

HIST 4100: MODERN BRITAIN SINCE 1830



Speed (1922); By: Claude Flight; Source: Bridgeman Images

Tuesdays and Thursdays: 12:30-1:50 PM (WH 212)

Dr. Arunima Datta; Email: Arunima.Datta@unt.edu

Office Hours: Tuesdays 2:30-3:30 PM (WH264) on Tuesdays; or by appointment

COURSE DESCRIPTION:

Often when studying the histories of nations we highlight the eventful incidents (like wars, riots, etc.) and consequently overlook the *everyday* hidden within those eventful incidents and beyond. This course will explore how modern Britain as a country and as a society was shaped through both events and everyday histories. Thus, giving equal importance to the major events as well as people's everyday experiences in the nation's history. In the process, it will study how Britain's identity (political, social and cultural) was shaped over two hundred years. The course will cover themes like (but not limited to): Industrial revolution, the Victorian Era, the Great War, immigration, morality, health, welfare, including the recent events of Brexit, a new monarch and more.

Note: This is NOT a course on queens and kings (yes, we will NOT be discussing Harry, Megan, William or Kate)- but focuses on the everyday histories of people like you and me!

COURSE OBJECTIVES:

1. Understand the key events, and themes in modern British History.
2. Access a range of sources, of information, primary and secondary, relevant to British history of this period and present the results.
3. Exercise a critical understanding of primary sources, secondary sources and historical methodologies.
4. Think analytically and communicate complex ideas and arguments using a variety of methods, skills, which can be transferred to other areas of study and employment.

MATERIALS FOR CLASS:

- **READINGS:** *No textbooks will be used for this course. All readings will be uploaded on Canvas or available via e-resources from the Library*
- **MOVIES:** *Most movies are optional, and some will be screened in class (partly). However, there will be some movies that you will be expected to watch before class – by renting/borrowing/watching online*

ELEMENTS OF YOUR GRADE:

- **Syllabus Quiz:** 5 points
- **Intro Essay:** 5 points
- **Concluding Review Essay:** 10 points
- **Class participation** (includes class discussions, primary source analysis, online Thursday online source discussion submissions -when indicated so): (10 points each week- except Mid-terms and Finals week) 140 points
- **Mid-term: Public History project:** 150 points: By week 6-7, you'll pick a historical topic that interests you, research it using scholarly sources, and create a thoughtful, informative, and interesting summation of your findings that is meant for the general public. This project can potentially take a lot of different forms: a website, a podcast, a game, a newspaper article, a letter to the editor, a Twitter thread, etc. You are encouraged to be creative. You will also separately submit a bibliography of the scholarly sources you consulted and a reflection essay (500-750 words) in which you describe the intent behind your public-history project, what you learned while researching it, and your self-evaluation of how well you succeeded in creating it. More information on this assignment will be provided to you in the beginning of the semester
- **Draft final essay presentation:** 50 points. You must have a PowerPoint for this. You will be evaluated on your presentation skills, arguments, use of sources (primary and secondary)
- **Final Essay:** 300 points
You will be given a prompt for your final essay and you will write a traditional research essay of around 2000 words. You will turn these in electronically via Canvas, and detailed

instructions are on Canvas. If you need help with your writing, feel free to contact the Writing center or come to me for assistance.

Total possible points from fixed assignments: 660

All assignments are due at 11:59PM of the due date unless otherwise stated in the assignment.

GRADING:

A = 612-680 (90% and above)

B = 544-611 (80-89%)

C = 476-543 (70-79%)

D = 408-542 (60-69%)

F = 0-407 (0-59%)

RUBRIC FOR ALL WRITTEN ASSIGNMENTS:

A: Follows instructions, makes a strong, clear central argument. Supports the argument with ample evidence including short quotations and paraphrased references from the sources. Cites appropriately. No writing or grammatical errors. Organization is clear and all evidence supports the larger argument.

B: Includes some good observations and has an argument. Makes good use of evidence from sources. Follows most of the general instructions. Organization of ideas could be strengthened or are not always consistent with the main idea.

C: Has either good ideas or some strong evidence. Organization is not always clear and instructions were not necessarily followed. Has citation errors. Better writing and stronger argument or better use of evidence would elevate this to a good achievement.

D: Does not have clear main ideas. Most likely does not make use of evidence from the sources. Does not cite. Has grammatical errors. Organizational problems throughout and failure to follow general instructions.

