

Term Information

Effective Term Spring 2024
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Changing course from GE Foundations to GE Themes.

What is the rationale for the proposed change(s)?

The faculty believes this course is a better fit at the Themes level, rather than the Foundations level. It was initially grandfathered in as a Foundations course, but with the new TCT theme, the faculty thinks it will be a better fit there.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3260
Course Title	Britain in the 19th Century
Transcript Abbreviation	Britain 19th Cent
Course Description	An introduction to the political, economic, and social history of Britain and the British empire from the eighteenth to early twentieth century.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students learn the major events and processes in British history between 1775 and 1920.
- Students comprehend the historical origins of contemporary phenomena like the market economy, liberalism, socialism, welfare and environmental issues.
- Students are introduced to important interpretations of modern British history.
- Students understand the multiple ways in which one can approach British history, including the economic, the environmental and the technological.

COURSE CHANGE REQUEST
3260 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/18/2023

Content Topic List

- British Empire
- English-Scottish relations
- English-Irish relations
- Victoria
- Reform Acts
- The Corn Laws
- Disraeli
- Gladstone
- Rise of labour
- Industrial revolution

Sought Concurrence

No

Attachments

- 3260 syllabus for TCT theme 5.8.2023.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 3260 TCT Submission Worksheet (Word).docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	05/09/2023 12:02 PM	Submitted for Approval
Approved	Soland, Birgitte	05/09/2023 12:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/18/2023 03:08 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/18/2023 03:08 PM	ASCCAO Approval

HISTORY 3260: BRITAIN IN THE 19TH CENTURY

Semester/Year

Room/Building

Date/Time

Instructor: Chris Otter

Office: Dulles Hall 263

Email: otter.4@osu.edu

Office Hours: XXXX

Course Description and Goals

This lecture course provides a historical survey of Britain and the British Empire, from the eighteenth to the early twentieth century. It covers many dimensions of British history, but its primary focus is on the emergence of the idea of *Homo economicus* – the rational, independent male individual who constantly makes calculated, self-interested decisions. This new type of human being marked a radical break in tradition. For most of human history, this has not been the dominant idea of how a human being should think and act, but following the work of Adam Smith and John Stuart Mill, *Homo economicus* became normative. The course explores the ways in which the idea of *Homo economicus* came to reshape British cultural, economic and political life, influencing everything from evangelical religion to famine policy, welfare reform and evolutionary biology. We follow the idea of *Homo economicus* into an imperial and global context/ We also explore how the idea of *Homo economicus* was critiqued and challenged by Tory romantics, socialists and feminists, resulting in the rise of “social policies” after 1880. But as the history of global neoliberalism shows, *Homo economicus* is alive and well in the twenty-first century.

This course counts toward the Legacy GE category of *Historical Studies* OR the new GE Theme of *Traditions, Cultures, and Transformations*.

Legacy GEL: Historical Studies

Goal

Students recognize how past events are studied and how they influence today’s society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

How the Course Will Meet the GEL: Historical Studies

You will explore different approaches to British history, including social, cultural, political, technological and religious history. You will study the impact of British political economy at a global level through discussion of empire, and in class discussion you will debate the influence of *Homo economicus* on the contemporary United States. You will develop skills in critical and logical thinking through the analysis of primary sources and the completion of short response papers. You will be encouraged to reflect on your own learning through the rewriting of response papers and in class discussions, questionnaires and debates.

New GEN Theme: Traditions, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.

- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How the Course Will Meet the Goals of the Traditions, Cultures, and Transformations Theme

GOAL 1: You will develop skills in critical and logical thinking through the analysis of primary sources and the completion of short response papers (ELO 1.1). Your study will be advanced because you will read and analyze challenging primary source material and excerpts from key secondary sources on nineteenth-century British History (ELO 1.2).

GOAL 2: You will explore different approaches to British history, including social, cultural, political, technological and religious history (ELO 2.1). You will be encouraged to reflect on your own learning through the rewriting of response papers and in class discussions, questionnaires and debates (ELO 2.2).

