

HIS 464: War, Gender, and Crime in Victorian News
TR: 12:30-1:45 p.m.
MHRA 1211

Professor: Jill Bender
Office: MHRA 2111
Office Hours: Tuesdays, 2:00-3:00 p.m., or by appointment
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COURSE DESCRIPTION:

What are reliable sources? How can the news be manipulated, and why? The role of the press in society has been a hotly debated topic in recent years, but not all of the questions asked are new. This course examines the role of newspapers in Victorian society, from the birth of war journalism in the 1850s to the sensationalist news of the late-nineteenth century. Students will analyze varying reports on a number of historical events—including the Crimean War, the 1857 Indian Uprising, the scandalous case of the “Maiden Tribute of Modern Babylon,” and the crimes of “Jack the Ripper”—for insight into Victorian-era Britain and its empire.

Course Specific Student Learning Outcomes (SLO):

Upon completion of this course, students will be able to:

1. Identify and give the significance of major events, people, and debates in the history of Victorian Britain and its press.
2. Analyze newspapers as historical documents.
3. Recognize the changing relationship between the press and wider communities.

WGSS Learning Goals (WGSS):

1. Demonstrate interdisciplinary understanding of the ways that gender, race, culture, class, and sexuality function in society.
2. Demonstrate understanding of power from historical, geopolitical, ethical and psychological perspectives within global, national, and community contexts.

REQUIRED TEXTS:

The following books are required and available for purchase at the university bookstore.

Curtis, L. Perry. *Jack the Ripper and the London Press*. New Haven: Yale University Press, 2001.

[This book is also available as an e-book through Jackson Library:

<http://libproxy.uncg.edu/login?url=https://www.jstor.org/stable/10.2307/j.ctt1nq8dj.>]

Sontag, Susan. *Regarding the Pain of Others*. New York: Farrar, Straus and Giroux, 2003.

All other material will be distributed in class, available on the course Canvas site, or accessible through Jackson Library.

COURSE REQUIREMENTS:

Attendance & Participation (SLO 1) 20%

This course will be taught as a seminar, meaning that lecture will be rare and discussion will be frequent. As a result, attendance is crucial and students should come to class ready to participate—in other words, having read the assigned readings, taken notes, prepared questions and/or comments, and completed any homework assignments. *Students should bring a copy (either paper or virtual) of the assigned readings and their notes to class meetings.*

Primary Source & Database Exercises (SLO 1, SLO 2, SLO 3, WGSS 1) 20%

Students will complete 3 primary source exercise worksheets and one Newspaper Database Presentation. Each exercise will build on the last, encouraging to students to identify and analyze relevant sources. Worksheets and additional information will be provided in advance.

Short Papers (SLO 2, WGSS 1, WGSS 2) 30%

Students will complete two, short (2-3 page) papers on primary sources discussed in class. Paper prompts will be provided in advance.

Final Research Project (SLO 2, SLO 3, WGSS 1, WGSS 2) 30%

Students will have the opportunity to conduct their own research using one of the many newspaper databases or archival material available through Jackson Library and the UNCG Archives, and to present their research in a final paper. This paper project will include the following:

One Paragraph Topic Proposal (with related research question)	5%
Short Explanation of Relevant Sources	5%
Final research paper (8-10 pages)	20%

Grading Scale

A: 93-100	B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59
A-: 90-92	B: 83-86	C: 73-76	D: 63-66	
	B-: 80-82	C-: 70-72	D-: 60-62	

ACCESSIBILITY AND ACCOMMODATIONS:

Academic Integrity Policy

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL: <https://osrr.uncg.edu/academic-integrity/>.

Americans with Disabilities Act (ADA)

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliot University Center, (336)334-5440. For more information, please see <https://ods.uncg.edu>.

Religious Obligations Statement

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:

https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g

Attendance Policy for University Sponsored Events

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. If you have to miss a class for a university sponsored event or another legitimate reason, please notify me as soon as possible to arrange accommodations.

