

UNIVERSITY OF HERTFORDSHIRE

Academic Year: 2009-2010

Semester: B

Faculty of Humanities, Law and Education

School of Humanities

HMS2

2HUM0325

PEACE, POWER, AND PROSPERITY: BRITISH SOCIETY, 1789-1914 B

DURATION OF EXAM: **2 hours**

THE FOLLOWING IS PROVIDED FOR THIS EXAMINATION:

ONE ANSWER BOOK

INSTRUCTIONS TO CANDIDATES:

- **Answer Question 1 in Section A AND ONE of the questions in Section B.**
- Ensure you write your candidate number on any sheets which are to be handed in.
- Question Papers must be handed in.

This paper consists of TEN questions on TWO pages

Section A

Question 1. Comment on the historiographical and historical significance of TWO of the following extracts:

a) 1848 in England is generally regarded as a terminal date: the last chapter in the history of Chartism as a major movement. Thereafter Britain experienced a period of conservatism - described by one historian as 'the mid-Victorian calm' - which lasted until the death of Palmerston in 1865.

Roland Quinault, '1848 and Parliamentary Reform', *Historical Journal*, Vol. 31, No. 4 (Dec. 1988), p. 831.

b) The fact is that the annals of the urban poor are buried deeper than those of the rural poor and the London poor perhaps deepest of all. Walter Bagehot's remark that the character of the poor was an unfit topic for continuous art gives only one of the many reasons why nearly contemporary historians should not have dug for them to any extent; but it is remarkable that there should have been so little historical investigation since then.

H. J. Dyos, 'The Slums of Victorian London', *Victorian Studies*, Vol. 11, No. 1 (Sep., 1967), p. 6.

c) With a perverse sense of timing, the Scots are rediscovering nationhood at a time when the rest of western Europe is slipping into the era of the post-nation state. Unlike other small European nations, Scotland has no real tradition of a nationalist historiography in the modern era and if anything, has followed its own peculiar historiographical Sonderweg ['special path'] which has emphasized the inevitability and durability of the Union with England.

Richard Finlay, 'Review Article: New Britain, New Scotland, New History? The Impact of Devolution upon the Development of Scottish Historiography', *Journal of Contemporary History*, Vol. 36, No. 2 (April 2001), p. 384.

d) The nature of popular attitudes to the Empire remains a matter of considerable debate among scholars, but there is credibility in the view that many were swayed more by the appeal of the exotic and exciting as a release from humdrum lives, than by the idealistic aspiration to spread civilisation and Christianity.

J. Wolffe, *God and Greater Britain: Religion and National Life in Britain and Ireland, 1843-1945* (1994), p. 224.

e) There is nothing on the lower middle class to match the outpouring of work in recent years on middle- and working-class family, gender relations, and masculine and feminine identities. A consequence of this is that the subject of lower-middle-class masculinity has been largely elided or taken for granted as a pale reflection of middle-class identities, such as those influenced by imperialism in *fin de siècle* Britain.

A. James Hammerton, ‘Pooterism or Partnership? Marriage and Masculine Identity in the Lower Middle Class, 1870- 1920’, *Journal of British Studies*, Vol. 38, No. 3 (July 1999), pp. 293-4.

Section B

Answer ONE of the following questions:

- 2) What were the causes and consequences of major splits within EITHER the Liberal party OR the Conservative party, 1815-1914?
- 3) How accurate is the term ‘the Celtic Fringe’ to describe Scotland, Wales and Ireland in the nineteenth century?
- 4) Compare and contrast the causes and consequences of at least TWO parliamentary reform acts passed in the nineteenth century (1832, 1867, 1884/85).
- 5) Why did disestablishment of the churches of Ireland, Scotland, England and Wales become an important issue in the nineteenth century?
- 6) To what extent did the position of women change during the nineteenth century?
- 7) To what extent did ‘elite’ and ‘popular’ forms of leisure diverge during the nineteenth century?
- 8) How separate were the experiences of working-class and middle-class children in the nineteenth century?
- 9) Why were new model industrial settlements and ‘garden cities’ built, and to what extent were they successful in achieving the aims of their promoters?