GOAL 3: You will explore how the new economic idea of *Homo economicus* can be seen to influence almost every aspect of British society, from evangelical Christianity to Darwin's theory of evolution by natural selection (ELO 3.1). You will study the impact of British political economy at a global level through discussion of empire, and in class discussion you will debate the influence of *Homo economicus* on the contemporary United States (ELO 3.2). You will investigate how this dominant economic idea interacted with alternative theories, such as socialism or Tory romanticism (ELO 3.3). You will learn about the great transformation caused by the Industrial Revolution, but also about the persistence of older ideas of community and veneration for rural Britain (ELO 3.4).

GOAL 4: You will compare British ideas about political economy with different, more social models in Ireland and India (ELO 4.1). You will learn about and discuss the ways in which new economic ideas impacted the experience of gender and race (ELO 4.2).

Course Readings

There are no textbooks for this class. All readings are posted on Carmen.

Course Papers and Assignments

1. **Attendance, Class Participation, and Debate Performance (10%).** Students are expected to attend every class. Each lecture will include periods where the material is opened up to discussion and there will be some classes which are discussion-only. The

best learning takes place when students participate, so students will receive credit for comments, observations, answers and questions.

2. **Four Response Papers (15% each, 60% total).** In weeks 3, 6, 10, and 13, students will be given a response paper featuring an extract from a primary source. Each paper will offer students a choice of several questions relating to the particular module. Students pick one question and produce a 4–5-page response, correctly formatted, which refers in detail to class readings and lectures.
3. **Final Project (30%).** For the final project, students produce a longer paper (10-15 pages) on any aspect of British history from 1780 to 1920. Students should use at least 5 legitimate scholarly sources and they should produce an outline by week 10. With my permission, students can write about a more global topic if it covers the major themes of the course.

How the assignments fulfill the GE ELOs

All response papers fulfill ELOs 1.1 and 1.2. The rewriting of response papers fulfills ELO 2.2.

Response Paper 1 invites the students to fulfill ELOs 3.1 and 3.2 on the impact of Adam Smith’s ideas on the economy, or the effects of the Industrial Revolution.

Response Paper 2 invites the students to fulfill ELOs 3.3 on the interaction of dominant liberal ideas with emerging ideas of radicalism and feminism; it also fulfills ELO 4.1 by allowing them to explore how evangelicalism differed from other forms of Protestantism in nineteenth-century Britain; it also fulfills ELO 4.2 by exploring how race impacted perceptions of difference in Ireland before and during the famine.

Response Paper 3 invites the students to fulfill ELOs 3.1 and 3.2 on the influence of economic ideas on biological thought; it also allows students to fulfill ELO 4.2 by exploring how racial categories shaped British perceptions of India.

Response Paper 4 asks the students to fulfill ELO 3.2 by examining how industrialization effected the environment of Britain and its colonies; it also allows students to fulfill ELO 4.1 by writing about how new ideologies (socialism, feminism) explain differences within British culture.

The final paper allows the students to fulfill all the goals of ELOs 3 and 4 by exploring a particular nineteenth-century topic (a “big” idea) and how things changed over time.

Attendance Policy

Students are expected to attend every lecture. If you can’t make a lecture, please contact me in advance with a valid excuse. More than 2 unexcused absences will result in a grade of 0 for attendance and class participation.

Grading Scale

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (63-60), E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on Disability

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Class Schedule and Readings

Week 1

What is *Homo economicus*? What is political economy? How did this big idea impact British economic policy?

The Birth of Homo Economicus: Adam Smith and Political Economy

*Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* [1776] (Indianapolis: Liberty Classics, 1981), I, 428, 455-459.

Jesse Norman, "Reputation, Fact and Myth, in *Adam Smith: Father of Economics* (New York: Basic Books, 2018), 159-192.

The Old Economic Order: Mercantilism and Slavery

Sidney Mintz, "Production," in *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin, 1986), 19-73.

Week 2

What was the Industrial Revolution? How did it influence the life of British people?

The Industrial Revolution

Thomas Carlyle, "Signs of the Times" (1829)

Eric Hobsbawm, "The Industrial Revolution 1780-1840" in *Industry and Empire* (Harmondsworth: Penguin Books, 1968), 56-78.

Urbanization

Friedrich Engels, "The Great Towns," from *The Condition of the Working Class in England*, ed. David MacLellan (Oxford: Oxford University Press, 1993), 36-86.