Health and Wellness

As we return for spring 2023, please uphold UNCG's culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of covid-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to isolate if ill
- Completing a self-report when experiencing covid-19 symptoms or testing positive for covid-19
- Following the CDC's exposure guidelines when exposed to someone who has tested positive for covid-19
- Staying informed about the University's policies and announcements via the covid-19 website

Please realize that UNCG has resources available to help combat stress and anxiety—and really to offer support for any range of emotions. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu.

COURSE SCHEDULE:

*This schedule is subject to change at the professor's discretion. Any changes will be announced in class, via email, or on the course Canvas site.

INTRODUCTIONS

Week 1:

Jan 10 Introduction

Reading: No Reading

Jan 12 Analyzing the News

Readings: Edward Royle, "Newspapers and Periodicals in Historical Research," in *Investigating Victorian Journalism*, ed. Laurel Brake, Aled Jones, and Lionel Madden (Houndsmill, Basingstoke, Hampshire: MacMillan, 1990): 48-59.

Kelly Schrum and T. Mills Kelly, *An Introduction to World History Research Online*. New York: Bedford/St. Martin.

<https://rrchnm.org/essays/an-introduction-to-world-history-research-online/>

UNIT 1: Victorian War Journalism

Week 2:

Jan 17 The Victorian News

Reading: Kevin Williams, "Transition to Democracy: the press as 'the fourth estate' 1850-1900," in *Read All About It!: A History of the British Newspaper* (London and New York: Routledge, 2010): 99-125.

Jan 19 What happened in the Crimea?

Readings: Stephanie Markovits, *The Crimean War in the British Imagination* (Cambridge: Cambridge University Press, 2009): 6-11.

Stephanie Markovits, "Rushing Into Print: 'Participatory Journalism' During the Crimean War," *Victorian Studies*, vol. 50, no. 4 (Summer 2008): 559-586.

Week 3:

Jan 24 Reporting the Crimean War: William Howard Russell

Reading: Excerpts from William Howard Russell, *Russell's Despatches from the Crimea, 1854-1856*, ed. Nicolas Bentley (New York: Hill and Wang, 1966): 130-141; 260-279.

Due: **Primary Source Exercise 1**

Jan 26 Atrocity Reports & Photography

Reading: Susan Sontag, *Regarding the Pain of Others* (New York: Farrar, Straus and Giroux, 2003), Chapters 2, 3, and 7.

Week 4:

Jan 31 Photographing the Crimean War: Roger Fenton

Reading: Errol Morris, "Which Came First, the Chicken or the Egg? (Parts 1, 2, and 3)," *Believing Is Seeing (Observations on the Mysteries of Photography)* (New York: The Penguin Press, 2011): 3-71.

Feb 2 Mutiny or War for Independence?

Readings: Stephanie Barczewski, John Eglin, Stephen Heathorn, Michael Silvestri, and Michelle Tusan, *Britain Since 1688: A Nation in the World* (London and New York: Routledge, 2015), 142-146.

John Mackenzie, "The press and the dominant ideology of empire," in *Newspapers and Empire in Ireland and Britain: Reporting the British Empire, c. 1857-1921*, ed. Simon Potter (Dublin: Four Courts Press, 2004): 23-38.

Week 5:

Feb 7 Reporting the Indian Uprising from India

Readings: Chandrika Kaul, "'You Cannot Govern by Force Alone': W. H. Russell, The Times and the Great Rebellion," in *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857*, vol: III, *Global Perspectives*, eds. Marina Carter and Crispin Bates (New Delhi: Sage, 2013), 18-35.

Excerpts from William Howard Russell, *My diary in India, in the year 1858-9* (Cambridge: Cambridge University Press, 2010).

Feb 9 Reading about the Indian Uprising in Britain & the Empire

Readings: Peter Putnis, "The International Press and the Indian Uprising," *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857*,

vol: III, *Global Perspectives*, eds. Marina Carter and Crispin Bates (New Delhi: Sage, 2013): 1-17.

Select British newspaper articles on the 1857 Indian Uprising

Due: Paper 1

UNIT 2: “Investigative” Journalism

Week 6:

Feb 14 An Introduction to Victorian London

Readings: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 32-64.

