

**Brescia University College
Department of History Fall 2018**

History 3432F/ 4420F (530)

Victorian Britain

Instructor: Dr. Sara Morrison
Class Times: Tuesday: 11:30-2:30 (BR 14)
Office: UH 325
Voice Mail: 519 432 8353 ext. 28271
Office Hours: Wednesday 11:30-12:30, immediately after class, or by appointment
Email: smorri5@uwo.ca. The best contact method is by email, or office hours

When Queen Victoria died in 1901 she had ruled Britain and its empire for nearly sixty-four years, longer than any other monarch in British history. The Victorian era was marked by dramatic change and striking contrasts. From imperial pomp and pageantry to grinding poverty and urban squalor, from class rigidity to bold individuality, from colonial outposts scattered across the globe to “little England”, and from daring vision to prim narrow-mindedness, Victorian society continues to fascinate historians and the general public alike.

By tracing the various and often competing strands of British and imperial society from the early nineteenth century to the onset of the First World War, students will read and discuss primary and secondary sources, which consider the political, social, religious, imperial, intellectual, cultural, gender, and environmental dimensions of Victorian Britain and its empire. History 4420G is a seminar course (maximum enrollment 20 students) In the first part of the course, our group discussions will familiarize students with the most significant debates and historical schools of thought about the Victorians. The second half of the course will be devoted to individual research, presentations and peer review as students develop an original research paper addressing one aspect of Victorian Britain or its empire.

Prerequisites: Course in History 2400 level or above/written Special Permission of your Dean.

Antirequisites: History 4420F antirequisite for History 3432F;
History 3432F antirequisite for History 4420F

Required Texts

Angus McLaren, *A Prescription for Murder: The Victorian Serial Killings of Dr. Thomas Neill Cream* (University of Chicago Press, 1995)

Susie Steinbach, *Understanding the Victorians: Politics, culture and society in nineteenth century Britain* (2nd Routledge 2017)

R.L. Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Other Readings available online and at Brescia Reserve.

Brescia Competencies: Communication/Critical Thinking/Inquiry & Analysis/Problem Solving/ Social Awareness & Engagement/ Self Awareness & Development/Valuing

Marking Scheme

Map Exercise	5%
Book Review (5-6 pages & short presentation 16 October 2018)	15%
Weekly Attendance, Passports & Participation:	30%
Seminar Presentation (TBD)	10%
Journal (based on weekly readings; final entry 27 November)	20%
Research Project or Virtual Research Essay	20%

Assignments: Assignments must be submitted to OWL turnitin and a printed copy handed in during class. There is no final exam for this course.

BRESCIA COMPETENCIES: History 3432F/ History 4420F

This course will enable students to attain various levels of the seven Brescia Competencies: Communication (level 4); Critical Thinking (level 4); Inquiry and Analysis (level 4); Problem Solving (level 3 or 4); Self-Awareness and Development (level 3 or 4); Social Awareness and Engagement (level 2 or 3); and Valuing (level 3 or 4).

***Depending on course enrollment schedule may be subject to change**

Learning Expectations and Outcomes

- Content delivery
 - The expectation is that students will add to their own knowledge base through active directed reading in highly focused courses.
- Primary source skills
 - Extensive and sophisticated engagement with primary sources is expected, possibly at an archival level, including digital sources.
- Secondary source skills
 - Students are expected to be familiar with the historiography of the field and to engage it directly in their own research and writing.
- Research skills
 - Students are expected to develop their own research questions in consultation with faculty and pursue them through all available and appropriate primary and secondary sources.
- Writing skills
 - The development of a complex and sustained historical argument, which is properly supported with evidence from primary and secondary sources.
 - The presentation of that argument in clear, correct and compelling prose.
 - The proper documentation of the research process through footnotes and bibliography.

- Participation and communication skills
 - Engagement with peers in discussion of both source material and the process of writing history.
 - The clear and effective presentation of the student's own research.
 - Positive and effective discussion of other students' research.
- Overall
 - Drawing on the skills and insights of years one through three to produce historical work which is original to the student.

IMPORTANT INFORMATION

Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE: Contact Brescia's Senior Academic Advisors.**

Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);(b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE: Contact Brescia's Senior Academic Advisors.**
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

Support Services

To book an appointment with an Academic Advisor, call 519-432-8353 ext. 28266.

