

Term Information

Effective Term Autumn 2024
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting conversion of MEDREN 2217 "Shakespeare's London" from its legacy GE categories (Cultures and Ideas; Diversity - Global Studies) into the new Themes - Lived Environments category, with accompanying number change to 3217 to better reflect its positioning at a more advanced level.

What is the rationale for the proposed change(s)?

The subject matter of the course is a great fit for the new GE category of 'Lived Environments.' It will be more visible and popular at the 3000-level.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic implications except that we expect enrollments will be more robust if the course is attracting students under both the New and Legacy GE programs. The numbering scheme will of course be reflected in updates to CMRS's major/minor program advertising, ASC minor advising sheet, etc.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Medieval & Renaissance Studies
Fiscal Unit/Academic Org Center-Medieval & Ren Studies - D0505
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3217
Previous Value 2217
Course Title Shakespeare's London
Transcript Abbreviation Shakespeare London
Course Description A study of the history, society, and culture of London in the age of Shakespeare and the Tudors and Stuarts from the Protestant Reformation to the Great Fire (1666).
Previous Value *The history, politics, and culture of London in the age of Shakespeare and the Tudors from the Protestant Reformation to the Great Fire (1666).*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for Medieval 2217.
<i>Previous Value</i>	Not open to students with credit for Medieval 217
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	30.1301
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Lived Environments
The course is an elective (for this or other units) or is a service course for other units

Previous Value

*General Education course:
Culture and Ideas; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units*

Course Details

Course goals or learning objectives/outcomes

- Interdisciplinary appreciation of history and culture of London as a lived environment in the age of Shakespeare.
- Critical reading and thinking skills.
- Use of primary and secondary sources in reading and research.
- Self-expression and sharpened communication skills through papers and exams.
- *Interdisciplinary appreciation of history and culture of the early modern world. Critical thinking skills. Use of primary and secondary sources in reading and research. Self-expression and sharpened communication skills through papers and exams.*

Previous Value

Content Topic List

- Renaissance
- Politics
- Economy
- History
- Culture
- Literature
- Art
- Architecture
- Religion
- London
- England
- Shakespeare
- Protestant Reformation
- Theater
- Tudor
- Elizabeth I
- Henry VII
- Mary Stuart
- No

Sought Concurrence

Attachments

- MEDREN 3217 -GE Themes-Lived Environments.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)
- 217SyllabusAU11.doc: previous version of syll (not offered since AU11)
(Syllabus. Owner: Spitulski, Nicholas M)
- MEDREN 3217 Final-REV2_20240131.docx: SECOND REVISION w/ cmte contingency edit
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- Jonathan, I think you accidentally re-submitted this prior to edits?

Re-submitting with revised syllabus 11/21/23

Re-submitting with second revision 1/31/24. *(by Spitulski, Nicholas M on 01/31/2024 11:22 AM)*

- Please see feedback email sent 01-30-2024 RLS *(by Steele, Rachel Lea on 01/30/2024 12:29 PM)*
- Please see Subcommittee feedback email sent 09/26/2023. *(by Hilty, Michael on 09/26/2023 02:29 PM)*

COURSE CHANGE REQUEST
3217 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/05/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	06/12/2023 12:43 PM	Submitted for Approval
Approved	Combs-Schilling, Jonathan David	06/13/2023 08:57 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/01/2023 12:02 PM	College Approval
Revision Requested	Hilty, Michael	09/26/2023 02:29 PM	ASCCAO Approval
Submitted	Combs-Schilling, Jonathan David	09/26/2023 03:19 PM	Submitted for Approval
Revision Requested	Spitulski, Nicholas M	09/26/2023 03:26 PM	Unit Approval
Submitted	Spitulski, Nicholas M	11/21/2023 04:39 PM	Submitted for Approval
Approved	Combs-Schilling, Jonathan David	12/01/2023 02:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/01/2023 02:34 PM	College Approval
Revision Requested	Steele, Rachel Lea	01/30/2024 12:29 PM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	01/31/2024 11:22 AM	Submitted for Approval
Approved	Combs-Schilling, Jonathan David	02/05/2024 11:34 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2024 11:41 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/05/2024 11:41 AM	ASCCAO Approval

MEDREN 3217: Lived Environments Shakespeare's London

Professor Christopher Highley
 Department of English
 Office: 456 Hagerty (and 558 Denney Hall)
Highley.1@osu.edu
 Class meetings: TBA
 Office Hours: TBA; and by appointment
 Instruction Format: lecture and discussion
 Weekly Contact Hours: 160 minutes (2 80-min sessions a week) over 14 weeks plus
 approx. 6 hrs/wk of homework/study time – 3 credit hours