Week 3

How did the British political system work? How was it transformed? How did these changes effect British politics? How did the 1832 reform act create major, long-lasting changes in British (and American) cultural life?

Citizenship Transformed: The 1832 Reform Act

Evans, "Liberal Toryism?" "The Crisis of Reform, 1827-1832", and "'The Real Interests of the Aristocracy': The Reform Act of 1832," in *Forging of the Modern State*, 238-245, 256-274.

Homo Economicus Triumphant: The 1834 Poor Law

Harriet Martineau, "Pauperism," in *A History of the Thirty Years' Peace* (London: George Bell and Sons, 1877), II, 501-505.

Anthony Brundage, "The New Poor Law Takes Shape, 1832-1847," in *The English Poor Laws, 1700-1930* (New York: Palgrave, 2002), 61-89.

David Englander, "Inside the Workhouse," in *Poverty and Poor Law Reform in 19th Century Britain, 1834-1914* (New York: Longman, 1998), 31-46.

RESPONSE PAPER ONE HANDED OUT

Week 4

What was Chartism? How did it interact with dominant political culture? Was it a failure?

No Class: Work on First Response Paper

Contesting Homo Economicus: Radical Politics and Chartism

Evans, "The Politics of Pressure I: Chartism," in *Forging of the Modern State*, 320-330.
E.P. Thompson, Preface to *The Making of the English Working Class* (New York: Vintage, 1966), 9-14.

RESPONSE PAPER ONE HANDED IN

Week 5

How did ideas of public health change over the course of the nineteenth century? What was the domestic ideal and how did it interact with the idea of *Homo economicus*? How did ideas about gender impact individual outcomes and broader societal issues?

Smallpox and Cholera: Homo Economicus and the Politics of Public Health

Edwin Chadwick, "Recapitulation of Conclusions," *Report on the Sanitary Condition of the Labouring Population of Great Britain*, ed. M.W. Flinn (Edinburgh: Edinburgh University Press, 1965), 421-425.

Nadja Durbach, "Introduction," to *Bodily Matters: Anti-Vaccination Movement in England, 1853-1907* (Durham: Duke University Press, 2005), 1-12.

Citizenship and Gender: The Domestic Ideal

Sarah Stickney Ellis, *The Women of England: Their Social Duties and Domestic Habits*, (1838) extracts in Arnstein, ed. *The Past Speaks*, 172-175.

Lord Ashley, "Women Factory Workers," (1844) in Arnstein, ed. *The Past Speaks*, 180-182.

Susan Kingsley Kent, "The Virtues of Liberalism: Consolidating the Domestic Ideal 1815-1848," in *Gender and Power in Britain, 1640-1990* (New York: Routledge, 1999), 155-177

Jeffrey Weeks, "The Sacramental Family: Middle-Class Men, Women and Children," in *Sex, Politics and Society: The Regulation of Sexuality Since 1800*, 2nd Edition (New York: Longmans, 1989), 38-56.

Week 6

How did economic ideas shape religious ideas? How did racial perceptions of Ireland shape the British response to the famine? How did the famine change Ireland?

Homo Economicus and Religion: The Evangelical Revival

Thomas Chalmers, *On the Power, Wisdom, and Goodness of God, as Manifested in the Adaptation of External Nature, to the Moral and Intellectual Constitution of Man* (Philadelphia: Carey, Leach and Blanchard, 1836), 156-161.

Boyd Hilton, "The Rage of Christian Economics 1800-1840," in *The Age of Atonement: The Influence of Evangelicalism on Social and Economic Thought, 1785-1865* (Oxford: Oxford University Press, 2001), 36-70.

The Irish Famine

"Ireland – Past Measures and Their Results," *Economist*, January 16, 1847, 58-60.

E.E.R. Green, "The Great Famine," in T.W. Moody and F.X. Martin (eds.) *The Course of Irish History* (New York: Weybright and Talley, 1967), 263-274.

David Nally, "Introduction: Colonial Biopolitics and the Functions of Famine," in *Human Encumbrances: Political Violence and the Great Irish Famine* (Notre Dame: University of Notre Dame Press, 2011), 1-20.