31 July 2018

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered. If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

SCHEDULE OF CLASSES

Week 1	11 September	Introduction: Victoria and her Realm
Week 2	18 September	Victoria and Albert
Week 3	25 September	Politics, Reform, and Public Order
Week 4	2 October	Women in Victorian Society
Week 5	9 October	Thanksgiving
Week 6	16 October	Understanding Victoria (Book Reviews due)
Week 7	23 October	Inside the Victorian Underworld
Week 8	30 October	Family Life & Victorian Values
Week 9	6 November	Victoria's Empire
Week 10	13 November	Leisure, Etiquette, Fashion and Popular Culture (Sources)
Week 11	20 November	The Monarch & Victoria's Legacy (Journal due)
Week 12	27 November	Seminars & Peer Review I (Virtual Research Essay)
Week 13	4 December	Seminars & Peer Review II (Virtual Research Essay)

SELECTED LEARNING OBJECTIVES

1. Since there are no exams in the course, the focus is to develop oral and seminar skills plus enhance high level research and writing skills to write an original piece of work on either Queen Victoria or Victorian Britain.
2. In the first half of the course students will have the opportunity to demonstrate their oral and organizational skills by assisting the Instructor in seminar discussions. They will provide a brief presentation related to assigned readings, compile a series of questions for discussion based on the assigned readings and help to lead the seminar.
3. By late September all students will contribute regularly to class discussions based on an understanding of assigned readings.
4. Immediately students will begin searching for their research topic and decide on a topic by **16 October 2018** (with consultation and assistance from the Instructor) so that by early November they will begin to conceptualize a scholarly essay topic based on primary sources, providing a proposal and bibliography on **6 November 2018**.

5. Students will demonstrate their facility in scholarly reading and critical analysis in a short presentation of one or more of their primary resources to the class **13 November**. By mid to late November students will be engaged in the writing process, having found, analyzed and synthesized their secondary materials, which support an original scholarly research essay based their primary sources.
6. The research essay will demonstrate a variety of skills: scholarly reading, comprehension, conceptualization and synthesis; clarity in writing, organization and providing a convincing argument. As an original piece of work this research essay will be based on primary sources, only using secondary sources to provide context for the student's research. The essay will be very well supported by its bibliography of primary and secondary sources and by footnotes.
7. At the end of the course, Students will present the results of their research to the class in a clear and well-organized manner. Here they have the opportunity exercise their critical skills in a short critique of each student paper, sent only to the Instructor.

FORMAT & EVALUATION

Attendance, Passports & Participation (30%)

Weekly seminars will focus on the assigned readings organized around a particular topic (schedule above). The success of this class relies on your active participation and preparation for our discussions. In a seminar course **it is important to speak regularly and engage the issues from the readings to achieve a good grade. Attendance without effort to discuss the material will result in a poor grade.**

Students unable to attend a class are expected to inform the professor of their absence, preferably before class. If there are reasonable grounds for missing a class such as illness, the student will not be penalized. However, the professor retains the right to ask for documentation in the case of missed classes. Students who miss a class must submit a more detailed passport journal entry for each of the missed readings to recover part of their participation mark for that day. Abstracts must be submitted within fourteen days of the missed class.

Journal Entries (20%)

Students are expected to complete the readings before class, and to take notes on each article, chapter or document in preparation for our seminar discussions and submit weekly passports online. These will summarize the main points, authors' arguments, use of evidence & and pose questions from the readings. These are due in class: print **TWO** copies: one for me and the other for you to consult during the discussion. The **Journal** differs from the passport because it is a post-class reflection on the discussion or clarification of an issue or theme in the final journal.

(Weekly 1 page) The final entry will be a brief response considering Victorianism, Victorian Britain and Victoria as an overview of the course. (Write weekly after each class and submit as a single file due 27 November 2018)

Seminar Presentation (10%) For weekly seminars each student will be assigned the role as primary facilitator for a specific week. They will be responsible for giving a short presentation on a topic related to the weekly readings and documents, on a subject to be determined in consultation with the professor. They will also assist the professor with the facilitation of the discussion topic by preparing a number of discussion questions arising from the weekly readings.

Research Essay (15 pages) (40%)

Students are free to choose their own topics on the history of Victorian Britain & Empire, but must check with the professor before proceeding with detailed research. You are producing an original piece of work, so to a large extent essays must be based on primary sources. A range of primary sources will be discussed in course readings and students are encouraged to pursue themes of interest. In addition to the range of themes introduced in the survey readings, students are encouraged to consult recent survey texts of the period, recent editions of *Journal of British Studies* and *Victorian Studies*.

