HIST 4XX – Early Modern London

University of Nebraska-Lincoln: Fall 2018

Oldfather Hall 638| TR 9:30-10:50

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"Why, Sir, you find no man, at all intellectual, who is willing to leave London. No, Sir, when a man is tired of London, he is tired of life; for there is in London all that life can afford."
— Samuel Johnson

 **Overview:**

The full story of Tudor/Stuart London is more than the story of King Henry VIII, Queen Elizabeth, or William Shakespeare. Throughout the early modern period there were millions of people who were born into, moved to, lived, worked, and died in London. How did they live? Where did they live? What was living in sixteenth century London like? In this class, we will explore the London of everyday people, people like you and me.

 **Required Texts:**

**For purchase:**

* **Liza Picard, *Elizabeth’s London***
* **Ben Jonson, *Bartholomew Fair (optional for purchase)***

**Other texts as assigned in Canvas:**

* **Joseph P. Ward, “The Taming of the Thames: Reading the River in the Seventeenth Century”**
* **Selections from:**
	+ **Miranda Kaufmann, *Black Tudors***
	+ **Joseph P. Ward, *Metropolitan Communities***
	+ **Robert Bucholz & Joseph P. Ward, *London***
	+ **Tim Reinke-Williams, *Women, Work and Sociability in Early Modern London***
	+ **Mark Bayer, *Theatre, Community, and Civic Engagement in Jacobean London***
	+ **Kelly Stage, *Producing Early Modern London***
	+ **Rachael Bell, *Treating the Public***

 **Course Learning Objectives:**

Successful students will be able to:

1. Analyze and interpret a variety of primary sources
2. Utilize primary and secondary sources in writing history
3. Think critically about how geography, religion, social class, gender, and race intersected in the lives of everyday and exceptional historical actors, and be able to explain how those factors contributed to English history
4. Participate successfully in classroom discussions on all readings and activities

This course will fulfill ACE 1 and ACE 5 requirements.

 **Commitment**

15% of the grade this semester will be based on the instructor’s judgment of your “commitment,” which represents your commitment to improving the learning environment for yourself and other students, during the discussions and any other class interactions; completing reading responses on time, the instructor will keep track of each student’s participation and professionalism. Included in this assessment will be such behaviors as:

1. Reading all class discussions and materials on a weekly basis;
2. Participating in class discussions;
3. Providing thought-provoking, original, and high quality comments;
4. Submitting assignments on time and in the proper formats;
5. Treating your fellow classmates and the professor with respect;
6. Participating with enthusiasm and interest;
7. Not flaming or disrespecting fellow classmates or the instructor, either online or face-to- face.
8. Being Fully Present: Not using a cellphone in class, and using a tablet or laptop for only class-related reasons.



##  Learning Ensembles

I only have one real rule for my classroom:

## Members of this class will treat each other with respect.

This means I expect you:

* To arrive to class on time with all the required work and readings completed.
* To involve yourself in classroom discussions and activities.
* Will listen to your classmates and their ideas and contribute your own in a constructive and active manner even when you find yourself confronted with ideas with which you may disagree.

If that level of respect is not given and your classroom behavior becomes an issue, you may be asked to leave, marked as absent, and should plan to meet with me privately in order to resolve the conflict.

Your presence in class is important not only for your learning and for the learning of your peers but also because our goal is to create a *Learning Ensemble* this semester—a group of learners who support, trust, and share in the learning process.

An ensemble implies that there is a group of people who are all committed to achieving a similar goal and who support each other in pursuit of that goal. An ensemble implies a whole: A group of people collaborating to produce something. Everyone plays an important role in getting the group toward the goal.

Learning works best in an ensemble, it is a team sport.

* Learning in this class is not about the professor dumping information for you to regurgitate.
* It's about all the participants engaging in an ongoing conversation and working together to explore new knowledge and to move that conversation forward and make connections to our individual and collective experiences.
* We are not in competition with one another.
* Learning is not a scarce resource that we have to divide between ourselves—there is plenty of learning for all of us
* We aren't trying to defeat anyone in the class or out-perform one another.
* We should all strive to help everyone get to the end of the course successfully.

In an ensemble, each person benefits and grows because they interact with other people who bring different ideas and skill sets. An ensemble is about learning from others and making each other shine.

 ***How will you be graded?***

I’ve briefly described our assignments for the semester below. Closer to the due dates, I will give you full descriptions and rubrics for how you will be graded.

|  |  |
| --- | --- |
| **ASSIGNMENT** | **% OF GRADE** |
| Building HistoryLivery Company PaperCity Comedy PaperTrial PresentationFinal Project/EssayFinal ReflectionCommitment & Weekly Reading Reflections | 10%10%15%15%20% 05%25% |
| **Total** | 100% |

**Assignments:**

*Weekly Reading Responses:*

Reading is an important part of this class. Each week you will have a set of

assigned readings that are designed to raise questions and open up new ideas on

the topics we are discussing. As a productive member of this community, you are

expected to prepare for class by fully reading the texts assigned, and then

carefully considering and responding to those texts. To help in you in that process:

each week, you will be expected to write a short ***250-300 word response*** to the

readings. These responses will be due to me on Mondays.

We will use these responses in our class discussion. That means that there are no

right or wrong answers that I will be looking for as I read them. They will be

graded solely on how deeply you have worked with the texts. If you struggled

with a text, tell me. Use these responses to ask questions, to challenge the authors, or to highlight what you discovered or thought of while you were reading.

Certain weeks will have varying prompts for you to respond to, in addition to the theme of the week.