RESPONSE PAPER TWO HANDED OUT

Week 7

Where does our modern idea of self-help come from? How was self-help shaped by ideas about the economy? Why is self-help a deceptively complicated idea?

No Class: Work on Second Response Paper

The Heyday of Homo Economicus: Self-Help, The Great Exhibition, Temperance and the 1867 Reform Act

James Wilson, "The First Half of the Nineteenth Century: Progress of the Nation and the Race," *The Economist*, January 18, 1851. In W.L. Arnstein, ed. *The Past Speaks: Sources and Problems in British History II* (Lexington, Mass.: D.C. Heath, 1993), 164-168.

Samuel Smiles, "Self-Help, National and Individual," from *Self-Help, with Illustrations of Character, Conduct, and Perseverance*, ed. Peter Sinnema (Oxford: Oxford University Press, 2002), 35-57.

Asa Briggs, "The Balance of Interests," in *The Age of Improvement 1783-1867* (New York: David McKay, 1962), 395-412.

RESPONSE PAPER TWO HANDED IN

Week 8

How did the British Empire grow so large? How did the Empire change over time? How did racial categories affect imperial society? How were conservative and liberal ideas different?

Reinventing Empire, Promoting Homo Economicus: Conservative and Liberal Politics 1850-1890

Benjamin Disraeli, "The Maintenance of Empire," in Arnstein, ed. *The Past Speaks*, 271-272.

E. Biagini, "Introduction," *Liberty, Retrenchment and Reform: Popular Liberalism in the Age of Gladstone 1860-1880* (Cambridge: Cambridge University Press, 1992), 1-28.

C. Eldridge, "Prophet or Charlatan?" in *Disraeli and the Rise of a New Imperialism* (Cardiff: University of Wales Press, 1996), 1-12.

Imperial India

B. Porter, "An Empire in All but Name," in *The Lion's Share: A Short History of British Imperialism 1850-1995*, 3rd Edition (Harlow: Pearson, 1996), 1-27.

Timothy Parsons, "India," in *The British Imperial Century, 1815-1914: a World History Perspective* (Lanham, MD: Rowman and Littlefield, 1999), 33-58.

Robin J. Moore, "Imperial India, 1858-1914," in Andrew Porter (ed.) *The Oxford History of the British Empire. Volume III: The Nineteenth Century*, New Edition (Oxford: Oxford University Press, 2001), 422-445.

Week 9

What was (and is) the Anglo-World? How were British economic and cultural ideas exported to the Anglo-World? How was Britain fed? Why did British people eat so much meat?

Class Discussion and Questionnaire

Free Trade and the Anglo-World

Frank Trentmann, "Introduction: Free Trade and Political Culture," in *Free Trade Nation: Commerce, Consumption, and Civil Society in Modern Britain* (Oxford: Oxford University Press, 2008), 1-23.

James Belich, "Urban Carnivores and the Great Divergence," in *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939* (Oxford: Oxford University, 2009), 437-455.

Week 10

What was Darwin's theory of evolution by natural selection? How was it similar to (and different from) liberal political economy? What were (and are) Social Darwinism and eugenics? How are they similar and how are they different?

Final Paper Discussion and Information

Homo Economicus as a Natural Phenomenon? Evolutionary Biology and Social Darwinism

Charles Darwin, "The Struggle for Existence," from *The Origin of Species*; extracts taken from *The Portable Victorian Reader*, ed. Gordon S. Haight (New York: Penguin, 1976), 519-529.

Samuel Wilberforce, review of Darwin's *Origin of Species*, in R.J. Helmstadter and P.T. Phillips (eds.) *Religion in Victorian Society: a Sourcebook of Documents* (Lanham, MD: University Press of America, 1985), 384-393.

Thomas Henry Huxley, "Darwin's Virtues," (1860) in Arnstein, ed. *The Past Speaks*, 218-221.

Thomas Henry Huxley, "Darwin on the Origin of Species," *Westminster Review*, 73, April 1860, 541, 545-547.

RESPONSE PAPER THREE HANDED OUT

Week 11

How did the British penal code change in the nineteenth century? Why did Britain stop public executions? How did ideas of gender shape ideas about mental illness? What was degeneration and why was there so much concern about it? Was Britain "in decline" before World War I?

