*. Chapel Hill: University of North Carolina Press, pp.314-362.

Craton, M. (1997) *Empire, enslavement and freedom in the Caribbean*. Kingston: Ian Randle.

* Donington, K., Hanley, R., and Moody, J. (eds.) (2016) *Britain's history and memory of slavery: Local nuances of a 'national sin'*. Liverpool: Liverpool University Press.

Dresser, M. (2009) Remembering Slavery and Abolition in Bristol, *Slavery & Abolition*, 30 (2), pp. 223-246.

Gauci, P. (2013) *William Beckford: First Prime Minister of the London Empire*. New Haven: Yale University Press, pp. 51-76.

Gikandi, S. (2011) *Slavery and the culture of taste*. New Jersey: Princeton University Press.

Gerzina, G. (1995) *Black England: Life before emancipation*. London: John Murray.

Greene, J. P. (2013) *Creating the British Atlantic: Essays on transplantation, adaptation, and continuity*. Charlottesville: University of Virginia Press. Especially 'Liberty, slavery, and the transformation of British identity in the eighteenth-century West Indies'.

Hall, C. (2014) Gendering property, racing capital, *History Workshop Journal*, 78 (1), pp. 22–38.

Kowaleski-Wallace, E. (2006) *The British slave trade and public memory*. New York: Columbia University Press.

Lorimer, D. A. (1984) Black slaves and English liberty: A re-examination of racial slavery in England, *Immigrants & Minorities*, 3 (2), pp. 121-150.

Mair, L. M. (2006) *A historical study of women in Jamaica, 1655-1844*. Kingston: University of the West Indies Press.

Midgley, C. (1992) *Women against slavery: the British campaigns, 1780-1870*. London: Routledge.

Moore, B. L. (ed.) (2003) *Slavery, freedom and gender: The dynamics of Caribbean society*. Kingston: University of the West Indies Press.

Myers, N. (1993) Servant, sailor, soldier, tailor, beggarman: Black survival in white society 1780-1830, *Immigrants & Minorities*, 12 (1), pp.47-74.

Myers, N. (1988) The black presence through criminal records, 1780–1830, *Immigrants & Minorities*, 7 (3), pp. 292-307.

Otele, O. (2012) Bristol, slavery and the politics of representation: the Slave Trade Gallery in the Bristol Museum, *Social Semiotics*, 22 (2), pp. 155-172.

Peterson, D. R. (ed.) (2010) *Abolitionism and imperialism in Britain, Africa, and the Atlantic*. Ohio: Ohio University Press. Especially Morgan, P. D. Ending the slave trade: A Caribbean and Atlantic context, pp. 101-2.

Richardson, D. (2005) Slavery and Bristol's 'golden age', *Slavery & Abolition*, 26 (1), pp. 35-54.

Willams, E. (1964) *Capitalism and slavery*. London: Andre Deutsch.

Online/Other Sources

Slave narratives

Equiano, O. (1789) *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, the African*. London. Available from:
<https://www.gutenberg.org/files/15399/15399-h/15399-h.htm> [Accessed 4 September 2018].

Prince, M. (1831) *The History of Mary Prince: A West Indian Slave*. London: F. Westley & A. H. Davis. Available from:
<https://docsouth.unc.edu/neh/prince/prince.html> [Accessed 4 September 2018].

Other

Brycchan Carey, *Historian of Slavery and Abolition* [no date]. Available from:
<http://www.brycchancarey.com/index.htm> [Accessed 4 September 2018].

Donington, K. (2014) The legacies of British slave-ownership, *History Workshop Journal Online*. Available from: <http://www.historyworkshop.org.uk/the-legacies-of-british-slave-ownership/> [Accessed 4 September 2018].

Hall, C. (2014) *Towards a new past: The legacies of British slave-ownership* [Online video]. Available from: https://www.youtube.com/watch?v=WtyATuC_fxw [Accessed 4 September 2018].

Legacies of British Slave-ownership (2018). Available from: <http://www.ucl.ac.uk/lbs/> [Accessed 4 September 2018].

Livesay, D. (2008) Extended families: Mixed-race children and Scottish experience, 1770-1820', *International Journal of Scottish Literature*, 4. Available from: <http://www.ijsl.stir.ac.uk/issue4/livesay.htm> [Accessed 4 September 2018].

Livesay, D. (2010) Children of uncertain fortune: Mixed-race migration from the West Indies to Britain, 1750-1820. PhD Thesis, University of Michigan. Available from: https://deepblue.lib.umich.edu/bitstream/handle/2027.42/77875/livesayd_1.pdf?sequence=1&isAllowed=y [Accessed 4 September 2018].

Making Freedom [no date]. Available from: <http://makingfreedom.co.uk/> [Accessed 4 September 2018].

Morris, M. (2011) Robert Wedderburn: Race, religion and revolution, *International Socialism*, 132. Available from: <http://isj.org.uk/robert-wedderburn-race-religion-and-revolution/> [Accessed 4 September 2018].

Pettigrew, W. (2014) How to place slavery into British identity' [Online video]. Available from: <https://www.gresham.ac.uk/lectures-and-events/how-to-place-slavery-into-british-identity> [Accessed 4 September 2018].

Remembering 1807 (2018). Available from: <http://www.antislavery.ac.uk/aboutremembering1807> [Accessed 4 September 2018].

Runaway Slaves in Britain (2018). Available from: <https://www.runaways.gla.ac.uk/> [Accessed 4 September 2018].