F: Fails to follow instructions. Includes neither a strong argument nor includes evidence from the sources. Falls short of required length, makes use of unapproved materials, and/or does not cite sources, and/or including evidence of plagiarism.

REQUIRED SKILLS AND RESOURCES FOR THIS COURSE:

- Computer
- Reliable internet access
- Speakers and microphones
- Plug-ins
- Microsoft office suite
- Canvas (<https://clear.unt.edu/supportedtechnologies/canvas/requirements>)
- Computer skills and digital literacy
- Using emails, with attachments

POLICY ABOUT ONLINE MATERIALS FOR THE CLASS AND RECORDED LECTURES:

All materials and recorded lectures for this class are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes.

Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

COMMUNICATING WITH ME:

Outside of speaking with each other in class, the best way to communicate with me is via email. For this course, I will check my email at least once per day Monday-Friday during regular business hours, so please remember that you will not necessarily receive an instant reply from me, but I will answer your email in a timely manner. Please do not expect email replies at night or on the weekends. When emailing me, ensure the following:

- 1) Use UNT emails only- other emails often go into spam/junk
- 2) Identify the course you are in by listing the course number in the subject line of the email
- 3) Identify yourself by giving me your entire name and your specific question or request
- 4) Ensure your email is professional in approach and language
- 5) Ensure you address your professors appropriately
- 6) If you need some help with writing emails to professors, UNT provides this handy Online Communication Tips page

CLASS ATTENDANCE AND TURNING IN THINGS LATE:

I expect people to attend class each week. This should take the form of in-person attendance on campus. However, if you are ill or otherwise unable to attend class in person, please inform me in advance. Please do not come to class if you are sick, or if you are caring for someone who is sick. Except under unforeseen or unusual circumstances, late work will not be accepted unless the student has made prior arrangements with the professor. Please contact me to ask for an extension before a deadline is missed, not after.

RESOURCES FOR STUDENTS:

- Financial Aid (<https://financialaid.unt.edu/>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Center of Belonging and Engagement (<https://studentaffairs.unt.edu/center-for-belonging-and-engagement/index.html>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)
- First Generation Success Center (<https://studentaffairs.unt.edu/first-generation-success-center>)
- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)
- UIT Help Desk: UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)
Email: helpdesk@unt.edu Phone: 940-565-2324 In Person: Sage Hall, Room 130 Laptop
Checkout: 8am-7pm
- For additional support, visit Canvas Technical Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

ETIQUETTE AND NETIQUETTE:

In this class, we will be engaging with each other in two ways: in person while we are in class, and via online communication using the discussion boards on Canvas. It is important that everyone be aware of in-person etiquette and online etiquette – known as ‘Netiquette’ – and treat each other with mutual respect. A helpful site for understanding appropriate online communication is Albion’s “The Core Rules of Netiquette”: <http://www.albion.com/netiquette/corerules.html> Thank you in advance for using respectful and mature in-person and online communication skills

ACADEMIC INTEGRITY STANDARDS AND CONSEQUENCES:

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

In this course, all work must be original to each student and may not be completed in pairs or groups. Doing so may warrant a zero grade for that assignment. Wikipedia, cliffs notes, sparks notes, blogs, and online encyclopedias are not appropriate sources and should not be consulted when completing any assignments. Doing so may warrant a zero grade. Evidence of unoriginal work will result in failing the assignment. All appropriate sources (primary and secondary) should be cited in footnotes. Typical university protocol on plagiarism, as stated on the UNT Academic Integrity website (<http://facultysuccess.unt.edu/academic-integrity>), will be enforced.

Course materials may not be distributed or posted online without the express written consent of the instructor. All students who wish to use recording devices must sign a statement agreeing not to post, distribute, or circulate any part of the lectures. A failure to do so constitutes a theft of intellectual property and may warrant dismissal from the course, an “F” grade, and appropriate UNT disciplinary action.

RESPECT AND PROFESSIONAL CONDUCT:

Students are expected to treat one another, the course, and professor with the respect of a workplace. On time arrival, staying on topic, and avoiding distracting behaviors helps to maintain a stable working environment for your classmates. Bullying or aggressive behavior will not be tolerated. Please silence all electronic devices and avoid non-academic discussions during class time. Students may not use cell phones in class.

