

Prof. Deborah Valenze
office hours Tuesdays 3:00-5:00 pm
dvalenze@barnard.edu

Fall 2022
Weds 2:10-4:00 PM

HIS BC 3360 London: From 'Great Wen' to World City



William Heath (1794/95-1840), *Monster Soup Commonly Called Thames Water, Being a Correct Representation of that Precious Stuff Doled Out To Us!!!* (1828).

This course offers a survey of the history of London through the study of its people, topography, and economic life. Over time, London has functioned as the capital of an emerging British nation and the hub of a commercial empire, which at its zenith spanned the globe. The unique character of this city can be explained only by examining the complexity of its past. London remains the vortex of an island nation whose inhabitants have been peculiarly ambitious, fractious, and at times united in their perspectives towards the outside world. By examining the 1650s to the 1960s, we can chart the spread of civic-mindedness and civility, along with greed and generosity; identities of class, gender, and race; concepts of public health and municipal responsibility; and the management of political and social conflict and warfare waged from within and outside the metropolis. We will also trace shifting attitudes of Londoners toward London itself, from a noteworthy mixture of awe and repulsion (hence, its nickname, the “Great Wen”) to a celebration of the city as an axis of cosmopolitan identity in the twenty-first century.

Requirements for the course:

- consistent and timely attendance (no more than two excused absences allowed)
- regular postings (see below for specific instructions) on Canvas, due no later than 8 p.m. on the Monday before class on Wednesday (10%)
- participation in discussion that reflects thoughtful reading of each assignment (10%)
- one 5-page essay, due October 12th (30 %)

- one single-page research paper proposal, identifying at least one possible primary source, plus a short bibliography, due no later than November 16th (10%)
- a final research paper of 12-15 pages, due on December 12th (40%).

Required texts, as follows, are available for purchase online. Look for used copies, which are bound to be out there for much less than the publisher's price:

Roy Porter, *London: A Social History* (Harvard UP).

James Boswell, *London Journal* (Yale UP).

Seth Koven, *Slumming: Sexual and Social Politics in Victorian London* (Princeton UP).

Jonathan Schneer, *London 1900* (Yale UP).

Samuel Selvon, *The Lonely Londoners* (Longman), available in Kindle edition.

Other required readings (marked with *) will be posted on Canvas or available through the Library as e-books. Often, I will provide a link within that week's Canvas folder. When in doubt, please always check CLIO for the book in question.

Learning objectives, or what you can expect to achieve through successful completion of this course:

- an appreciation for the diversity and complexity of human experience
- a critical understanding of the relationship between past events and modern life
- an ability to conduct close readings of key texts, primary and secondary
- an ability to analyze and interpret historical material
- the skill of responding constructively and critically to the views of others
- the skill of presenting arguments cogently and logically in writing and speaking

Please refrain from using laptops or cell phones in any way during class. You may open your laptop to consult a document, but please close it immediately after that. Try to avoid situations that will hamper your ability to listen, take notes, and participate in class.

Information regarding the Office of Disability Services:

If you are a student with a documented disability and require academic accommodations, you must visit the Office of Disability Services (ODS) for assistance. Students requesting eligible accommodations in their courses will need to first meet with an ODS staff member for an intake meeting. Once registered, students are required to visit ODS each semester to set up new

accommodations and learn how to notify faculty. Accommodations are not retroactive, so it is best to register with ODS early each semester to access your accommodations. If you are registered with ODS, please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me. ODS is located in Milbank Hall, Room 008.

Barnard College Wellness Statement:

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <https://www.health.columbia.edu/content/patient-resources>
- <https://www.health.columbia.edu/services/individual-counseling>
- <http://barnard.edu/counseling>
- [Stressbusters Support Network](#)
- **All students are expected to adhere to the Barnard College Honor Code:**

Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

I. Introduction to course: What's a Wen? (September 7)

II. London's Walls Are Falling Down: War, Plague, and Fire (September 14)

Roy Porter, *London*, Chaps. 4 & 5. (Read this quickly; it is an overview, so push yourself along in order to save time for the next two assignments.)

*Samuel Pepys, *Diary*, Robert Latham and William Matthews, eds., Vol. VII: 1666, pp. 267-87 [Sept. 1 – 15, 1666] or at this link:

<http://www.pepysdiary.com/diary/> (read Sept. 1 – 15th, 1666) and do a search for “plague” and read as many entries as you can.