Week 4: Reform and radicalism

Content	Following the French Revolution of 1789, the British government was able to avert similarly violent uprisings through a process of gradual reform and repression. Political agitation from both the working and middle classes persisted throughout the nineteenth century as people attempted to secure a widening of the franchise. This week we will consider how the political nation was redefined over time and relation to changing ideas about class, race, gender and empire. We will explore some of the key movements, events, and concepts with a focus on the 1867-68 Reform Acts.
Preparatory Work	McClelland, K. (2000) 'England's greatness, the working man', in : Hall, C., McClelland, K. and Rendall, J. <i>Defining the Victorian nation: Class, race and gender and the Reform Act of 1867</i> . Cambridge: Cambridge University Press, pp. 71-118.
Additional Reading	
Briggs, A. (1959) <i>Chartist studies</i> . London: Macmillan.	

- Chase, M. (1991) Out of radicalism: The mid-Victorian Freehold Land Movement, *English Historical Review*, 106 (419), pp. 319–345.
- Custer, P. A. (2007) 'Refiguring Jemima: Gender, work and politics in Lancashire 1770-1820' *Past & Present*, 195, pp. 127–158.
- Finn, J. (1992) *Chartists and Chartism*. London: Hodder & Stoughton.
- Gadian, D. (1996) Radicalism and Liberalism in Oldham: A study of conflict, continuity and change in popular politics, 1830-52, *Social History*, 21 (3), pp. 265–280.
- Hall, C. (1992) *White, male and middle-class: Explorations in feminism and history*. Cambridge: Polity Press. Chapter 6 'The tale of Samuel and Jemima: Gender and working class culture in early-nineteenth century England', pp. 124-50.
- Hall, C. (1994) Rethinking imperial histories: The Reform Act of 1867, *New Left Review*, 208 (1), pp. 3-29.
- Hanley, R. (2016) Slavery and the birth of working-class racism in England, 1814-33, *Transactions of the Royal Historical Society*, 26, pp. 103-23.
- Hernon, I. (1991) *Riot!: Civil insurrection from Peterloo to the present day*. London: Pluto.
- Hewitt, M. (1991) Radicalism and the Victorian working class: The case of Samuel Bamford, *Historical Journal*, 34 (4), pp. 873–892.
- Hilton, B. (2006) *A mad, bad and dangerous people? England 1783-1846*. Oxford: Oxford University Press.
- Himmelfarb, G. (1995) *Victorian minds: Essays on nineteenth century intellectuals*. Chicago: I. R. Dee. Chapter 8 'Politics and ideology: The Reform Act of 1867'.
- McCalman, I. (1987) Ultra-Radicalism and convivial debating-clubs in London, 1795-1838, *English Historical Review*, 102 (403), pp. 309–333.
- Parolin, C. (2010) *Radical spaces: Venues of popular politics in London, 1790-c.1845*. Canberra, ACT, Australia: ANU E Press.
- Royle, E. (1996) *Chartism*, 3rd ed. London: Longman.
- Rowe, D. J. (1970) Class and political radicalism in London, 1831-2, *Historical Journal*, 13 (1), pp. 31–47.
- Vincent, D. (ed.) (1977) *Testaments of radicalism: Memoirs of working class politicians, 1790-1885*. London: Taylor & Francis.
- Vanden Bossche, C. R. (2014) *Reform acts: Chartism, social agency, and the Victorian novel, 1832-1867*. Baltimore: Johns Hopkins University Press.
- Winstanley, M. (1993) Oldham radicalism and the origins of popular Liberalism, 1830-52, *Historical Journal*, 36 (3), pp. 619–643.

Online/Other Sources

- BBC Radio 2 (2008) In Our Time: The Great Reform Act. 27 November.
<https://www.bbc.co.uk/programmes/b00flwh9>
- British Library, *Chartist biographies* [no date]. Available from:
<http://www.bl.uk/learning/histcitizen/21cc/struggle/chartists1/introduction/biographies/chartistbiographies.html> [Accessed 4 September 2018].
- British Library, Power and politics, *Discovering literature: Romantics & Victorians* [no date]. Available from:
<https://www.bl.uk/romantics-and-victorians/themes/power-and-politics> [Accessed 4 September 2018].
- Original manuscript sources of the 4th Duke of Newcastle relating to working class agitation, University of Nottingham, Special Collection. Available from:
<https://www.nottingham.ac.uk/manuscriptsandspecialcollections/learning/dukeofnewcastle/theme2/overview.aspx> [Accessed 4 September 2018].

Week 5: Self-Directed Study Week	
Content	There is no formal scheduled class this week. Instead you will spend the week doing preparatory reading for the rest of the module and preparing your source analysis blogs for your formative assessment submission on Monday 28 October 2019 by 5pm.

Week 6: The Great Exhibition (1851) / Visit the Victoria and Albert Museum	
Content	The Great Exhibition of 1851 announced Britain's industrial and imperial power to the world through the exhibition of objects, ideas and people who in very different ways were made to represent the dominance of British industry, commerce, and empire. This week we will consider the origins and legacies of this display of British national and imperial identity. We will think about the display in relation to the construction and performance of class, race, gender, nation and empire. We will use the theoretical and practical approaches of museology (the study of museums) to explore the concept of the 'exhibitionary complex'.
Preparatory Work	<p>Message, K. and Johnson, E. (2008) The world within the City: Race, class and social reform, in: Auerbach, A. and Hoffenberg, P. H. (eds.) <i>Britain, the empire, and the world at the Great Exhibition of 1851</i>. Aldershot: Ashgate, pp. 27-46</p> <p>This week we will visit the Victoria and Albert Museum to explore the collections in relation to the representation of industry, empire and society.</p> <p>Formative assessment due 28 October 2019 by 5pm.</p>