Course Description

This interdisciplinary course studies the relationship among society, culture, and place in London from the Reformation to the English Civil War, or what we might more conveniently refer to as Shakespeare's London. We will begin with questions about the origins and growth of city before it became a population of about 200,000 in 1600. We will then study the layout and major landmarks of Shakespeare's city through maps as well as written sources. We will see how the metropolis was governed and what problems its rulers faced. We will also get a sense of what it was like to live, work, and play in London at a time before modern sanitation, medical care, and mass media. What sorts of groups lived here and how were their experiences different in such a status-conscious and hierarchical society? What distinguished life in the capital for the rich and poor, the young and the old, masters and servants, men and women? Neighborhoods of special interest include the Bankside where plays like *Eastward Ho* were performed and animals baited with dogs in purpose-built amphitheaters. Another destination will be St Paul's Cathedral precinct where London's book trade was centered and where crowds congregated to hear the land's best preachers. We will also visit less salubrious places, like the alleys and taverns that came to be associated with religious and political radicalism, as well as poetic invention. Students will come away from the course with a keen grasp of London's topography and its economic and political structures, as well as a vivid impression of the lived experiences of early modern Londoners.

GE Categories

This course satisfies the 'Cultures and Ideas' requirement as well as the 'Diversity – Global Studies' requirement in the Legacy GE (GEL):

'Cultures and Ideas'

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

'Diversity—Global Studies'

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course is also approved as a part of the GEN Theme: Lived Environments” category:

'Themes: Lived Environments'

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of lived environments.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

3.1 Engage with the complexity and uncertainty of human-environment interactions.

3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

4.2 Describe how humans perceive and represent the environments with which they interact.

4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments.

Rationale

Students will engage in critical and logical thinking about Shakespeare's London by studying original texts and documents (pamphlets, poems, parish registers, etc.), along with maps and other images; reading and discussing modern scholarship; listening to lectures, engaging in classroom discussion, and completing written assignments. Students will engage in an advanced, in-depth, scholarly exploration of Shakespeare's London by studying original texts and documents (pamphlets, poems, parish registers, etc.), along with maps and other images; reading and discussing modern scholarship; listening to lectures, engaging in classroom discussion, and completing written assignments. Students will be able to identify, describe, and synthesize approaches to, or experiences of, Shakespeare's London by engaging in classroom discussion, and completing written assignments, especially a final project that will require them to integrate analysis of original texts and documents with modern scholarship. Students will demonstrate a developing sense of themselves as learners through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts, by completing three brief, ungraded, reflection pieces that ask students toward the beginning, middle, and end of the semester to describe their (developing) knowledge of Shakespeare's London, to identify what they find most challenging in the class, and to connect what they are learning to other classes and life experiences. Students will engage with the complexity and uncertainty of human-environment interactions by studying, for example, how access to clean water shaped the demography of the city, and how outbreaks

of the plague radically altered the lived experiences of Londoners from different social backgrounds. Students will be able describe examples of human interaction with and impact on environmental change and transformation over time and across space, by understanding, for example, the challenges presented by human and animal waste products and their evolving management by social institutions. Students will analyze how humans' interactions with their environments shaped attitudes, beliefs, values, and behaviors by, for example, discussing the origin myths (e.g., Brut and his Trojan exiles) and folk heroes (e.g., Dick Whittington) that loomed large in Londoners' imaginations and helped them to make sense of city life as well as its dangers and opportunities. Students will be able describe how humans perceive and represent the environments with which they interact by studying various literary depictions of London written from several perspectives by Londoners, visitors to the city, men and women, and members of different social classes. Students will be able to explain how the identity of the author and the genre of a work (ballad, playtext, etc.) determine the way in which London is represented. Students will also analyze and critique conventions, theories, and ideologies that influence discourses around environments by describing, for example, how London's oligarchy of Mayor and aldermen asserted a hierarchical and patriarchal view of urban space that other subordinate individuals and groups (e.g., apprentices; non-elite women) could challenge by developing their own mental maps.

Required Texts

Most of the readings are available on our Carmen site as pdf docs.

Available at OSU B&N bookstore and the usual online bookstores:

Ben Jonson et al, *Eastward Ho* (Bloomsbury, 2014).

Please buy this specific edition.

Suggested Background Reading:

For introductions to London in this period, I recommend:

Liza Picard, *Elizabeth's London: Everyday Life in Elizabethan London* (2005)

Richard Tames, *Shakespeare's London on 5 Groats a Day* (Thames and Hudson, 2009)

For a more general, theme-driven, history of London, you can't do better than:

Peter Ackroyd, *London: A Biography* (2001)

Course Requirements

Attendance:

To keep your place in this course, you must attend the first three meetings or inform me before a meeting if you will be absent. Students with more than two unexcused absences during the semester risk being dropped from or failing the course. I keep a careful record of attendance.

Reading:

I allow you to read the texts in class on your laptops and tablets, but not on your phones. Of course, you may also print out the pdf docs.

Classroom seating:

If we are assigned a classroom that has many more seats than students, I will ask you all to sit toward the front. For one thing, it makes it easier for us all to hear each other. I also like to make a seating map after the first couple weeks to help me learn your names. Please try to sit more or less in the same spot for each class.