Crime and Mental Illness

V.A.C. Gatrell, "Hanging People," in *The Hanging Tree: Execution and the British People, 1770-1868* (Oxford: Oxford University Press, 1994), 29-55.

Andrew Scull, "The Rise of the Asylum," in *The Most Solitary of Afflictions: Madness and Society in Britain, 1700-1900* (New Haven: Yale University Press, 1993), 1-45.

Decline and Degeneration

Edwin Ray Lankester, excerpts from *Degeneration*, (1880) in Sally Ledger and Roger Luckhurst (ed.) *The Fin de Siècle: A Reader in Cultural History c.1880-1900* (Oxford: Oxford University Press, 2000), 3-5.

Andrew Mearns et al., excerpts from *The Bitter Cry of Outcast London*, (1883) Sally Ledger and Roger Luckhurst (ed.) *The Fin de Siècle: A Reader in Cultural History c.1880-1900*, 27-32.

Daniel Pick, "Introduction," to *Faces of Degeneration: a European Disorder, c.1848-c.1918* (Cambridge: Cambridge University Press, 1989), 1-33.

FINAL PAPER OUTLINE HANDED IN

RESPONSE PAPER THREE HANDED IN

Week 12

How did perceptions of the environment change during the Industrial Revolution? How did different political groups respond to the challenge of environmental damage? How did the British economy run on coal? How did Britain respond to fears about coal's exhaustion?

Individual Meetings to Discuss Final Paper

Homo Economicus and the Environment: Coal and Smoke

Harold Platt, "'Invisible Evil': Pollution and Class Politics in Manchester," in *Shock Cities: The Environmental Transformation and Reform of Manchester and Chicago* (Chicago: Chicago University Press, 2005), 442-467.

Week 13

How did ideas about race change during the nineteenth century? How and why did different ideas of race emerge (for example, humanitarianism v biological determinist)?

Race, Biology, Anthropology, and Empire

Peter Fryer, "Challenges to Empire," in *Staying Power: The History of Black People in Britain* (London: Pluto, 2019), 237-297.

James Hunt, "The Negro's Place in Nature," (1863), in James Hunt, *Memoirs Read Before the Anthropological Society of London*, 1865.

Charles Darwin, "Extinction of Races," in *The Descent of Man* (London: Penguin, 2004), 211-230.

Race and Empire

Sir John Seeley, *The Expansion of England*, (1883), in Ledger and Luckhurst, *The Fin de Siècle*, 135-7.

Joseph Chamberlain, "The True Conception of Empire," (1897), in Ledger and Luckhurst, *The Fin de Siècle*, 137-141.

B. Porter, "Struggles for Existence: 1890," in *The Lion's Share*, 119-153.

RESPONSE PAPER FOUR HANDED OUT

Week 14

What were the differences between classical liberalism, new liberalism, and socialism? How did each position view the relationship between society and economy? How did socialism interact with the still-dominant ideas of liberal political economy? How and why did the movement for women's suffrage develop? How did this interact with dominant patriarchal ideas?

The Death of Homo Economicus? The Social Question and Socialism

Michael Freeden, "The Morphology of Liberalism," in *Liberalism: A Very Short Introduction* (Oxford: Oxford University Press, 2015), 55-70.

Winston Churchill, "Liberalism and Socialism," in Arnstein, ed. *The Past Speaks*, 301-304.

David Lloyd George, "The New Liberalism," in Arnstein, ed. *The Past Speaks*, 304-305.

Andrew Thorpe, "Creation and Early Years," in *The History of the British Labour Party* (New York: Palgrave, 2001), 1-26).

Reframing Homo Economicus: The Women's' Suffrage Movement

J. S. Mill, "The Subjection of Women," (1869) in Arnstein, ed. *The Past Speaks*, 185-190.

Jeffrey Weeks, "Feminism and Socialism," in *Sex, Society and Politics*, 160-179.

Susan Kingsley Kent, "Suffrage," in *Sex and Suffrage in Britain, 1860-1914* (Princeton: Princeton University Press, 1997), 184-219.

RESPONSE PAPER FOUR HANDED IN

Week 15

How did the movement for Irish partition develop? How did ideas of race and religion shape the decision to partition Ireland? What was anticolonial nationalism and how successful was it in India? How was Britain slowly forced to change its policy towards the empire?

