

## HISTORY 229/229W

### Victorian England: Portrait of an Age

Spring 2021  
MW 11:50-1:05



*The land on which the University of Rochester River Campus sits is within the historic homeland of the Seneca Nation, a member of the Haudenosaunee Six Nations Confederacy. It is covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.*

This course is a thematic introduction to the political, social, intellectual, and cultural history of Victorian England (and, by extension, Victorian Britain and the nineteenth-century British empire). It has no pre-requisites and is open to anyone with a genuine interest in the subject. Our approach will be both topical and chronological: by way of selective moments and episodes in Victorian history, we will move roughly but not perfectly forward in time in order to bring the main themes of the period into focus. Our format is a mix of open lectures and discussions supplemented by the occasional documentary film. I expect all students to attend all lectures, discussions, and films. If you will not be in class for any reason, please let me know why in advance. Given the circumstances of the COVID pandemic, I am not holding regularly scheduled office hours this semester, but everyone should feel free to request an in-person or zoom appointment with me at any time. See my contact details below.

**Instructor:**

Professor Stewart Weaver, Department of History  
Rush Rhees Library 368  
275-9348/315-0825

1. 2 to 3 page proposal (5%), due week of March 8-12
2. Working bibliography (5%), due week of March 8-12
3. First draft of paper (5%), due week of April 5-9
4. Final draft (45%), due week of May 3-7

**Statement regarding academic honesty:** All students in this class will be expected to be familiar with and abide by the principles of academic honesty as laid down by the College of Arts and Science's academic honesty policy. For the full articulation of this policy (including the consequences of its violation), see <http://www.rochester.edu/college/honesty>.

The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in HIS 229/W are expected to devote at least one hour each week to reading and research outside of class time.

**Statement regarding disability services:** The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075.

As always, be **on time**, even in virtual space.

\* keep your **microphone muted** when not speaking, please.

\* **Cameras:** Given our current learning situation and the need for this class to be virtual we need to create a sense of a community in any way we can. One way to achieve it is to **turn our cameras on during class discussions**--a simple way to make us all feel like we are part of the group. I do not want, however, to require this as a policy for a number of reasons. I will simply ask you to keep your camera on whenever possible. If you need to turn it off occasionally or keep it off permanently, please let me know. And **please** do not turn your camera off and leave. Nothing is more discouraging to an instructor than to be speaking to an empty zoom chamber. I will remember it.

*I will not be recording the class and ask you to please not to record anything without the explicit permissions of all students.*

\* **Setting:** Please find the best setting for our class meetings (e.g., quiet, private, preferably NOT in your bed, etc.), one that will help you stay focused and engaged. Once again, I encourage you to give some thought to where you want to be and identify the best available options. But this said, I understand and fully accept the limitations many of you/us will be facing. If you need to discuss the issue of setting with me, feel free to do so.

\* **Participation:** This course depends on interactive lectures, presentations, class discussions, and written assignments that feed off our weekly readings. For you to learn, you need to participate consistently and stay current on all meetings and readings. **Class attendance, therefore, is mandatory to your best capacity.** That said, I recognize that we live in an unpredictable world right now - and you (or I) might need to miss one or more classes for any number of good reasons. Let me know if you need to miss a class so that we could make alternative arrangements for you to keep up with the class material.

And while I usually prefer and have better success with free-flowing discussions, last semester showed that such format does not lend itself well to Zoom conversations. Therefore, *use the symbol to indicate you would like to talk.*

## **Class Sch**

\* [The People's Charter](#) (1838)  
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**May 7**      **SECOND FORMAL PAPER DUE (229 only)**  
**RESEARCH PAPER DUE (229W only)**