*Emily Cockayne, *Hubbub*, selected chapters posted on Canvas.

III. Citizens of the World: Commercial and Political Life in 18th-Century London (September 21)

Roy Porter, *London*, SKIM Chap. 6, pp. 131-59.

*Kathleen Wilson, *The Sense of the People: Politics, Culture and Imperialism in England, 1715-1785*, Chap. 1, “Print, People, and Culture in the Urban Renaissance,” pp. 27-83.

*Peter Linebaugh, *The London Hanged: Crime and Civil Society in the Eighteenth Century*, Chap. 3, “Tyburnography: The Sociology of the Condemned,” pp. 74-111 (on Canvas); Chap. 4, “The Picaresque Proletariat During the Robinocracy,” pp. 119-152.

Search this database with keywords of your choice and come to class ready to discuss your favorite case: <http://www.oldbaileyonline.org/>

IV. Culture in the Capital (September 28)

Roy Porter, *London*, SKIM Chap. 7, pp. 160-84.

Coll Thrush, *Indigenous London: Native Travelers at the Heart of Empire* (Yale, 2016), Chap. 4, “Such Confusion,” link in Canvas folder.

*James Boswell, *London Journal*, pp. 39-140.

Look up this website in order to read the assignment below:

<https://artifactsjournal.missouri.edu/2016/04/vauxhall-gardens-in-frances-burneys-evelina/>



Frances Burney, *Evelina, or The History of a Young Lady's Entrance into the World* (1778), Letters XI-XIII only,

<http://digital.library.upenn.edu/women/burney/evelina/evelina.html#X>

V. In and Out of London: Mobility, Migration and the English Way of Life (October 5)

*Isaac Land, "Bread and Arsenic: Citizenship from the Bottom up in Georgian London," *Journal of Social History*, Vol. 39 (2005), pp. 89-110.

*Maria Zytaruk, "Artifacts of Elegy: The Foundling Hospital Tokens," *Journal of British Studies*, Vol. 54, No. 2 (2015), pp. 320-348 AND examine this website:

<https://foundlingmuseum.org.uk/our-art-and-objects/>

*John Marriott, "The Spatiality of the Poor in 18th-Century London," from *The Streets of London*, 119-34.

Read quickly for story line: "The History of Mary Prince, A West Indian Slave," digital link:

<http://digilib.nypl.org/dynaweb/digs/wwm97262/>

VI. Cleaning Up the City: Health and Hygiene in the Metropolis (October 12)

*****essay due this week*****

Porter, *London*, SKIM Chap. 10, pp. 246-7 only; SKIM Chap. 11, entire.

Stephen Halliday, "Death and miasma in Victorian London: an obstinate belief," *British Medical Journal*, Dec. 22, 2001, on-line access:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1121911/>

*Edwin Chadwick, *Sanitary Condition of the Labouring Population of Great Britain*, ed. M. W. Flinn, pp. 117-145.

*Christine Corton, *London Fog: A Biography*, Chap. 1, "The Birth of London Fog," pp. 1-36.

VII. Nineteenth-Century Streets and Addresses (October 19)

Porter, *London*, take a quick look at Chaps. 8 and 9.

*Heather Shore, "Mean Streets,"

*Anna Davin, "Socialist Infidels and Messengers of Light,"

*Brenda Assael, "Music in the Air," in *The Streets of London*, pp. 151-97.

*Deborah Cohen, *Household Gods: The British and their Possessions*, Skim Chap. 2; read Chap. 4.

*Donald Olsen, *The City as a Work of Art*, Chap. 12, "Hidden Pleasures," pp. 189-209.

VIII. Outcast London (October 26)

Skim Porter, SKIM Chap. 12. (By now, you will recognize the argument of this chapter, so read quickly!)

Rev. Andrew Mearns, "The Bitter Cry of Outcast London: An Inquiry into the Condition of the Abject Poor," 1883, on the W. T. Stead website:

<http://www.attackingthediabol.co.uk/related/outcast.php>

Seth Koven, *Slumming: Sexual and Social Politics in Victorian London*, Introduction and Chap. 1, "Workhouse Nights" and Chap. 5, "The 'New Man' in the Slums," pp. 1-22; 25-54; 228-81, link in Canvas folder.