Additional Reading

- Auerbach, J. A. (1999) *The Great Exhibition of 1851: A nation on display*. New Haven: Yale University Press.
- Auerbach, A. and Hoffenberg, P. H. (eds.) (2008) *Britain, the empire, and the world at the Great Exhibition of 1851*. Aldershot: Ashgate.
- Barringer, T. (1998) The South Kensington Museum and the colonial project, in: Barringer, T. (ed.) *Colonialism and the object: Empire, material culture and the museum*. London: Routledge, pp. 11-27.
- Swallow, D. (1998) Colonial architecture, international exhibitions and official patronage: The case of a gate from Gwalior and the Victoria and Albert Museum, in: Barringer, T. (ed.) *Colonialism and the object: Empire, material culture and the museum*. London: Routledge, pp. 52-67.
- Bennett, T. (1995) *The birth of the museum: History, theory, politics*. London: Routledge. Chapter 2, 'The exhibitionary complex', pp. 59-88.
- Kriegel, L. (2003) The pudding and the palace: Labour, print, culture and Imperial Britain in 1851, in: Burton, A. (ed.) *After the imperial turn: Thinking with and through the nation*. North Carolina: Duke University Press.

Online/Other Sources

- Adams, R. (2010) The V&A: empire to multiculturalism?, *Museum & Society*, 8 (2) , pp. 63-79. Available from:
<https://www2.le.ac.uk/departments/museumstudies/museumstudies/documents/volumes/adams.pdf> [Accessed 4 September 2018].
- Victoria and Albert Museum [no date]. Available from:
<https://www.vam.ac.uk/> [Accessed 4 September 2018].
- Edwards, E. (2018) Addressing colonial narratives in museum, *British Academy blog*, 19 April. Available from:
<https://www.britac.ac.uk/blog/addressing-colonial-narratives-museums> [Accessed 4 September 2018].

Week 7: Internal others: Ireland and the Irish

Content	Described as 'marginal Britons', the Irish were colonised before becoming unequal partners in a political union with Britain. Othered in relation to class, culture and religion, the Irish experienced high levels of discrimination. This week we will explore the complex relationship between England and Ireland examining key moments including the Famine and the 'Fenian Outrages' of the 1860s. We will consider how the 'Irish Question' was understood and represented within both political and popular culture, and how this shaped ideas about Irishness and Englishness.
Preparatory Work	<p>Foster, R. F. (1995) <i>Paddy and Mr Punch: Connections in Irish and English history</i>. London: Penguin, pp. 171-194.</p> <p>Hickman, M. J., and Walter, B. (1995) Deconstructing whiteness: Irish women in Britain, <i>Feminist Review</i>, 50, pp. 5-19.</p> <p>This week you will present your primary source analysis blogs to</p>

	the class. Please come prepared to do so.
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Additional Reading

Brewster, S. and Crossman, V. (1999) Re-writing the Famine: Witnessing in crisis, in: Brewster, S., Crossman, V., Fiona Becket and David Alderson (eds.), *Irish proximities: History, gender, space*. London: Routledge, pp. 42-58

Connolly, S. J. (2002) *The Oxford companion to Irish history*, 2nd ed. Oxford: Oxford University Press.

De Nie, M. (2004) *The eternal Paddy: Irish identity and the British press, 1798-1882*. Madison: University of Wisconsin Press.

Fitzpatrick, D. (1999) Ireland and the empire, in: Andrew Porter (ed.) *The Oxford history of the British empire: The nineteenth century*. Vol. III. Oxford: Oxford University Press, pp. 496-521

Foster, R. F. (1988) *Modern Ireland 1600-1972*. London: Penguin.

Foster, R. F. (1995) *Paddy and Mr Punch: Connections in Irish and English history*. London: Penguin.

Hoppen, K. T. (1999) *Ireland since 1800: Conflict and conformity*. 2nd ed. London: Longman.

Howe, S. R. (2000) *Ireland and empire: Colonial legacies in Irish history and culture*. Oxford: Oxford University Press.

Kinealy, C. (2006) At home with empire: The example of Ireland, in: Hall C. and Rose, S. O. (eds.) *At home with the empire: Metropolitan culture and the imperial world*. Cambridge: Cambridge University Press, pp. 77-100

Larkin, H. (2013) *A history of Ireland, 1800-1922: Theatres of disorder?* New York: Anthem.

Lengel, E. G. (2002) *The Irish through British eyes: Perceptions of Ireland in the Famine era*. Westport: Praeger.

McFarland, E. W. (1998) A reality and yet impalpable: The Fenian panic in mid-Victorian Scotland, *Scottish Historical Review*, 77 (204), pp. 199–223.

O'Day, A., and Stevenson, J. (1992) *Irish Historical Documents since 1800*. Dublin: Gill & Macmillan.

Purbrick, L. (2008) Defining nation: Ireland at the Great Exhibition of 1851 in: Auerbach, A. and Hoffenberg, P. H. (eds.) *Britain, the empire, and the world at the Great Exhibition of 1851*. Aldershot: Ashgate, pp. 47-76.

Williams, L. A. and Williams, W. H. A. (2016) *Daniel O'Connell, the British press, and the Irish famine: Killing remarks*. London: Routledge.

Online/Other Sources

Gray, P. (1993) *Punch and the Great Famine*, *History Ireland*, 2 (1). Available from <https://www.historyireland.com/18th-19th-century-history/punch-and-the-great-famine-by-peter-gray/> [Accessed 4 September 2018].