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at www.deanofstudents.unt.edu Tutoring and Study Sessions

For tips about strengthening your study skills, writing ability, and time management, or for coordinating study sessions and meeting tutors, please feel free to contact UNT’s learning center. <https://learningcenter.unt.edu/>

ADA ACCOMMODATION STATEMENT:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

If you are receiving accommodations from the ODA please make an appointment to meet with me, preferably within the first two weeks of the semester, so that we can ensure that all accommodations can and will be met appropriately in the course.

EMERGENCY NOTIFICATION & PROCEDURES:

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

COURSE SCHEDULE*

**Dr. Datta reserves the right to make changes to this syllabus.*

WEEK 1 (20 & 22 AUG): MAKING OF THE “MODERN” BRITAIN INTRODUCTION AND BASIC CONCEPTS

WEEK 2 (27 & 29 AUG): INDUSTRIAL REVOLUTION AND BRITAIN

- Eric Evans, Chps: 23, 24, and 25 *The Shaping of Modern Britain: Identity, Industry and Empire 1780 - 1914* (Routledge, 2014)
- Arunima Datta, Knockers Up: A Social History of Waking Up in Victorian Britain's Industrial Towns, *Journal of Victorian Culture*, 25: 3 (2020), 331-348

WEEK 3 (3 & 5 SEPT): HANDS ON TRAINING FOR PRIMARY SOURCES

WEEK 4 (10 & 12 SEPT): CLASS, POVERTY IN BRITAIN

- Eric Evans, Chps: 27, 28 and 29, *The Shaping of Modern Britain: Identity, Industry and Empire 1780 - 1914* (Routledge, 2014)
- Henry Mayhew, *London Labour and the London Poor* (Charles Griffin & Co, 1861) – students will study any one figure in the 4 volume book and bring their notes to class on Wednesday

WEEK 5 (17 & 19 SEP): MORALITY IN BRITAIN

- Anne Digby, “Victorian Values,” *Proceedings of the British Academy* 78, 195-215 (1992)
- Jeffery Weeks, Chapters: Introduction+ Chaps: 3 & 4, *Invented Moralities* (Polity Press, 1995)
- Ginger Frost, “Bigamy and Cohabitation in Victorian England,” *Journal of Family History*, 22, Issue 3 (1997)

WEEK 6 (24 & 26 SEP): WOMEN AND VOTES IN BRITAIN

- Movie: *Suffragette* (2015)- watch before Tuesday's class
- Caroline Howlette, “Writing on the Body? Representation and Resistance in British Suffragette Accounts of Forcible Feeding,” *Genders*, Iss. 23, (1996)
- Elaine Swan, “Working women demand peace and food”: Gender and class in the East London Federation of Suffragettes' food politics,” *Gender, Work and Organization*, June 2023
- Sumita Mukherjee, *Indian Suffragettes* (Chapter: Intro)

WEEK 7 (1 & 3 OCT): THE HOME IN BRITAIN

- Judith Flanders, "Introduction," *Inside the Victorian Home: A Portrait of Domestic Life in Victorian England* (W.w. Norton & Co., 2004)
- James C. Whorton, Preface and Chapter 8, *The Arsenic Century: How Victorian Britain was Poisoned at Home, Work, and Play* (Oxford University Press, 2010)
- Julie Marie Strange, "When John met Benny: class, pets and family life in late Victorian and Edwardian Britain," *The History of the Family* Vol 26, Issue 2 (2021): 214-235.
- Arunima Datta, "Curry Tales of the Empire," *Journal of Victorian Culture Online Blog* (May, 2021)

Optional:

- Lucinda Hawkey, *Bitten by Witch Fever: Wallpaper & Arsenic in the Victorian Home*
- Jo Leavers, *Victorian Modern: A Design Bible for the Victorian Home* (Thames and Hudson, 2023)
- Judith Flanders, *Inside the Victorian Home: A Portrait of Domestic Life in Victorian England* (W.w. Norton & Co., 2004)

WEEK 8 (8 & 10 OCT): HEALTH AND DISABILITIES IN BRITAIN

- Kirsti Bohata, Alexandra Jones, Mike Mantin, Steven Thompson, Chps: 1&4, *Disability in Industrial Britain: A Cultural and Literary History of Impairment in the Coal Industry, 1880-1948* (Manchester University Press, 2020)
- David Turner and David Blackie, Chps 4 & 5 in *Disability in the Industrial Revolution* (Manchester University Press, 2018)

Optional:

- W.L. Parry-Jones, Chps: 1 & 2, *Trade in Lunacy: A study of private madhouses in England in the 18th and 19th centuries* (Routledge, 1971)