*Pamela Walker, *Pulling the Devil's Kingdom Down*, Chap. 6, "Robbing the Devil of His Choice Tunes: Converting the Culture of Working-Class Neighborhoods," pp. 175-205.

IX. London Women, Old and New (November 2)

*Judith Walkowitz, *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London*, Chaps. 1, "Urban Spectatorship," and Chap. 2, "Contested Terrain: New Social Actors," pp. 15-80; Chap. 7, "Jack the Ripper," pp. 191-228.

*Ellen Ross, *Love and Toil: Motherhood in Outcast London, 1870-1918*, Chap. 1, "Miss, I Wish I Had Your Life," pp. 11-26.

Ellen Ross, *Slum Travelers: Ladies and London Poverty, 1860-1920*, chapters on "Edith Hogg" and "Elizabeth Pankhurst," link in Canvas folder.

November 9: Special meeting (location TBA) with Research Librarian and time dedicated to finding primary sources for your paper topic.

Please read the guide to research papers attached to this syllabus before attending the meeting. Ask lots of questions during the meeting and don't go to sleep thinking you already know what you're hearing about.

Due no later than November 16: a one-page proposal of your research paper topic, listing one, two, or three primary sources you intend to use for your analysis.

X. Whose Metropolis? Imperial Types and Stereotypes (November 16)

Jonathan Schneer, *London 1900*, Chaps. 1 and 9, link in Canvas folder.
Coll Thrush, *Indigenous London*, Chap. 11, "Civilization Itself Consents," link in Canvas folder.

*David Feldman, "The Importance of Being English: Jewish Immigration and the Decay of Liberal England," in *Metropolis London*, ed. by David Feldman and Gareth Stedman Jones, pp. 56-84. [E-Reserves]

Tim Barringer, "The South Kensington Museum and the Colonial Project," in Tim Barringer and Tom Flynn, eds., *Colonialism and the Object: Empire, Material Culture, and the Museum*:

<https://wikis.nyu.edu/download/attachments/62920128/Barringer%20The%20South%20Kensington%20Museum.pdf?api=v2>

XI. London: World City (November 30)

Samuel Selvon, *The Lonely Londoners*.

*Kate Gavron, Geoff Dench et al, *The New East End: Kinship, Race, and Conflict*, pp. 10-31, 43-51, 60-83, 120-31, 170-80.

*Peter Fryer, *Staying Power*, Chap. 11, "The Settlers," 372-86.

*Michael Young and Peter Willmott, *Family and Kinship in East London*, chap?

*John Boughton, *Municipal Dreams*, Chapter TBA.

XII. Race and Class in the Twentieth Century: A Retrospective Discussion (December 7)

Film and discussion.

Final research paper due on December 12th by 5 p.m.
(Please deposit the paper on my office door and also e-mail it to me at dvalenze@barnard.edu)

London: From 'Great Wen' to World City Guidelines for Weekly Posted Responses



Please post a response of **two concise paragraphs** (no more than c. **300 words**, please; edit your prose till you achieve that target length) by 8:00 PM on Monday and remember to read all the responses by the time you come to class on Wednesday. We'll evaluate this time frame in a few weeks in order to make sure it works for everybody, so stay tuned for future updates.

Responses should accomplish the following:

Part one: select a passage from the week's readings that you believe is particularly revealing of the overall themes of the historical period we're examining in the unit. Copy and paste the passage and give a full citation. (Practice using Chicago Style, which is what most history books use as footnote form.) Your selection can be a single line or several sentences long. Please do not copy out anything longer than a paragraph.

Part two: Identify the nature of the **topic or problem** set out in your excerpt. This is **not** the same as summarizing the content. Because each unit is designed to raise historical questions, work in a detective-like manner, aiming to delineate the underlying issues at stake. As you read your assignments, keep a list of basic points you might want to make in your posting so that you'll have some general themes listed for your own reference. What are the debates going on in the assignments for the week? Is there a historiographical challenge being taken on by the unit? Are the supplementary readings supplying something missing from the conventional treatment that the textbook provides?