O'Reilly, S. (2017) Apes, psychos, alcos: How British cartoonists depict the Irish, *The Irish Times*, 11 July. Available from: <https://www.irishtimes.com/culture/art-and-design/apes-psychos-alcos-how-british-cartoonists-depict-the-irish-1.3149409> [Accessed 4 September 2018]

Week 8: Race in the mid-Victorian period: The Indian Mutiny (1857) and the Morant Bay Rebellion (1865)

Content

British imperial domination was resisted in India in 1857 and in Jamaica in 1865. These uprisings occurred for very

	<p>different reasons, however, they both represented a threat to British imperial interests. The ways in which these events were represented in Britain fed into ideas about racial difference during a period in which race science and eugenics were becoming increasingly popular. This week we will examine both the Indian Mutiny / the First War of Indian Independence and the Morant Bay Rebellion in relation to changing notions of race, nation and empire, analysing how the empire and its peoples were imagined within domestic culture.</p>
Preparatory Work	<p>Gopal, P. (2019) <i>Insurgent empire: Anticolonial resistance and British dissent</i>. London / New York: Verso.</p> <p>EITHER</p> <p>Chapter 1 'The spirit of the sepoy host: The 1857 Uprising in India and early British critics of empire', pp. 41-83.</p> <p>OR</p> <p>Chapter 2 'A barbaric independence: Rebel voice and transnational solidarity, Morant Bay, 1865', pp. 83-126.</p> <p>CW1 due on Monday 11 November 2019 by 5pm.</p>
Additional Reading	
<p>Blunt, A. (2000) Embodying war: British women and domestic defilement in the Indian 'Mutiny', 1857–8', <i>Journal of Historical Geography</i>, 26 (3), pp. 403–428. Available from: http://larrymcelhiney.com/Sepoy/Sepoy_Women.pdf [Accessed 4 September 2018].</p> <p>Dalrymple, W. (2007) <i>The last Mughal: The fall of a dynasty, Delhi, 1857</i>. London: Bloomsbury.</p> <p>Erll, A. (2006) Re-writing as re-visioning: Modes of representing the 'Indian Mutiny' in British novels, 1857 to 2000, <i>European Journal of English Studies</i>, 10(2), pp. 163-185.</p> <p>Hall, C. (1992) <i>White, male and middle-class: Explorations in feminism and history</i>. Cambridge: Polity Press, pp. 255-295. Chapter 10 'Competing masculinities: Thomas Carlyle, John Stuart Mill and the case of Governor Eyre'.</p> <p>* Hall, C. (2002) <i>Civilising subjects: Metropole and colony in the English imagination 1830-1867</i>. Cambridge: Polity Press. Especially the Prologue.</p> <p>* Herbert, C. (2008) <i>War of no pity: The Indian Mutiny and Victorian trauma</i>. Princeton: Princeton University Press.</p> <p>Heuman, G. (1994) <i>"The killing time": The Morant Bay rebellion in Jamaica</i>. London: Macmillan.</p> <p>* Holt, T. C. (1992) <i>The problem of freedom: Race, labor, and politics in Jamaica and Britain, 1832-1938</i>. Baltimore: Johns Hopkins University Press.</p> <p>Moore, G. (2016) <i>Dickens and empire: Discourses of class, race and colonialism in the works of Charles Dickens</i>. London: Routledge.</p> <p>* Murdoch, L. (2012) 'Suppressed grief': Mourning the death of British children and the memory of the 1857 Indian Rebellion, <i>Journal of British Studies</i>, 51 (2), pp. 364–392.</p> <p>Mukherjee, R. (1990) 'Satan let loose upon earth': The Kanpur Massacres in India in the Revolt of 1857, <i>Past & Present</i>, 128, pp. 92–116.</p>	

Washbrook, D. A. (1999) India, 1818-1860: The two faces of colonialism', in: Porter, A. (ed.) *The Oxford history of the British empire: The nineteenth century*. Vol. III. Oxford: Oxford University Press, pp. 395-421.

Online/Other Sources

- Allingham, P. V. (2004) Punch on the 1857 Indian Mutiny, *The Victorian Web*. Available from: <http://www.victorianweb.org/periodicals/punch/60.html> [Accessed 4 September 2018].
- Budhil, I. (2012) John Eyre, the Morant Bay Rebellion in 1865, and the racialisation of Western political thinking, *West Bohemian Historical Review*, 2 (2), pp. 11-32. Available from: <https://dspace5.zcu.cz/bitstream/11025/11396/1/Budil.pdf> [Accessed 4 September 2018].
- Cavanaugh, J. [no date] The cause of the Morant Bay Rebellion, 1865. Available from: <https://scholar.library.miami.edu/emancipation/jamaica4.htm> [Accessed 4 September 2018].
- Faughnan, T. (1883) *Stirring Incidents in the Life of a British Soldier: an autobiography*. Toronto: Hunter, Rose & Company. Available from: <http://www.jamaicanfamilysearch.com/Samples/faughnan.htm> [Accessed 4 September 2018].
- Josiffe, C. (2015) Paul Bogle, George William Gordon, and the Morant Bay Rebellion, 1865, *Senate House Library blog*, 25 October. Available from: <https://www.senatehouselibrary.ac.uk/blog/paul-bogle-george-william-gordon-and-morant-bay-rebellion-1865> [Accessed 4 September 2018].
- Matei, A. (2015) Women and the Indian Mutiny: Framing the Mutiny in a *Punch* cartoon and a Lucknow diary, *Vides*, III, pp. 171-179. Available from: https://open.conted.ox.ac.uk/sites/open.conted.ox.ac.uk/files/resources/Create%20Document/18_Matei_pp171_179%20corrected.pdf [Accessed 4 September 2018].
- Melby, J. L. (2009) Photography album documenting the Morant Bay Rebellion', *Exhibitions, acquisitions, and other highlights from the Graphic Arts Collection, Princeton University Library blog*, 5 October. Available from: https://www.princeton.edu/~graphicarts/2009/10/photography_album_documenting.html [Accessed 4 September 2018].
- Pionke, A. (2007) Representations of the Indian Mutiny in Victorian Higher Journalism, *The Victorian Web*, 29 October. Available from: <http://www.victorianweb.org/history/empire/1857/intro.html> [Accessed 4 September 2004].
- Winter, S. (2012) On the Morant Bay Rebellion in Jamaica and the Governor Eyre-George William Gordon Controversy, 1865-70, *BRANCH: Britain, Representation, and Nineteenth-Century History blog*. Available from: http://www.branchcollective.org/?ps_articles=sarah-winter-on-the-morant-bay-rebellion-in-jamaica-and-the-governor-eyre-george-william-gordon-controversy-1865-70 [Accessed 4 September 2018].

