October 14, 2004

Educational Policy Committee

Dear Colleagues:

The History Department is proposing three new graduate courses and two new undergraduate courses in British History and British Empire History. Over the last decade, all three of the new graduate courses have been taught either under the course number History 625 which students may take for up to six credits, or as a History 650 which students may take for up to nine credits. The Department wishes to have course descriptions that accurately correspond with specific course offerings and also make it possible for a student to enroll in all 3 courses. History 625 now focuses on 18th century Britain, History 626 focuses on 19th century Britain, and History 627 focuses on British Empire.

The Department also would like to acquire regular course numbers for a two-semester 500-level survey of the British Empire, aimed primarily at upper-level undergraduate majors. These courses will also be open to graduate students from other departments and colleges. The new courses have already been successfully taught under our general rubric of History 595. They expand our course offerings in British History and Empire History.

These 5 courses are already part of the teaching rotations of current faculty and would require no new resources.

Very truly yours,

[Signature]

Gretchen Starr-LeBeau
Director of Undergraduate

[Signature]

Eric Christianson
Director of Graduate Studies
APPLICATION FOR NEW COURSE

1. Submitted by College of Arts & Sciences Date 9-27-04
   Department/Division offering course History

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number HIS 626
   b. Title Britain, 1792-1914
   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week 0:3
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits 3

   g. Course description
   This course will provide graduate students with a detailed overview of the history of Britain in the “long” nineteenth century. It will focus on such issues as the impact of the Industrial Revolution, the formation of a recognizably modern class society, the growth of working-class political consciousness, and the politics of class and gender.

   h. Prerequisites (if any)

   An undergraduate course in British History

   Permission of instructor

   i. May be repeated to a maximum of N/A (if applicable)

4. To be cross-listed as

   Prefix and Number N/A
   Signature, Chairman, cross-listing department

5. Effective Date Fall semester 2005 (semester and year)

6. Course to be offered

   ☒ Fall   ☒ Spring   ☐ Summer

7. Will the course be offered each year? (Explain if not annually)
   Biennial grad. seminar

   Similarly to the large majority of graduate seminars in the History program, the course will likely be offered every other year

   ☐ Yes  ☒ No

8. Why is this course needed?

   To serve the needs of the relatively large number of graduate students who do major or minor fields in 19th-century Britain

9. a. By whom will the course be taught? Prof. Philip Harling

   b. Are facilities for teaching the course now available?
   If not, what plans have been made for providing them?

   ☒ Yes  ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 15

11. Will this course serve students in the Department primarily? ☒ Yes ☐ No

Will it be of service to a significant number of students outside the Department? ☐ Yes ☐ No

If so, explain.

a modest number of graduate students in the English department are likely to enroll

Will the course serve as a University Studies Program course? ☐ Yes ☒ No

If yes, under what Area?

12. Check the category most applicable to this course

☒ traditional; offered in corresponding departments elsewhere;

☐ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes ☐ No

14. Is this course part of a proposed new program:

If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* ☐ Yes ☒ No

If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Philip Harling Phone Extension 7-5821

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
**APPLICATION FOR NEW COURSE**

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<th>Signatures of Approval:</th>
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<tr>
<td><strong>Department Chair</strong></td>
<td>[Signature]</td>
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<tr>
<td><strong>Dean of the College</strong></td>
<td>[Signature]</td>
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**Date**

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**Date of Notice to the Faculty**

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<th>*Undergraduate Council</th>
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| *Academic Council for the Medical Center |  |
| *Senate Council (Chair) |  |

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*If applicable, as provided by the Rules of the University Senate*

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**ACTION OTHER THAN APPROVAL**

Rev 3/04
Student Learning Outcomes

Upon completion of this course, a student should be able to:

**Explain** several broad themes relevant to Britain in the 19th century, such as the impact of the Industrial Revolution, the formation of a recognizably modern class society, the powers of the Victorian state, and the growth of working-class political consciousness.

**Demonstrate** their ability to engage in a variety of historiographical debates through the submission of a series of well-reasoned “reaction” papers.

**Analyze** a wide variety of secondary sources related to the broad themes of the course.

**Apply** their knowledge of the secondary literature in ways that enrich seminar discussion.
History 625: Readings in 19th-Century British
Political and Social History,
ca. 1790-1914

Instructor: Phil Harling

Mondays, 2:00-3:50
306C Funkhouser
Office Hours: Mondays, 11-1
E-Mail: harling@uky.edu
Phone:
   Office: 257-1246
   Home: 231-8585

The purpose of this seminar is to give students a general introduction to the
history of Britain in the “long” nineteenth century. It will focus on such issues as the
impact of the Industrial Revolution, the formation of a recognizably modern class society,
the growth of working-class political consciousness, and the politics of class and gender.

Course Requirements
- Active participation in class discussion. I shall be asking each student to lead
discussion for at least one class session.

- Four short papers (6-10 pp.) that critically examine the assigned readings for four
different class sessions. The first two papers are due on Friday 14 March.
The last two are due on Monday 5 May.

Students who wish to do so can submit a longer bibliographic essay (20-pp. min.) at the
end of the semester in lieu of the short papers, but any such essay will have to draw on at
least ten secondary sources in addition to the required course readings.