Begin thinking about your topic immediately and select a topic in consultation with the professor by **16 October 2018**. Begin gathering material for your annotated bibliography and thesis proposal due **6 November 2018**. Each student will make a brief presentation to the class about their primary sources on **13 November 2018**. **Annotated bibliographies with thesis proposals** and final **essays** must be submitted to the professor **in hard copy**. **ALSO for essays an identical electronic copy** must also be submitted to the course website, both to the “Assignments” Tab and to Turnitin.com, using the link provided on OWL SAKAI, where it will be checked for plagiarism.

Essay Based Discussions

Beginning 27 November 2018, the weekly meetings turn to **presentations of student essay topics (27 November/4 December)**. Students will draw lots in the first few weeks to determine the order of presentation and due dates for their respective papers and oral presentations. The class will read the essay(s) that are due that week. Individual students will **present their research findings** in class (allotted time depends on class enrollment), and answer questions in a discussion period. Students who miss a class on their presentation date, without good grounds, will forfeit 10% of their final course grade. **The formal written essay, fully documented, must be submitted by NOON on the Friday PRIOR to the Tuesday assigned for the oral presentation.**

- (1) You will post your essay on the course site on OWL SAKAI for students to read. Penalties for late submission of electronic copy to professor and posting on *OWL SAKAI* because this affects all students.

- (2) Students will submit their assignments in electronic format to the **course website** at Western's OWL SAKAI, where they will be **checked for plagiarism using Turnitin.com.**

When the class is focused on student essay presentations and discussion, each **student is responsible to read (before the appropriate class) the essay(s) that will be presented that week.** The course OWL site will facilitate this reading process by making the essays available to all registered students. By reading the essay(s) before class, students will have questions in mind, and **will write and submit a one-page critique of each essay's strengths and weaknesses.** These critiques must be **submitted to the course website before the class begins.** **NOTE:** A student presenting on a particular day is excused from submitting a critique for any other essay being discussed that day. Another written assignment, the **annotated bibliography**, must also be submitted in **hard copy** to the professor, with an **identical electronic copy** submitted to the "Assignments" Tab and Turnitin.com.

CLASSES

11 September 2018 Introduction: Victoria and her Realm

-*Oxford Dictionary of National Biography*: Queen Victoria; Prince Albert **Online Review Film: Young Victoria**

18 September 2018 Victoria and Albert & Monarchy

-Steinbach, *Understanding the Victorians*: Ch.

-Dorothy Thompson, *Queen Victoria. Gender and Power* (1990), Ch. 3 "Victoria and Albert," 31-60 & Ch. 4 "Victoria and Mrs Brown," 67-86. [**Reserve**]

-Walter L. Arnstein, *Queen Victoria* (2003), Ch. 4 "The Model of Domesticity", 49-65; Ch. 5 "The Reigning Partner," 67-85. [**R**]

-Bedchamber Crisis

- David Cannadine, "The Context, Performance and Meaning of Ritual: The British Monarchy and 'The Invention of Tradition'" in Hobsbawm and Ranger (eds), *The Invention of Tradition*, (1983) [**R**]

Map Exercise (5%)

25 September 2018 Politics, Reform, and Public Order

-Steinbach, *Understanding the Victorians*: Ch.

-Victor Bailey, "English Prisons, Penal Culture, and the Abatement of Imprisonment, 1895-1922," *Journal of British Studies*, 36:3 (1997) [[JSTOR](#)]

-David Campion, " 'Policing the Peelers': Parliament, the Public, and the

Metropolitan Police" in M. Cragoe and A. Taylor (eds.) *London Politics, 1760-1914* [R]

-D.J. Rowe, "The Failure of London Chartism" in *The Historical Journal*, 11:3 (1968) [JSTOR]

Documents: (WebCT)

-T.B. Macauley, "[Speech on the Reform Bill of 1832](#)"

-"[The People's Charter](#)" (1842)

-Friedrich Engels, "[Industrial Manchester](#)" in *The Condition of the Working Class in England* (1844)

2 October 2018 Women in Victorian Society

-Steinbach, *Understanding the Victorians*: Ch.

