

**The People of London and their Histories (1600-1830) ---CCSA London Midsummer, July 17, 2022 to August 1, 2022**

### Instructor Information

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### Introduction

Welcome to CCSA's London Midsummer. As the instructor for this course, I am looking forward to getting to know each of you and to studying British history together. Please feel free to contact me with any questions before our departure time. I usually check my e-mail frequently and have voicemail at the phone number listed above.

I have loved the city of London since I spent a summer there after my junior year in college. I have been learning about it and histories connected to it ever since, first as a student and for the last 20 years as Professor of History at EKU. I have a PhD in Colonial American history from Johns Hopkins. I have taught in CCSA before as part of the summer program in Ireland, and at EKU I teach a lot of courses about British and American history. I will be accompanied in London by my wife, a British literature professor, and by my ten-year old daughter who loves England because of the Harry Potter books. I want to help your visit to London mean as much as mine did.

### Course Description

Explore the history of London by focusing on the people of London at key moments in the city's history between 1600 and 1830. We'll read their eyewitness accounts and then visit city sites linked to their stories. We'll imagine Shakespeare's London while visiting the Globe Theatre and appreciate how London recovered from the Great Fire from under the dome of St Paul's Cathedral. We'll grasp what medieval London was like at the Tower of London and recreate Victorian London at Dickens's House. Exhibits on London's history at the Museum of London and the British Museum will further enrich our understanding of what Londoners have experienced over the centuries.

### Texts

Available from amazon.com and a variety of other sellers:

Matthew Green, *London: A Traveller's Guide through Time* (Penguin Books, 2016).

A variety of short primary source documents will be assigned and made available electronically for reading while we are in London. I hope to be able to mail these as pdf files.

### Supplies

Students should bring whatever you will need to keep a journal while you are in London.

### Course Objectives

1. Give students an introduction to the history of London between approximately 1600 and 1830.
2. Emphasize the growing connections between London and other important changes in the early modern world, including imperialism, industrialization, and early globalization.
3. Assist students in developing their analytic skills with discussion, reading, and writing.

### Course Outcomes

1. Students will show an introductory knowledge of the history of London. (Addresses Course Objective 1.)
2. Students will make connections between specific people and places and the history of the early modern world. (Addresses Course Objectives 1, 2, and 3.)
3. Students will use primary source research and communication skills to analyze key issues related to the London's place in the early modern world. (Addresses Course Objectives 2 and 3.)

### Requirements

The requirements for this class will be arranged in three stages. Before we leave for London, students will be required to do some background reading. Students will write responses to this reading before the trip. While we are in London, students will keep daily writing journals reflecting on their experiences. They will also be asked to read short documents and visit websites to help them learn about what we are doing each day. After returning from London, students will complete a longer final essay (2,000-3,000 words). Participation, which includes discussion, and other evidence of engagement with the course material, is also required. CCSA requires mandatory attendance, and suggests that an unexcused absence result in a letter grade reduction. More details will be given about these requirements later.

Final grades will be determined according to the following formula:

Responses to Pre-Trip Reading	25%
Daily Journal	30%
Post-Trip Final Paper	35%
Participation	10%

Those who take the course for graduate credit will be graded according to this framework, but they will provide responses to different question on the Pre-Trip Reading, will write a more extensive and sophisticated Post-Trip Paper, and will be held to a higher standard of engagement as part of the Participation.

All requirements will be awarded a letter grade. At the end of the course, letter grades will be averaged using the following scale:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0

C-	1.67
D+	1.33
D	1.0
D-	.67

### Academic Honesty

All students will be expected to complete academic requirements with honesty and integrity. This means that cheating, plagiarism, and submitting work that is not the student's or not original to this class are not acceptable. Penalties to the student's grade for any of these issues will be assessed at the instructor's discretion and could include failure.

### Regarding Disabilities

Students with disabilities or special needs must contact the instructor and the CCSA office at least a month in advance of the program's beginning so that accommodations can be made, to the extent possible in a study abroad setting. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services, outlining what services they receive on their home campus.