Week 9: Working lives / working voices: Class, culture and social change

Content	The lives of working people in Britain changed with the shift from agricultural to industrial labour. Conditions at home and in the workplace led to calls for improvement. As the working poor were categorised into the respectable and the residuum, those belonging to the 'labour aristocracy' organised to improve their lot. Campaigns for reform led to the creation of trade unions which offered a mechanism for effecting economic and social change. This week we will examine the experiences of working people as they struggled to find a means to shape the society in which they lived and laboured.
Preparatory Work	Davis, M. (2009) <i>Comrade or brother? A history of the British Labour</i>

Movement. 2nd ed. London: Pluto Press, pp. 79-115. Part 2 '1850-1920: The workshop of the world and beyond'.

Additional Reading

- Biagini, E. (1987) British trade unions and popular political economy, 1860–1880, *Historical Journal*, 30 (4), pp. 811-840.
- Gleadle, K. (2013) 'We will have it': Children and protest in the Ten Hours Movement, in: Goose, N. and Honeyman, K. (eds.) (2013) *Childhood and child labour in industrial England: Diversity and agency, 1750-1914*. Surrey: Ashgate, pp. 215-230.
- Hobsbawm, E. (1968) *Labouring men: Studies in the history of labour*. London: Weidenfeld & Nicolson.
- Host, J. (1998) *Victorian labour history: Experience, identity and the politics of representation*. London: Routledge, pp. 92-151. Chapter 3 'Who are 'the people' in mid-Victorian labour history?'
- Hunt, E. H. (1981) *British labour history, 1815-1914*. London: Weidenfeld & Nicolson.
- Kirk, N. (1987) In defence of class: A critique of recent revisionist writing upon the nineteenth-century English working class, *International Review of Social History*, 32 (1), pp. 2-47.
- Lewenhak, S. (1977) *Women and trade unions: An outline history of women in the British trade union movement*. London: E. Benn.
- Mayhew, H. (1971) *Voices of the poor: Selections from the Morning Chronicle 'Labour and the poor' (1849-1850)*. London: Cass.
- McKibbin, R. (1990) *The ideologies of class: Social relations in Britain 1880-1950*. Oxford: Clarendon Press.
- Navickas, K. (2011) Captain Swing in the north: The Carlisle Riots of 1830, *History Workshop Journal*, 71 (1), pp. 5–28.
- Reid, A. J. (2005) *United we stand: A history of Britain's trade unions*. London: Penguin.
- Rose, J. (2001) *The intellectual life of the British working classes*. New Haven: Yale University Press.
- Scott, B. and Cook, C. (1991) *Trade unions in British politics: The first 250 years*. 2nd ed. London: Longman.
- Scriven, T. (2016) The Dorchester labourers and Swing's aftermath in Dorset, 1830–8, *History Workshop Journal*, 82 (1), pp. 1–23.
- Stedman Jones, G. (1984) *Outcast London: A study in the relationship between classes in Victorian society*. Harmondsworth: Penguin.
- Weisser, H. (1975) *British working-class movements and Europe, 1815-48*. Manchester: Manchester University Press.
- Wise, S. (2017) The Eclectic Hall, headquarters of Soho radicalism, *History Workshop Journal*, 83 (1), pp. 289–300.

Online/Other Sources

- Besant, A. (1888) 'White slavery in London', *The Link: A Journal for the Servants of Man*, Issue 21. 23 June. Available from: <http://www.mernick.org.uk/thhol/thelink.html> [Accessed 18 November 2018].
- London School of Economics, Charles Booth's London: Poverty maps and police notebooks' (2016). Available from: <https://booth.lse.ac.uk/> [Accessed 4 September 2018].
- Engels, F. (1969) *The condition of the working classes*. Moscow: Panther. Available from: <https://www.marxists.org/archive/marx/works/download/pdf/condition-working-class-england.pdf> [Accessed 4 September 2018].
- British Library, Poverty and the working classes, Discovering literature: Romantics and

Victorians [no date]. Available from:

<https://www.bl.uk/romantics-and-victorians/themes/poverty-and-the-working-classes>

[Accessed 4 September 2018].

TUC History Online, *The Match Workers Strike* [no date]. Available from:

<http://www.unionhistory.info/matchworkers/matchworkers.php> [Accessed 4 September 2018].

Week 10: Feminism and suffrage

Content	Between 1750 and 1900 concepts of gender reconfigured with the embedding of the notion of 'separate sphere' and the cult of Victorian domesticity. These ideas were experienced differently by women during the period, particularly in relation to their class position. The social, political, cultural and economic inequalities faced by women led to the emergence of a women's movement which sort to address the lack of women's rights. This week we will consider this 'first wave' of feminist activism including its ideological underpinnings, strategies, and modes of representation. We will consider the divisions within the movement, particularly in relation to class and militancy.
Preparatory Work	Caine, B. (1997) <i>English Feminism 1780-1980</i> . Oxford: Oxford University Press. Either Part 3 'Mid-Victorian Feminism', pp. 88-130 OR Part 4 'The "New Woman" and the Militant, pp. 131-172.