Required Readings should be available at Kennedy’s and the University Bookstore.
Check Kennedy’s first, because it’s almost always more efficient than its competitor.

E. P. Thompson, The Making of the English Working Class (Vintage) 0394703227
W. D. Rubinstein, Britain’s Century (Edward Arnold) 0340575344
Frank Mort, Dangerous Sexualities (Routledge) 0415167345
Michael Mason, The Making of Victorian Sexuality (Oxford) 0192853120
Martin Wiener, Reconstructing the Criminal (Cambridge) 0521478820
Jonathan Parry, The Rise and Fall of Liberal Government (Yale) 0300067186
Ellen Ross, Love and Toil (Oxford) 0195039572
Lenore Davidoff and Catherine Hall, Family Fortunes (Chicago) 0226137333
Erica Rappaport, Shopping for Pleasure (Princeton) 0691044767
Robert Roberts, The Classic Slum (Viking) 014013624X
Course Packet
The asterisked readings that are listed under the class schedule below are available in a
course packet which you can purchase at Johnny Print Copy Shop, 547 South
Limestone Street, 254-6139.

All other readings will be available on 24-hour reserve at the library and/or via separate
handout.

Note: Try to read and take notes on as much of the Rubinstein textbook as you possibly
can before you walk into the first class discussion. Those of you who have little or no
background in this field will find it impossible to comprehend many of the course
readings without having read Rubinstein (or some other textbook) ahead of time.

Class Schedule

20 Jan.: Introduction

27 Jan.: Industrial Revolution I
*Nick Crafts, ‘The Industrial Revolution’, in Roderick Floud and Donald McCloskey,
eds., The Economic History of Britain (2nd edn, 1994), vol. 1, pp. 44-59

*Martin Daunton, Progress and Poverty: An Economic and Social History of Britain
1700-1850 (1995), chs. 1, 15-16

*David Cannadine, ‘The Present and the Past in the English Industrial Revolution 1880-

*Maxine Berg and Pat Hudson, ‘Rehabilitating the Industrial Revolution’, Economic
History Review, 45 (1992), pp. 24-50

pp. 6-72

3 Feb.: Industrial Revolution II
E. P. Thompson, The Making of the English Working Class (1963), chs. 6-10

Theodore Koditschek, Class Formation and Urban-Industrial Society: Bradford, 1750-
1850 (1988), chs. 3-8

Lynn Lees, The Solidarities of Strangers (1998), chs. 4-6
10 Feb.: The French Revolution and the French Wars

Linda Colley, *Britons* (1992), chs. 4-7


17 Feb.: Politics, 1815-1830


*Philip Harling, *The Waning of ‘Old Corruption’,* ch. 5


24 Feb.: Politics in the Age of Reform, 1830-1848
Jonathan Parry, *The Rise and Fall of Liberal Government*, chs. 4-7


3 March.: A Revolution in Government?


Harold Perkin, The Origins of Modern English Society (1969), chs. 7-8


Ursula Henriques, Before the Welfare State, chs. 4-7, 12

10 March: Victorian Values I
Leonore Davidoff and Catherine Hall, Family Fortunes (1988), all

17 March: No Class

24 March: Victorian Values II
Erica Rappaport, Shopping for Pleasure (2000), all

31 March: Victorian Values III
Frank Mort, Dangerous Sexualities (2nd edn., 2000), parts 1-3

7 April: Victorian Values IV
Martin Wiener, Reconstructing the Criminal (1990), all

14 April: High-Victorian Politics
Jonathan Parry, The Rise and Fall of Liberal Government, chs. 10-12

H. C. G. Matthew, Gladstone, 1809-1874 (1986), chs. 5, 7-9


*Jose Harris, Private Lives, Public Spirit (1994), chs. 6-7

Anthony Howe, Free Trade and Liberal England, 1846-1946 (1997), chs. 3-4
21 April: Working-Class Culture and Working-Class Politics, 1870-1914
Ellen Ross, *Love and Toil* (1993), all

*Ross McKibbin, ‘Why was there no Marxism in Britain?’ in his *Ideologies of Class* (1994)


28 April: Towards the Welfare State? 1880-1914
*Jose Harris, *Private Lives, Public Spirit*, ch. 8

*Jose Harris, ‘The Transition to High Politics’, in Bentley and Stevenson (eds.), *High and Low Politics in Modern Britain* (1983)

*Philip Harling, *The Modern British State*, pp. 112-141

Gertrude Himmelfarb, *Poverty and Compassion* (1991), chs. 13-16


Susan Kingsley Kent, *Sex and Suffrage in Britain, 1860-1914* (1987), chs. 6-7
INVESTIGATOR REPORT

INVESTIGATING BODY: Humanities

DATE FOR COUNCIL REVIEW: 10/2/04

CATEGORY: NEW, CHANGE, DROP

PROGRAM: M5626

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
   
   None

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
   
   New course to make course content specific and in line with current teaching practice.

3. List contacts with program units on the proposal and the considerations discussed therein.

4. Additional information as needed.

5. A&S Humanities Area Coordinator Recommendation:
   
   [CIRCLE] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Educational Policy Committee Recommendation:
   
   [CIRCLE] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone
   
   A&S Educational Policy Committee Investigator, Karen Petrone
   
   Date: 10/2/04

File: InvestigatorRpt