For further consideration: Contemplate your existing knowledge of history and/or cities. Try to place the topics into a larger context (stages of urban development; the history of capitalism or colonialism; the consolidation of class/racial/gender identities) and tell us what impressed you as historically significant. What would you tell a student of the subject, if you had to teach a seminar using these readings?

Your response can serve as your personal record of the week's readings. Think of it that way and you won't feel it's a performance; it's more of an exercise in digesting the reading in an intelligent and articulate way.

London: From ‘Great Wen’ to World City Guidelines for Research Papers



What do we mean by “research paper”? A research paper in history is one based on the use of secondary **and** primary sources. As its objective, the essay establishes a question or a problem and sets out to solve that problem using sources that make possible an original argument. A good set of **primary sources** makes this doable: by examining historically rooted materials, an investigator can make fresh interpretations that shed new light on a familiar and much-discussed problem.

Due date: Wednesday, December 12, 2022 – please place a hard copy in my mailbox (located on the door of my office in 814 Milstein) **and** e-mail a digital copy to me.

Required length of paper: 12-15 pages, double-spaced, regular margins and typeface, please. Please remember to number your pages; this matters not just for the obvious reason, but also to help me refer to specific points in the comments I give back to you. If you have access to a stapler, please staple your pages.

Footnote form: please use *Chicago Manual of Style* (available online). If you need to look at examples, refer to the footnotes of S. Koven, *Slumming* or J. Schneer, *London 1900*, for visual guidance. The footnote should require the use of superscript numbers and should look like this.¹ Please, no parenthetical references, which are favored by social science researchers, but not historians! (N.B. the order of author’s name and surname.)

Content: a good paper topic begins with a question about a problem. It might help to review the units of the course and think about the questions we’ve raised in our discussions. Please consider writing on the early centuries of the syllabus. Digital resources are available for the eighteenth century and you could have some fun with the Old Bailey Online, for example. As you begin to think about a topic, don’t forget that **London** must remain a part of the questions you’re asking. Other tips: always aim to avoid simple reporting of what is known about your subject. See if you can make your material your own by arguing against the point of view of a previous historian of the subject matter. Finally, look for at least two and ideally three primary sources. They are the true key to a new terrain in writing a paper; they will help you find your own perspective.

¹ Joan Thirsk, *Food in Early Modern England* (London: Hambledon, 2006), 86.

Bibliography: yes, you are required to compile a bibliography, which will inevitably include more sources than simply those noted in your footnotes. The format for bibliography entries is different from footnote form; for example, the last name of the author comes first, followed by a comma, then the first name, followed by a period. (For footnotes, the order is first name-last name, followed by a comma.) All of this is explained in the *Chicago Manual* and demonstrated within most of the history books and articles you own.

A general word on sources: there is no simple answer to “how many is enough,” but you should be able to find at least two or three primary sources that are relevant to your topic. The same basic rule applies to secondary sources. If you find that your footnotes are citing only one source for the first five pages (beginning with the early pages of a book and slowly advancing to later pages), then you are too dependent on retracing the steps of a scholar and something may be wrong with the structuring of your argument. If you’re truly asking a question, then your answer should synthesize the work of scholars and your footnotes will indicate a mixture of new and old sources all the way along.

Added advice about primary sources: If and when you encounter primary sources used by historians in secondary sources, simply lifting lines from that source is **not** the same as using that primary source yourself. You must look it up, read it in entirety, and quote it with knowledge of its overall argument and where it belongs in a wider context. Do not steal quotes from an author without knowing what was intended by the original document. Please, go to the trouble of looking up the source and examining it in full. (Guaranteed: your argument will change because you have done this.)

Secondly, one quotation from a primary source is not fulfilling the spirit of this assignment. Choose primary sources that will shape your approach and argument; that is the point of this exercise! Each source you use will have an effect on the case you’re making in your argument, so work deeply with a pamphlet or a book from the past, don’t just dip into it for a choice quotation.

Added advice about secondary works: Take care not to shadow an author. When you find an author is providing a great deal of information that you want to convey, too, take care that you don’t get distracted into reproducing the argument of the historian you’re citing. Often essays will cite page after page of the same secondary source. This is a sign that something is wrong: you should be using more than one secondary source and your argument should be following its own path. Synthesize the information you gather so that your argument will reflect a selective use of secondary works. Your footnotes will be the indicators of such a synthesis.