Select images from Gustave Doré and Blanchard Jerrold, *London, a pilgrimage* (New York: B. Blom., 1968).

Charles Booth’s “Descriptive Map of London Poverty”:
<https://booth.lse.ac.uk/map/14/-0.1174/51.5064/100/0>

Feb 16 W. T. Stead and the New Journalism

Readings: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 65-82.

Joel H. Wiener, “How New Was the New Journalism?” in *Papers for the Millions: The New Journalism in Britain, 1850 to 1914*, ed. Joel H. Wiener (New York; Westport, CT; London: Greenwood Press, 1988): 47-72.

Week 7:

Feb 21 Archives: Meet at the Hodges Reading Room, Special Collections & University Archives, UNCG Jackson Library

Feb 23 Newspaper Database Workshop & Presentations

Due: Newspaper Database Exercise

Week 8:

Feb 28 *The Pall Mall Gazette* and “The Maiden Tribute of Modern Babylon”

Reading: “The Maiden Tribute of Modern Babylon,” Parts I and II, *The Pall Mall Gazette* July 6 and 7, 1885.

Mar 2 *The Pall Mall Gazette* and “The Maiden Tribute of Modern Babylon”

Readings: “The Maiden Tribute of Modern Babylon,” Parts III and IV, *The Pall Mall Gazette* July 8 and 10, 1885.

Judith R. Walkowitz, “‘The Maiden Tribute’: Cultural Consequences,” in *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (Chicago: The University of Chicago Press, 1992), 121-134.

Due: **Primary Source Exercise 2**

Week 9:

Mar 7 *No Classes*

Mar 9 *No Classes*

Week 10:

Mar 14 Women in the Field: Elizabeth Banks

Readings: Seth Koven, “The American Girl in London: Gender, Journalism, and Social Investigation in the Late Victorian Metropolis,” *Slumming* (Princeton and Oxford: Princeton University Press, 2004), 140-180.

Selections from Elizabeth L. Banks, “In Cap and Apron,” in *Campaigns of Curiosity: Journalistic Adventures of an American Girl in Late Victorian London* (Madison: University of Wisconsin Press, 2003).

Mar 16 The Question of Gender; The Question of Class

Reading: Selections from Elizabeth Banks, *The Autobiography of a “Newspaper Girl,”* (New York: Dodd, Mead & Co., 1902). [This book is available through Jackson Library’s database: Nineteenth Century Collections Online]

Due: **Paper 2**

UNIT 3: The Case of Jack the Ripper

Week 11:

Mar 21 Murder News; Murder in the News

Reading: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 19-31, 83-108.

Mar 23 The Whitechapel Murders

Reading: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 109-163.

Due: **Paragraph Topic Proposal (with related research question)**

Week 12:

Mar 28 The Whitechapel Crimes and the London Press

Reading: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 164-212.

Mar 30 Gender & Murder

Readings: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 213-237.

Judith Walkowitz, "Jack the Ripper and the Myth of Male Violence," *Feminist Studies* vol. 8, no. 3 (Autumn 1982): 542-574.

Week 13:

Apr 4 "Jack the Ripper" in Historical Context

Reading: L. Perry Curtis, *Jack the Ripper and the London Press* (New Haven: Yale University Press, 2001), 238-274.

Due: **Primary Source Exercise 3**

Apr 6 Locating "Jack the Ripper" in the Archives: Meet at the Hodges Reading Room, Special Collections & University Archives, UNCG Jackson Library

RESEARCH PAPERS

Week 14:

Apr 11 Class Discussion: Final Papers

Due: **Explanation of Sources**

Apr 13 Individual Meetings

Week 15:

Apr 18 Individual Meetings

Apr 20 Conclusion: Historians & the News Today

Readings: “Welcome to Made by History,” *The Washington Post*, April 21, 2021

Select podcast from *Drafting the Past*

Week 16:

Apr 25 No Class

Due: ***Final Research Paper***