Additional Reading

* Alexander, S. (1994) *Becoming a woman and other essays in nineteenth and twentieth century feminist history*. New York: New York University Press. Chapter 'Why feminism? The women of Langham Place'.

Banks, O. (1986) *Becoming a feminist: The social origins of 'first wave' feminism*. Brighton: Wheatsheaf.

Caine, B. (1992) *Victorian Feminists*. Oxford: Oxford University Press.

Cowman, K. (2010) *Women in British Politics c. 1689-1979*. Basingstoke: Palgrave Macmillan. Especially the Introduction and Chapters 1-6.

* Davidoff, L. (1995) *Worlds between: Historical perspectives on gender and class*. Cambridge: Polity press. Especially 'Mastered for life: Servant and wife in Victorian and Edwardian England' and 'Class and gender in Victorian England: The case of Hannah Cullwick and A. J. Munby'.

Hall, C. (1992) *White, male and middle-class: Explorations in feminism and history*. Cambridge: Polity Press, pp. 75-93. Chapter 3 'The early formation of Victorian domestic ideology'.

Hannam, J. (1995) Women and Politics, in: Purvis, J. (ed.) *Women's history in Britain, 1850-1945*. London: UCL Press, pp. 217-246.

Hannam, J. (2012) *Feminism*. Harlow: Pearson. Especially Chapter 2.

Jordan, E. and Bridger A. (2006) 'An unexpected recruit to feminism': Jessie Boucherett's 'Feminist Life' and the importance of being wealthy, *Women's History Review*, 15 (3), pp. 385-412.

Kent, S. K. (1999) *Gender and power in Britain 1640-1990*. London: Routledge.

Lewis, J. (1984) *Women in England 1870-1950: Sexual divisions and social change*. Brighton: Wheatsheaf.

Livesey, R. (2004) The politics of work: Feminism, professionalisation and women inspectors of factories and workshops, *Women's History Review*, 13 (2), pp. 233-262.

Montgomery, F. (2006) *Women's rights: Struggles and feminism in Britain c.1770-1970*. Manchester: Manchester University Press.

Nym Mayhall, L. E., Levine, P. and Fletcher, I. C. (eds.) *Women's suffrage in the British empire: Citizenship, nation and race*. London: Routledge.

Nym Mayhall, L. E. (2003) *The militant suffrage movement: Citizenship and resistance in Britain, 1860-1930*. Oxford: Oxford University Press.

Roberts, M. J. D., (1995) Feminism and the state in later Victorian England, *Historical Journal*, 38 (1), pp. 85–110.

Rover, C. (1967) *Women's suffrage and party politics in Britain 1866-1914*. London: Routledge & Kegan Paul.

Smith, H. L. (2007) *The British women's suffrage campaign, 1866-1928*. 2nd ed. Harlow: Pearson/Longman.

Sulkunen, I., Nevala-Nurmi, S. and Markkola, P. (2009) *Suffrage, gender and citizenship: International perspectives on parliamentary reforms*. Newcastle: Cambridge Scholars.

Vickery, A. (1993) Golden age to separate spheres? A review of the categories and chronology of English women's history, *Historical Journal*, 36 (2), pp. 383–414.

Vickery, A. (2001) (ed.) *Women, privilege, and power: British politics, 1750 to the present*. Stanford: Stanford University Press.

Walkowitz, J. R. (1993) *City of Dreadful Delight: Narratives of sexual danger in late-Victorian London*. (Chicago: University of Chicago Press). Especially the Introduction and Chapters 1-2

Ward, M. (1995) Conflicting interests: The British and Irish suffrage movements, *Feminist Review*, 50, pp. 127–147

Online/Other Sources

English Woman's Journal (1858-64) [no date]. Available from:
<http://www.ncse.ac.uk/headnotes/ewj.html#d52e2207> [Accessed 4 September 2018].

British Library, Gender and sexuality, *Discovering literature: Romantics & Victorians* [no date]. Available from:
<https://www.bl.uk/romantics-and-victorians/themes/gender-and-sexuality> [Accessed 4 September 2018].

UK Parliament, *Vote 100* [no date]. Available from:
<https://www.parliament.uk/get-involved/vote-100/> [Accessed 4 September 2018].

Week 11: Popular imperialism and the Boer War

Content	The period 1870-1914 became known as the 'new imperialism' as the European powers expanded their empires, particularly in Africa. This period also saw a hardening of racial attitudes, the development of Social Darwinism and eugenics, rising nationalism, and a popular imperial culture. The Boer War took place within this context and will be examined as a prism through which to explore changing concepts of race, class and gender. We will consider how the campaign challenged and reconfigured constructions of British national and imperial identity.
Preparatory Work	Krebs, P. M. (1999) <i>Gender, race, and the writing of empire: Public discourse and the Boer War</i> . Cambridge: Cambridge University Press, pp. 1-31. Chapter 1 'The war at home'.

Additional Reading

Burton, A. (2000) 'States of injury': Josephine Butler on slavery, citizenship and the Boer War', in: Mayhall, L., Levine, P. and Fletcher I. C. (eds.) *Women's suffrage in the British empire: Citizenship, nation and race*. London: Routledge.

Cuthbertson, G., Grundlingh, A. and Suttie, M. (eds.) *Writing a wider war: Rethinking gender, race, and identity in the South African War, 1899-1902*. Athens: Ohio University Press.

Especially Andrew Porter 'The South African war and imperial Britain: A question of significance?' and Andrew Thompson 'Imperial propaganda during the South African war'.

Dunae, P. A. (1980) Boys' literature and the idea of empire, 1870-1914, *Victorian Studies*, 24 (1), pp. 105-21.