WEEK 9 (22 & 24 OCTOBER): MULTI-CULTURAL BRITAIN: PART I

- Caroline Bressey, "Invisible Presence: The Whitening of the Black Community in the Historical Imagination of British Archives," *Archivaria* 61 (2006), 47-61
- Caroline Bressey, "Looking for work: The Black presence in Britain 1860 – 1920," *Immigrants and Minorities*, 2 and 3 (2010), 164-182
- Arunima Datta, "Responses to Travelling ayahs in Britain," *Journal of Historical Geography* (2021)
- Raminder Saini, "'England Failed to do her Duty towards Them': The India Office and Pauper Indians in the Metropole, 1857–1914," *Journal of Imperial and Commonwealth History*, Vol 46 (2018), 226-256

Optional:

- Laura Tabili, *We Ask for British Justice: Workers and Racial Difference in Late Imperial Britain* (Cornell University Press, 1994)

- Arunima Datta, *Waiting on Empire: History of Travelling Ayahs in Britain* (Oxford University Press, 2023)

WEEK 10 (29 & 31 OCT): MULTI-CULTURAL BRITAIN: PART 2

- Arunima Datta, “Shampoo Empire,” *History Today* (2021)
- *BBC Podcast by Dr. Datta* (available on Canvas)
- Movie **(not optional)** *Victoria and Abdul* (2017)- Watch for online discussion forum
- Guest Lecture - TBA

WEEK 11 (5 & 7 NOV): CRIME AND BRITAIN

- David Jones, “The vagrant and crime in Victorian Britain: problems of definition and attitude,” in *Crime, Protest, Community, and Police in Nineteenth-Century Britain* (Routledge, 1982)
- Dennis Grube, Chps: 1 & 2, *At the Margins of Victorian Britain: Politics, Immorality and Britishness in the Nineteenth Century* (Bloomsbury Publishing, 2013)

WEEK 12 (12 & 14 NOV): WARS AND BRITAIN

- Mo Moulton, “You Have Votes and Power”: Women’s Political Engagement with the Irish Question in Britain,” *Journal of British Studies* 52 (January 2013): 179–204
- Avril Maddrell, “The ‘Map Girls’ British Women Geographers’ War Work, Shifting Gender Boundaries and Reflections on the History of Geography,” *Transactions of the Institute of British Geographers*, Jan., 2008, New Series, Vol. 33, No. 1 (Jan., 2008), pp. 127-148
- Andrew T. Jarboe, Intro and chp1, *Indian Soldiers in World War I : Race and Representation in an Imperial War* (University of Nebraska Press, 2021)
- Arunima Datta, “Stranded: Indian Travelling Ayahs Negotiating Waiting and Repatriation,” *Indian Journal of Gender Studies*, Volume 30, Issue 1, February 2023, Pages 33-54

WEEK 13 (19 & 21 Nov): POST WAR BRITAIN + RESEARCH PREP

- Mark Crowley, “Women Post office Workers in Britain: Long Struggle for gender equality and positive impact of WW II,” *Essays in Economic and Business History* vol. 30 (2012): 77-92
- Emily Robinson, “Telling Stories about Post-war Britain: Popular Individualism and the ‘Crisis’ of the 1970s,” *Twentieth Century British History*, Vol. 28, No. 2 (2017): 268–304
- Anna Maguire, “‘You wouldn’t want your daughter marrying one’: parental intervention into mixed-race relationships in post-war Britain,” *Historical Research* Vol 92, no. 256 (2019)

- Roberta Bivins, “Coming ‘Home’ to (post)Colonial Medicine: Treating Tropical Bodies in Post-War Britain,” *Social History of Medicine* Vol. 26, No. 1 (2012): 1–20

THANKSGIVING HOLIDAY (25-29 NOVEMBER)

WEEK 14 (3 & 5 DEC): THE MAKING AND UNMAKING OF BRITAIN

Understanding and analyzing complexities of Britain

GUEST LECTURE-TBA (due to availability of speaker this week might move to week before Thanksgiving -stay tuned)

Readings:

- Marc Matera, Chp 6, *Black London: The Imperial Metropolis and Decolonization in the Twentieth* (University of California Press, 2015)
- Movie **(not optional):** *Ratcatcher* (1999)

5 DEC: Student Presentations

WEEK 15 (10 & 12 DEC): Student Presentations

FINALS -ESSAYS DUE 12 DECEMBER