### Schedule

#### Pre-London Schedule

---Read: Mathew Green, *London: A Travel Guide through Time*, pages 1-65, 161-240, 365-449  
 A Note about the Reading: Green's book is not a traditional history and, at first, his idea of pretending to travel through time may seem a little silly. But I think this reading will better prepare you to imagine the histories of the places we will visit. It includes surprisingly detailed and carefully-researched descriptions. In some places Green's realism can be disgusting or violent and in a few places the language might be offensive, so prepare yourself for that. If any of that bothers you, or if the details become too much, feel free to skip a few sentences as long as you can still get the general idea. If you get really absorbed and enjoy the descriptions, you might want to read the chapters that I am not assigning to give you an even fuller sense of London's history.

Students without some background in British history might want to get some general details to go along with Green. Two sources for an overview are at

<https://www.oldbaileyonline.org/static/London-life.jsp> and at

<https://www.britannica.com/place/London/History>

---After the assigned reading, please write two short papers of at least 600 words each that answers two of these questions.

1. What does the reading tell you about how society in London has been organized in the past? What sorts of things about a person determined their rank and experience?
2. What do you think the most important change in the lives of Londoners was between 1603 and 1716? Why?
3. Green's approach to writing about the history of London requires a lot of speculation. What parts of his interpretation were you most persuaded by? What parts of his interpretation were you most skeptical about? Why?
4. How has the reading changed your understanding of the history of one place that you

expect to see in London? Explain.

---Also, please take a look at the following websites:

The Time Travel Artist's London Playlist:

<https://www.youtube.com/playlist?list=PLplzsNMVRhiPUT7rucSaMBeRDO6AgulNW>

Pudding Lane Production's Recreation of Pudding Lane in 1666:

<https://www.youtube.com/watch?v=SPY-hr-8-M0>

Layers of London:

<https://www.layersoflondon.org/>

The Old Bailey Online:

<https://www.oldbaileyonline.org/>

After you have visited each of these sites, write a short paper of at least 300 words about the most valuable thing you learned about the history of London from visiting one of these sites.

### London Schedule

---Keep a daily writing journal from July 19 until July 30. These will be collected on a regular basis and feedback will be given. These can be handwritten, but please make them legible.

### Schedule of Field Trips:

Please note that while we are in London we will go on a number of important field trips. Most of the expenses for these trips will be covered by the program, but in some cases admission and travel expenses will not be included. Students should be prepared to pay approximately \$50 for these additional expenses.

These trips may also require considerable walking, up to a few miles a day. Students should choose shoes accordingly, avoiding flip flops or heels.

The schedule will remain as flexible as it can be in order to adapt to weather and other conditions. On most days we will start in the morning and you will generally have more free time later in the day and especially in the evenings.

Sunday, 7/17-Monday, 7/18: No trips or readings as we travel and rest after traveling

Tuesday, 7/19---Shakespeare's Globe Tour/Golden Hinde Tour

Wednesday, 7/20--- Tower of London/St. Paul's Cathedral

Thursday, 7/21--- Houses of Parliament Tour

Friday, 7/22--- Dr. Johnson's House/Go for a Walk around the Temple and Strand area

Saturday, 7/23---Excursion to Salisbury and Stonehenge

Sunday, 7/24 --- National Maritime Museum at Greenwich

Monday, 7/25-----Daytrip to Cambridge

Tuesday, 7/26--- Dicken's House Museum/Go for walk through The City to see the Monument, the Old Bailey, etc

Wednesday, 7/27---Daytrip to Bath

Thursday, 7/28--- Keat's House/Hampstead Heath

Friday, 7/29---On your Own

Saturday, 7/31---Victoria and Albert Museum//British Museum

Other activities: While we are in London students will also be asked to complete one brief primary source reading or activity every day. Reading will be made available in electronic format and some activities will use websites and require internet access.

### Post London Schedule

--- Complete final essay. Students will be asked to write an essay making connections between readings and their ideas from their experiences in London. Students will explore a theme or topic of their own choosing and they will be expected to support their argument with evidence. Once the student has identified a question or theme they wish to focus on and the instructor has approved it, the instructor will work with them to refine their focus and to identify some relevant primary sources appropriate for their essay. Some research will be required to identify sources, but it will be minimal. The instructor will guide the student to a workable topic and will provide advice about the use of evidence. Students will be expected to write clearly and to adhere to a standard essay format, as well as to state and defend a clear argument. Essays in a standard essay format focus on a thesis that is stated in the introduction to the essay. Any quotations or references to specific parts of the texts should cite the appropriate page numbers in footnotes or endnotes. The minimum length for this essay is 2,000 words.