

Module Code:	HUM639
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Module Title:	People & Protest in Victorian England and Wales
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Level:	6	Credit Value:	40
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Cost Centre(s):	GAHN	JACS3 code:	V140
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Faculty:	Arts, Science And Technology	Module Leader:	Dr Kathryn Ellis
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Scheduled learning and teaching hours	48 hrs
Guided independent study	352 hrs
Placement	Click here to enter hours. hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Social & Cultural History	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BA (Hons) Social & Cultural History & English	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BA (Hons) Social & Cultural History & Creative Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
N/A

Office use only	
Initial approval: 25/09/2018	Version no:1
With effect from: 01/09/2021	
Date and details of revision:	Version no:

Module Aims

This module aims to:

- Introduce students to the main political, social, economic, cultural and religious developments in England & Wales during the Victorian period
- Examine the way in which industrial development shaped national consciousness in England and Wales.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Identify and evaluate the ways in which industrial development affected social, economic and political life in England and Wales	KS1	KS5
		KS3	KS6
		KS4	KS10
2	Assess the importance of physical evidence and material culture in explaining the reality of Victorian industrial society	KS1	KS6
		KS3	
		KS5	
3	Critique the impact of religion and culture on different social classes	KS1	KS5
		KS3	KS10
		KS7	
4	Analyse the different methods of protest practised in England and Wales during the period	KS1	
		KS4	
		KS6	
5	Analyse primary source material to reach conclusions about the image and reality of life in Victorian England and Wales	KS1	
		KS2	
		KS10	

Transferable skills and other attributes

Students will be able to develop and demonstrate:

- A respect for differing viewpoints
- Structure, coherence and clarity of written expression
- Self-discipline and self-direction
- Communication skills, both in written and verbal forms
- Research and reference work effectively and accurately

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Assessment One is a report based on the field work undertaken in the course of the module. Students will be expected to comment critically on the site and support this with a literature review of material relating to the theme (for example, Cotton manufacture at Styal Mill or Pre-Raphaelite influence based on Port Sunlight).

Assessment Two is a project which requires a detailed consideration of primary source material. This could range from a qualitative evaluation of visual/written works or a statistical analysis of documentation (for example, *Religious Census of 1851*, *Report on the State of Education* in 1847 or contemporary newspapers or paintings of the industrial landscape).

Assessment Three is a two-hour unseen examination in which students are required to answer two questions on the main themes of the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2,5	Report	20%		2000
2	1, 3,5	Project	40%		3000
3	1,4	Examination	40%	2 hours	
4		Choose an item.			

Learning and Teaching Strategies:

This module provides students with an opportunity to study the Victorian period in some depth. It will be delivered through a series of lead lectures, fieldwork and seminars to analyse primary source materials.

Syllabus outline:

- Evolution or Revolution: The industrial period in context
- Case Studies: Bersham, Brymbo, Quarry Bank Mill, Port Sunlight
- The nature of popular protest and reactions to industrial change
- Technological change, popular protest & the press
- Case studies: Wrexham Riots, Rebecca Riots and Chartists
- Impact and political significance of Nonconformity
- Civic culture & the middle classes
- Cultural nationalism: Music, the Eisteddfod and Education

Indicative Bibliography:

Essential reading

Evans, E.J., *The Forging of the Modern State: Early Industrial Britain, 1783-1870* 3RD ed. (Oxford: Routledge, 2013)

Evans, D.G., *A History of Wales 1815-1906* (Cardiff: UWP, 2011)

Other indicative reading

Cragoe. M., *Culture, politics, and national identity in Wales 1832-1886* (OUP, 2004)

Davies, J., *A History of Wales* (London: Penguin, 2007)

Daunton, M.J., *Progress and Poverty: An Economic and Social History of Britain 1700 - 1850* (Oxford: OUP, 1995)

Deane, P., *The First Industrial Nation* (Cambridge: CUP, 1989)

Jenkins, G. H. (ed.), *The Welsh Language and its Social Domains, 1801-1911* (UWP, 2000)

John, Angela V. (ed.), *Our Mother's Land: Chapter in Welsh Women's History, 1830-1939* (Cardiff: UWP, 2011)

King, S. & Timmins, G., *Making Sense of the Industrial Nation* (Manchester: MUP, 2001)

Lord, Peter, *Imagining the Nation* (Cardiff: UWP, 2000)

Mathias, P., *The First Industrial Nation: The Economic History of Britain 1700-1914* 3rd ed. (Oxford: Routledge, 2013)

Journals

The Journal of Economic History

The Journal of Interdisciplinary History

Welsh History Review

Electronic & Additional Sources

Cynefin: <http://cynefin.archiveswales.org.uk/>

Gladstone Library: Richard L Hill's History of Technology Collection

Welsh Newspapers online: <http://newspapers.library.wales/home>