*Map Response (weekly prompt for Week 2):*

2-3 pages, double spaced

Spend some time playing around with the Map of Early Modern London (<https://mapoflondon.uvic.ca/index.htm>). What jumps out at you as important about this map? How would it have been used? What is something that surprised you about London at this time (that using the map helped you to see)? How do you imagine that people living in this version of London saw their city – what features, buildings, or landmarks would have been the most important to them?

*Building History:*

3-5 double spaced pages

Find an important building on the Map of Early Modern London. Write a brief history of that building. When was it built? What was it originally used for, and did that use change over the course of the early modern period? What made it important to people living there at the time?

*Trial Presentation:*

Working in groups of 3-5, prepare a skit based off of an important trial in London in the period of our study. You can use historical chronicles as a basis for understanding the trial itself, but make sure that your group gives a brief introduction to the individuals involved, the case itself, and its outcome. Be prepared to turn in an individual short reflection of your work and what you learned about justice and the law in London at this time.

*City Comedy paper:*

5-7 pages, double spaced

Read a City Comedy play from our list (or if you have a different suggestion, run it by the instructor before you begin work on it). How does the play reflect London’s culture at the time of its writing? Contextualize it within the larger history of London when the play was initially performed. Be prepared to use lines from the play and other sources to support your analysis.

*Livery Company paper:*

2-4 pages double spaced

Select one of the Livery Companies from our list and research about its history. When was it founded? What did it do? How did it make money? What sorts of people typically were members? Did they include women? People of color? How was this livery company important in the overall history and the day to day history of London?

*Final Project/Essay:*

This is your chance to shine! Over the course of the semester, you will be creating a well-researched interpretation of our course materials. This can be a creative project or an essay, your choice! Plan to meet with me at least twice over the course of the semester to talk about your project or paper. You can complete the projects on your own schedule, but they must be turned in/presented during our final exam session. Also, I will be happy to look over drafts of any work that you submit to me over the course of the semester – I want you to do your very best work, and that means that you take your time with it and don’t put it off to the last minute! If you want comments on your drafts, they need to be submitted BEFORE dead week.

*Final Reflection:*

This is a short 2-4 page double spaced essay where you tell me what you learned over the course of the semester and how you thought the semester went. What expectations did you have at the beginning for how the semester would go? Did you learn what you thought you were going to? How did you surprise yourself this semester?

Possibilities for Extra Credit:

* 1 point T-Shirt Day (to be talked about in class)
* 2 points perfect attendance for the whole semester
* 1 point each for a maximum of 2 points if you attend a lecture, play, or other event that is related to the course and you turn in a 1-2 page reflection of the event. This should include a summary of what you saw, how it adds to the knowledge you’ve learned during class, and what you thought about it.
* 2 points for a maximum of 4 points for a book review of a book not on our syllabus. If you want to do this extra credit option, come and see me and we can find you a book that would be interesting to you. These book review should be 700-1000 words and do more than just tell me what’s in the book. What is its argument? What sources did the author use? How does reading this book change your understanding of the topic?

If you do all of the extra credit, this is almost a whole letter grade’s worth of points… so take advantage of it. I do not ration grades! If you do the work, you can get an A.

***Class Schedule:***

\*\*Reading reflections are always due (with the exception of during Fall break) on Monday, by midnight, for the week that reading will be discussed.

**Week One: Nice to meet you, London!**

T: Introduction to Class/ London from Roman Britain to Medieval

R: Picard – 1& 2

**Week Two: Buildings and Living Spaces**

T: Picard – 3-5

R: Ward – Taming of the Thames

(Instead of normal reading response for this week: play around on the Map of Early Modern London, what surprised you about London? What fixtures of life in London would have been most important to Londoners and why?)

**Week Three: It’s all about the money**

T: Picard 13

R: Ward, Chapters 1 &2

**Week Four: Immigrants to London**

T: Picard 7

R: Bucholz & Ward, Chapter 2

DUE SATURDAY BY MIDNIGHT: Building History paper

**Week Five: Immigrants cont’d and Clothing/Life Events**

T: Selections from Kaufmann, *Black Tudors*

R: Picard 8 & 10

**Week Six: Education**

T: Picard – 11

R: Conferences for Final Projects

DUE SATURDAY BY MIDNIGHT: Livery Company paper

**Week Seven: Charity**

T: Picard 15

R: Bell – Chapter 1

**Week Eight: All of London’s a Stage**

T: Picard 12 & Stage, Introduction & Chapter 1

R: Jonson- Bartholomew Fair

**Week Nine: Theatre, cont’d.**

T: FALL BREAK

R: Bayer, Introduction & Chapter 1

**Week Ten: Mixtures and Elixirs – to Health and Life**

T: Lecture: Just how bad was the Black Plague (and other illnesses)

R: Picard – 6& 9

**Week Eleven: Religion and Witchcraft**

T: Picard 16

R: Conferences for Final Projects

DUE SATURDAY BY MIDNIGHT: City Comedy Paper

**Week Twelve: Justice in the Big City**

T: Picard 14/ Trial Presentations

R: Trial Presentations

**Week Thirteen**: Women’s Week!!

T: Reinke-Williams, Chapter 4 & 5

R: Selection from Kaufmann, *Black Tudors*

**Week Fourteen:**

THANKSGIVING BREAK (work on your projects!)

**Week Fifteen:**

T & R: Presentations of Final Project

**Week Sixteen:**

Final Session: Any presentations that still need to be done and a potluck party!

***This is a living syllabus and it may change over the course of the semester. Any changes to the printed text will be communicated in class and via Canvas.***