Gill, R. (2012) Networks of concern, boundaries of compassion: British relief in the South African War, *Journal of Imperial and Commonwealth History*, 40 (5), pp. 827-844.

MacKenzie, D. (1976) Eugenics in Britain, *Social Studies of Science*, 6 (3/4), pp. 499-532.

MacKenzie, J. M. (1999) Empire and Metropolitan Cultures, in: Andrew Porter (ed.), *The Oxford history of the British empire: The nineteenth century*. Vol. III. Oxford: Oxford University Press, pp. 270-293.

MacKenzie, J. M. (ed.) (1998) *Imperialism and popular culture*. Manchester: Manchester University Press.

* MacKenzie, John M. (ed.) (1992) *Popular imperialism and the military, 1850-1950*. Manchester: Manchester University Press.

Mackley, S. (2018) Liberal Party politics, the South African War, and the rhetoric of imperial governance, *Twentieth Century British History*, 29 (1), pp. 1-24.

Morgan, K. O., (2002) The Boer War and the media (1899-1902), *Twentieth Century British History*, 13 (1), pp. 1-16.

Nym Mayhall, L. E. (2003) *The militant suffrage movement: Citizenship and resistance in Britain, 1860-1930*. Oxford: Oxford University Press. Chapter 2 'The South African War and After, 1899-1906', pp. 25-39.

Packenham, Thomas (2003) *The Boer War*. London: Abacus.

Price, R. (1972) *An imperial war and the British working class: Working-class attitudes and reactions to the Boer War, 1899-1902*. London: Routledge, 1972.

Online/Other Sources:

Briggs, J. (2013) The Second Boer War, 1899-1902: Anti-Imperialism and European Visual Culture, *BRANCH: Britain, Representation, and Nineteenth-Century History blog*. Available from: http://www.branchcollective.org/?ps_articles=jo-briggs-the-second-boer-war-1899-1902-anti-imperialism-and-european-visual-culture [Accessed 4 September 2018].

Brignall, V. (2010) The eugenics movement Britain wants to forget, *The New Statesman*, 9 December. Available from: <https://www.newstatesman.com/society/2010/12/british-eugenics-disabled> [Accessed 4 September 2018].

Das, Subhadra (2017) *Bricks + Mortals: A history of eugenics told through buildings*. Available from: <https://www.ucl.ac.uk/culture/projects/bricks-mortals> [Accessed 4 September 2018].

Week 12: Industry, empire and society: Legacies and representations

Content	In the final session we will reflect on the legacies of empire and industry which as a society we continue to live with today. We will consider how the imperial and industrial past has been represented and remembered in public history, including recent controversies surrounding memorials and
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	statues. You will also have an opportunity during this session to discuss the final assessment with the module convenor.
Preparatory Work	<p>Hirsh, A. (2017) Toppling statues? Here's why Nelson's Column should be next, <i>The Guardian</i>, 22 Aug. Available from: https://www.theguardian.com/commentisfree/2017/aug/22/toppling-statues-nelsons-column-should-be-next-slavery [Accessed 4 September 2018].</p> <p>Olusoga, D. (2017) Statues are not the issue. These are 'history wars', a battle over the past, <i>The Guardian</i>, 27 August. Available from: https://www.theguardian.com/commentisfree/2017/aug/26/statues-were-not-erected-to-teach-us-history-but-to-exert-power [Accessed 4 September 2018].</p> <p>Spence, B. (2017) Colston Hall: Why we shouldn't rewrite history, <i>Spiked</i>, 23 February. Available from: http://www.spiked-online.com/newsite/article/colston-hall-why-we-shouldnt-rewrite-history-slavery-rhodes/19476#.W5ENIKMnbs0 [Accessed 4 September 2018].</p>
Additional Reading	
Online/Other Sources:	
<p>Kassim, S. (2017) The museum will not be decolonised, <i>Media Diversified</i>, 15 November. Available from: https://mediadiversified.org/2017/11/15/the-museum-will-not-be-decolonised/ [Accessed 4 September 2018].</p> <p>Rosseau, Marie-Helen (2018) The Past Is Now: Decolonising the Birmingham City Art Gallery and Museum, <i>Muftah</i>, 27 January. Available from: https://muftah.org/the-past-is-now-decolonizing-the-birmingham-museum-and-art-gallery/#.W5ERHKMnbs1 [Accessed 4 September 2018].</p> <p>Wintle, C. (2013) Decolonising the Museum: The Case of the Imperial and Commonwealth Institute, <i>Museums & Society</i>, 11 (2), pp. 185-201. Available from: https://www2.le.ac.uk/departments/museumstudies/museumstudies/documents/volumes/wintle [Accessed 4 September 2018].</p>	

9. STUDENT EVALUATION

We are awaiting the results of the MEQ and will update Moodle when they are received.

10. LEARNING RESOURCES

Each weekly subject has its own discreet reading – this list is not exhaustive. There are many more interesting and important texts which can and should be reading in relation to these topics. In order to gain higher marks for your work you must show independent

thought. Reading outside of the provided list is an excellent way to demonstrate your research skills as a historian in your own right.

There are numerous archives, libraries, museums, and galleries which can be used to source material and inspiration for this course. Some of them are listed below. Locating and analysing your own sources is a key component of this course. Please visit these places or look at their online content in order to give yourself the best chance of achieving higher marks. Do not be afraid to write to archivists and curators about your work – they are very often willing to help and can offer you new perspectives on your approach and the available material within their institutions.