Towards a Postcolonial World 1: Irish Partition

Robert Lynch, "Where is Ireland?" and "Unraveling Ireland," in *The Partition of Ireland, 1918-1925* (Cambridge: Cambridge University Press, 2019), 15-35, 113-137.

Towards Postcolonial World 2: Indian Nationalism

Dinyar Patel, "Swaraj," in *Naoroji: Pioneer of Indian Nationalism* (Cambridge, Mass: Harvard University Press, 2020), 220-254.

FINAL PAPER HANDED IN

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

This lecture course provides a detailed survey of Britain between 1770 and 1920, a period of tremendous transformation. The main focus of the course is the Homo economicus, the self-interested, independent male subject. The course follows the idea of Homo economicus from politics, society and gender to religion and evolutionary biology. Students learn how these ideas were used to structure ideas of welfare and individual responsibility, and through class discussion they also see how influential this idea has been in the United States. The course also explores how the idea of Homo economicus was challenged by socialists, romantics, suffragettes and anticolonialists.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Critical and logical thinking is undertaken throughout the course, but particularly through the close reading of key primary sources from thinkers like Adam Smith.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	This ELO is particularly fulfilled by the final paper, where students are invited to write on any topic relating to the various transitions discussed in course readings and lectures. In class lectures, students are introduced to key scholarly debates on the issue.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students will continually identify, describe, and synthesize ideas and experiences about the themes of self-help, gendered and racialized citizenship, and “freedom.”
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	This ELO is fulfilled throughout the course, but a specific activity comes in week 9. Here, we have a class discussion, followed by a short written questionnaire, which addresses the question of how much we have learned so far and, more importantly, how this helps them to understand their own sense of self as a historical product.

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</p>
	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a</p>

	<i>single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</i>
ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>
	<p><i>Jazz-Age Montmartre, where a small community of African-Americans— including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<p>Students will understand how the idea of <i>Homo economicus</i> influenced almost everything, including:</p> <ol style="list-style-type: none"> 1. Britain’s response to the Irish famine 2. The individualist interpretation of Christianity 3. Gender roles 4. Darwin’s theory of evolution by natural selection <p>Examples: Response Paper #1</p> <p>Week 1 Reading, Lecture and Discussion What is <i>Homo economicus</i>? What is political economy? How did this big idea impact British economic policy?</p>

	<p><i>The Birth of Homo Economicus: Adam Smith and Political Economy</i></p> <p>*Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> [1776] (Indianapolis: Liberty Classics, 1981), I, 428, 455-459.</p> <p>Jesse Norman, "Reputation, Fact and Myth, in <i>Adam Smith: Father of Economics</i> (New York: Basic Books, 2018), 159-192.</p> <p><i>The Old Economic Order: Mercantilism and Slavery</i></p> <p>Sidney Mintz, "Production," in <i>Sweetness and Power: The Place of Sugar in Modern History</i> (New York: Penguin, 1986), 19-73.</p>
<p>ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>In lectures and class discussion, students will analyze the way in which Homo economicus globalized, and particularly influenced American ideas of small government and self-help</p> <p>Examples: Final Paper</p> <p>Week 7 Readings, Discussion and Lecture Where does our modern idea of self-help come from? How was self-help shaped by ideas about the economy? Why is self-help a deceptively complicated idea?</p> <p><i>No Class: Work on Second Response Paper</i></p> <p><i>The Heyday of Homo Economicus: Self-Help, The Great Exhibition, Temperance and the 1867 Reform Act</i></p> <p>James Wilson, "The First Half of the Nineteenth Century: Progress of the Nation and the Race," <i>The Economist</i>, January 18, 1851. In W.L. Arnstein, ed. <i>The Past Speaks: Sources and Problems in British History II</i> (Lexington, Mass.: D.C. Heath, 1993), 164-168.</p> <p>Samuel Smiles, "Self-Help, National and Individual," from <i>Self-Help, with Illustrations of Character, Conduct, and Perseverance</i>, ed. Peter Sinnema (Oxford: Oxford University Press, 2002), 35-57.</p> <p>Asa Briggs, "The Balance of Interests," in <i>The Age of Improvement 1783-1867</i> (New York: David McKay, 1962), 395-412.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Students explore the connections between the dominant ideology of self-help and opposing theories of socialism and Tory Romanticism</p>