-Strachey, "Florence Nightingale" in *Eminent Victorians*. [Reserve]

-Koven, *Slumming: Sexual and Social Politics in Victorian London*, 1-139

-Susan Mumm, "Not Worse than Other Girls": The Convent-Based Rehabilitation of Fallen Women in Victorian Britain, *Journal of Social History*, 29 (3), 1996, 527-46 [JSTOR]

Documents: (WebCT)

-"[Women miners in the English coal pits](#)" (from *Parliamentary Papers*, 1842)

-J.S. Mill, "[The subjection of women](#)" (1869)

-Emmeline Pankhurst, "[My own story](#)" (1914)

Book Review due & short presentation 16 October 15%

9 October 2018 READING WEEK

16 October 2018 Understanding Queen Victoria

[Book Review due & short presentation & discussion on the Historiography]

23 October 2018 Inside the Victorian Underworld

-Steinbach, *Understanding the Victorians*: Ch.

-Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

-Koven, *Slumming*, 140-288

Documents: (WebCT)

-[The Ripper Files](#) (from the records of the Metropolitan Police)

-"Jack the Ripper", [Letters and Postcards](#) (1888-90)

Thesis Proposal & Annotated Bibliography (10%) due 30 October 2018

30 October Family Life & Victorian Values (All Reserve)

--Steinbach, *Understanding the Victorians*: Ch

Amy Milne-Smith, "A Flight to Domesticity? Making a Home in the Gentleman's

- Clubs of London, 1880-1914" *Journal of British Studies*, 45, 2006, 796-818. [R]
 -Ginger Frost, "Children and the Family" in *Victorian Childhoods* (2009), 11-33 [R]
 -Isabella Beeton, "Domestic Servants" from *The Book of Household Management* (1861) [R] For full text see Isabella Beeton, *The Book of Household Management* (1861) UWO Online
 -Anon. *Hints on Cookery for the Working Classes* (1857) [R]
Thesis Proposal & Annotated Bibliography (10%)

6 November Victoria's Empire & the Monarchy

- Steinbach, *Understanding the Victorians*: Ch.
 -John Gallagher and Robert Robinson, "The Imperialism of Free Trade" in *Economic History Review* New Series 6 (1), 1953, 1-15.
 -Bernard Porter, "Empire, What Empire? Or, why 80% of Early-and Mid-Victorians were Deliberately kept in Ignorance of it," *Victorian Studies* 46 (2), 2004, 256-63.
 -Miles Taylor, "Queen Victoria and India, 1837-61", *Victorian Studies* 46 (2), 2004, 264-74
Documents: (WebCT)
 -Benjamin Disraeli, "[The Maintenance of Empire](#)" (1872)
 -Joseph Chamberlain, "[The True Conception of Empire](#)" (1897)
 -Rudyard Kipling, "[Gunga Din](#)" (1891) and "[The White Man's Burden](#)" (1898)
 -Queen Victoria, "[Proclamation to the Princes, Chiefs, and the People of India](#)" (1858)
 -Lord Roberts, "[When Queen Victoria became Empress of India](#)" (1877)
 Database: *Empire*

13 November Leisure, Etiquette, Fashion, Polite Society & Popular Culture

- Steinbach, *Understanding the Victorians*: Ch.
 -Etiquette and Fashion" and "Leisure" in Michael Paterson, *A Brief History of Life in Victorian Britain* (2008) Ch. 7, 194-222 & Ch. 9, 246-77. [R]
 -Erika Rappaport, Consumerism/Shopping *
Documents: Victorian Popular Culture, (UWO database online)

20 November Victorian Cities

London Low Life/ Women and Professions/Victorian Period Debate

- Asa Briggs, *Victorian Cities*. London chapter. [R]
 -Contagious Diseases Act, *Journal of British Studies* *
 -Nursing Profession/Florence Nightingale *
Documents: London Low Life: Henry Mayhew (UWO database Online)

27 November 2018 Victoria's Legacy & the uses of Victoria

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Essays & Virtual Essays due 4 Dec 2018

4 December 2018

***Depending on course enrollment schedule may be subject to change**

Books to Review

Walter Arnstein

Julia Baird

Christopher Hibbert

Elizabeth Longford

John Plunkett, *Queen Victoria. First Media Monarch* (2003)

Lytton Strachey

Dorothy Thompson

1st edition ODNB Shaw 19th early 20th century

Author Queen Victoria ODNB