General introductory material

- Anderson, Benedict (2006) *Imagined communities: Reflections on the origin and spread of Nationalism*. London: Verso.
- Anstey, Roger (1975) *The Atlantic slave trade and British abolition, 1760-1810*. London: Macmillan.
- Bailey, A. C. (2005) *African voices of the Atlantic slave trade: Beyond the silence and the shame*. Boston: Beacon Press.
- Bayly, C. A. (2004) *The birth of the modern world, 1780-1914: Global connections and comparisons*. Oxford: John Wiley & Sons.
- Best, G. (1979) *Mid-Victorian Britain 1851-75*. London: Fontana.
- Bourke, J. (1993) *Working class cultures in Britain, 1890-1960: Gender, class and ethnicity*. London: Routledge.
- Boyd, K. and McWilliam, R. (eds.) (2007), *The Victorian Studies Reader*. London: Routledge.
- Cain, P. J., and Hopkins, A. G. (1986) Gentlemanly capitalism and British expansion overseas, I: The old colonial system, 1688-1850, *Economic History Review*, 39, pp. 501-525
- Carlyle, T. and Shelston, A. (1971) *Selected writings*. Harmondsworth: Penguin.
- Colley, L. (2008) *Britons: Forging the nation 1707-1837*. 3rd ed. New Haven: Yale University Press.
- Collini, S. (1991) *Public moralists: Political thought and intellectual life in Britain 1850-1930*. Oxford: Oxford University Press.
- Colls, Robert (2002) *Identity of England*. Oxford: Oxford University Press.
- Darwin, J. (2009) *The empire project: The rise and fall of the British world-system, 1830-1970*. Cambridge: Cambridge University Press.
- Daunton, M. J. (1995) *Progress and poverty: An economic and social history of Britain 1700-1850*. Oxford: Oxford University Press.
- Davidoff, L. and Hall, C. (1987) *Family fortunes: Men and women of the English middle class 1780-1850*. London: Hutchinson.
- Dumett, R. E. (1999) *Gentlemanly capitalism and British imperialism: The new debate on empire*. London: Longman.
- Fryer, P. (1989) *Black people in the British Empire: An introduction*. London: Pluto.
- Grant, A. and Stringer, K. (eds.) (1995) *Uniting the Kingdom: The making of British history*. London: Routledge.
- Griffiths, T., Hunt, P., and O'Brien, P. K. (2008) Scottish, Irish, and imperial connections: Parliament, the three kingdoms, and the mechanization of cotton spinning in eighteenth-century Britain', *Economic History Review*, 61 (3), pp. 625-650.
- Hall, C. (2000) *Cultures of empire: A reader*. Manchester: Manchester University Press.
- Hall, C. (1992) *White, male and middle-class: Explorations in feminism and history*. Cambridge: Polity Press.
- Halpern, R. and Dal Lago, E. (2002) *Slavery and emancipation*. Malden, MA: Blackwell.

- Hardy, F. E. (1928) *The early life of Thomas Hardy 1840-1891: compiled largely from contemporary notes, letters, diaries, and biographical memoranda, as well as from oral information in conversations extending over many years*. London: Macmillan.
- Heuman, G., and Walvin, J. (2003) *The slavery reader*. London: Routledge.
- Hobsbawm, E. (1988) *The age of capital: 1848-1875*. London: Little, Brown Book Group.
- Hobsbawm, E. (1989) *The age of empire: 1875-1914* (London: Little, Brown Book Group.
- Holmes, C. (1988) *John Bull's island. Immigration and British society, 1871-1971*. Basingstoke: Macmillan.
- Knight, F. W. (1997) *General history of the Caribbean*. Vol. III. Basingstoke: Macmillan.
- Kumar, K. (2003) *The making of English national identity*. Cambridge: Cambridge University Press.
- Levine, P. (2004) *Gender and empire*. Oxford: Oxford University Press.
- Louis, W. R., Low, A. M., Canny, N. P. and Marshall, P. J. (1998) *The Oxford history of the British Empire: British overseas enterprise to the close of the seventeenth century*. Vol. I. Oxford: Oxford University Press.
- Marshall, P. J. (1998) *The eighteenth century*. Vol. II. Oxford: Oxford University Press.
- McLaughlin, J. (2000) *Writing the urban jungle : reading empire in London from Doyle to Eliot*. Charlottesville: University of Virginia Press.
- Morgan, P. D., and Hawkins, S. (2004) *Black experience and the empire*. Oxford: Oxford University Press.
- Parsons, T. (1999) *The British imperial century, 1815-1914: A world history perspective*. Oxford: Rowman & Littlefield.
- Pope, R. (1989) *An atlas of British social and economic history since c.1700*. London: Taylor & Francis.
- Porter, B. (1996) *The lion's share: A short history of British imperialism 1850-1995*, 3rd ed. London: Longman.
- Porter, R. (1999) *The Oxford history of the British Empire: The nineteenth century*. Vol. III. Oxford: Oxford University Press.
- Price, R. (1999) *British society 1680-1880: Dynamism, containment and change*. Cambridge: Cambridge University Press.
- Pugh, M. (1999) *Britain since 1789*. London: MacMillan.
- Said, E. (2002) *Orientalism: Western conceptions of the Orient*. London: Penguin Books.
- Said, E. (1994) *Culture and imperialism*. London: Vintage.
- Solow, B. L., Engerman, S. L., and Williams, E. (1987) *British capitalism and Caribbean slavery: The legacy of Eric Williams*. Cambridge: Cambridge University Press.
- Thompson, A. S. (2002) *Imperial Britain: The empire in British politics, c.1880-1932*. Harlow: Pearson Education.
- Thompson, E. P. (2013) *The Making of the English Working Class*. London: Penguin Books.
- Thompson, F. M. L. (ed.) (1990), *The Cambridge social history of Britain 1750-1950*. (3 vols.). Cambridge: Cambridge University Press.
- Visram, R. *Ayahs, lascars and princes: Indians in Britain 1700-1947*. London: Pluto, 1986.