	<p>Examples: Response Paper #2</p> <p>Week 4 Reading, Lecture and Discussion What was Chartism? How did it interact with dominant political culture? Was it a failure?</p> <p><i>Contesting Homo Economicus: Radical Politics and Chartism</i></p> <p>Evans, "The Politics of Pressure I: Chartism," in <i>Forging the Modern State</i>, 320-330. E.P. Thompson, Preface to <i>The Making of the English Working Class</i> (New York: Vintage, 1966), 9-14.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>Students explore and analyze the effect of the Industrial Revolution on British culture and society</p> <p>Examples: Response Paper #4</p> <p>Week 2 Readings, discussion and lecture What was the Industrial Revolution? How did it influence the life of British people?</p> <p><i>The Industrial Revolution</i></p> <p>Thomas Carlyle, "Signs of the Times" (1829) Eric Hobsbawm, "The Industrial Revolution 1780-1840" in <i>Industry and Empire</i> (Harmondsworth: Penguin Books, 1968), 56-78.</p> <p><i>Urbanization</i></p> <p>Friedrich Engels, "The Great Towns," from <i>The Condition of the Working Class in England</i>, ed. David MacLellan (Oxford: Oxford University Press, 1993), 36-86.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Students will explore the ways in which Britain's dominant liberal ideology was challenged by more social theories of those pushing for Irish and Indian independence</p> <p>Examples: Response Paper #3</p> <p>Week 6 Readings, Discussion, and Lecture How did economic ideas shape religious ideas? How did racial perceptions of Ireland shape the British response to the famine? How did the famine change Ireland?</p> <p><i>Homo Economicus and Religion: The Evangelical Revival</i></p>

	<p>Thomas Chalmers, <i>On the Power, Wisdom, and Goodness of God, as Manifested in the Adaptation of External Nature, to the Moral and Intellectual Constitution of Man</i> (Philadelphia: Carey, Leach and Blanchard, 1836), 156-161.</p> <p>Boyd Hilton, "The Rage of Christian Economics 1800-1840," in <i>The Age of Atonement: The Influence of Evangelicalism on Social and Economic Thought, 1785-1865</i> (Oxford: Oxford University Press, 2001), 36-70.</p> <p><i>The Irish Famine</i></p> <p>"Ireland – Past Measures and Their Results," <i>Economist</i>, January 16, 1847, 58-60.</p> <p>E.E.R. Green, "The Great Famine," in T.W. Moody and F.X. Martin (eds.) <i>The Course of Irish History</i> (New York: Weybright and Talley, 1967), 263-274.</p> <p>David Nally, "Introduction: Colonial Biopolitics and the Functions of Famine," in <i>Human Encumbrances: Political Violence and the Great Irish Famine</i> (Notre Dame: University of Notre Dame Press, 2011), 1-20.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Students explore and analyze the gendered "domestic" ideal, which kept women in the home and denied them political agency. They will learn about how the women's suffrage movement challenged, and overturned, this dominant idea.</p> <p>Response Paper #2, Response Paper #4</p> <p>Week 5 Readings, Discussion, and Lecture <i>Citizenship and Gender: The Domestic Ideal</i></p> <p>Sarah Stickney Ellis, <i>The Women of England: Their Social Duties and Domestic Habits</i>, (1838) extracts in Arnstein, ed. <i>The Past Speaks</i>, 172-175.</p> <p>Lord Ashley, "Women Factory Workers," (1844) in Arnstein, ed. <i>The Past Speaks</i>, 180-182.</p> <p>Susan Kingsley Kent, "The Virtues of Liberalism: Consolidating the Domestic Ideal 1815-1848," in <i>Gender and Power in Britain, 1640-1990</i> (New York: Routledge, 1999), 155-177</p> <p>Jeffrey Weeks, "The Sacramental Family: Middle-Class Men, Women and Children," in <i>Sex, Politics and Society: The Regulation of Sexuality Since 1800</i>, 2nd Edition (New York: Longmans, 1989), 38-56.</p>