Assessment:

Participation. This is a small discussion-based class, so please ask lots of questions and get involved! **10%**

7 in-class quizzes, each consisting of 5 brief questions. Each quiz will cover the readings for that day as well as for the previous two weeks. I do not give make-up quizzes even if you are late or absent for a legitimate reason, but I do drop your lowest quiz score. Dates TBA. **15%**

One in-class report on an assigned article/chapter. Plan to spend about 10 minutes explaining what the article is about, its argument, and the sort of evidence it uses. Did you find it interesting/useful? Be prepared to answer questions from your classmates. Dates TBA. **10%**

Final research paper: This must focus on one or more primary texts and develop an argument based on close analysis of those texts. It must also incorporate relevant secondary scholarship. Students will submit a topic proposal and a draft of the essay before turning in the final version. At each stage, I provide guidance about how to develop and refine the thesis and how to find and incorporate modern scholarship. Dates TBA. **30%**

Exercise 1: As you read Stow's account of Bishopsgate Ward, mark all the places and buildings he mentions on the online MOEML. Save your finished map and send me the URL (detailed instructions to follow) (Week 3) **10%**

Exercise 2: Visit the website [Box Office Bears](#). Write up an account of the website. What is it about? How is it organized? What did you learn from it? What are its shortcomings? Give details of specific Resource items and Blog posts to illustrate the scope of the website (two-pages, double-spaced) (Week 9). **10%**

Exercise 3: Find a ballad in the [English Broadside Ballad Archive](#) that tells us something about either women or outsiders in London (outsiders can be people born overseas or visitors to London from other parts of the British Isles). Describe the ballad's bibliographical details and layout (including any illustrations). How does the ballad represent women or outsiders? What sort of ideological work is the ballad performing? (three-pages, double-spaced) (Week 12). **15%**

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life

Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Academic Misconduct:

'It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct.](#)'

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that classroom services place a note on the door of our classroom to indicate class has been cancelled. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Week 1**Tue****Why London? Origins and Early Development.**

Introductory Lecture

Thur

Required Reading:

Kagan, Richard L. 'Urbs and Civitas in Sixteenth- and Seventeenth-Century Spain' (Carmen).
 Ian Archer, 'Shakespeare's London'

Week 2**Tue****Mapping London**

This week we will become familiar with the layout and major landmarks of Shakespeare's London by looking at contemporary visual representations and poems (see the Carmen document: 'How to read maps').

Required reading:

[The Agas Map](#) (c.1561). Read this short Introduction, then click on 'View the full map.'

Read the poem on the right side and the prose text in the Cartouche on the left:

[Transcription of poem](#); [Transcription of Cartouche](#)

Thur**Mapping London (cont.)**

The [Copper Plate Map](#) (c.1553-1559). Read the article and look closely at the Moorfields Plate and the Western City Plate.

Hollar's '[Long View of London](#)' (1647).

Thomas Freeman, 'London's Progress' (Carmen).

Quiz 1**Week 3****Governing the City, Building Communities****Tue**

One of the parishes where we know Shakespeare resided was St. Helen's Bishopsgate. We will hone in on the daily concerns of this parish after first getting a sense of the overall organization and government of the city.

Required reading:

Ian Archer, 'Shakespeare's London' (Carmen).

John Stow, [The Survey of London](#), 2 vols: Title Page (1:103/464), Dedication (1:105-6/464); 'The Ancient Division of this City,' 1: 117-20; Bishopsgate Ward, 1: 163-75; 'Of orders and customs,' 1: 79-top 85; 'Of charitable alms,' 1: 89-91; 'Sports and pastimes of old time used,' 1:91-99; Stow's feet 2:186-7. (NB These volume and page numbers refer to the originals).

Exercise One: See above.

[Parish Life and Alternatives To It](#). This is part of an online exhibition hosted by the Folger Shakespeare Library called 'Open City: London, 1500-1700.' You will need to scroll down until you find this section. Browse the various linked texts, especially the 'seating chart.'

* A word about the readings for Thursday on the parish records of St Helen's Bishopsgate. First, remind yourself about what Stow has to say about the parish. Then look at selections from the register of baptisms, marriages, and burials in the parish. Note anything that puzzles or interests you. What do these documents tell us about life and death in this parish? Finally, the vestry minute or church account books record the business of the parish vestry--that is, the group of men who control parish finances and make decisions about how funds should be spent. The spellings and abbreviations are quirky, so it may help if you read the document aloud. Try to figure out how these parishes are getting and spending money.

Thur

Governing the City, Building Communities (cont.)

Required reading:

Stow, [Survey](#) on the parish of St Helen's Bishopsgate, 1:171-5, 2:138-43 (parish churches: note how many there are!).

W. Bruce Bannerman, [Registers of St. Helen's Bishopsgate](#) (London, 1908), Read the birth, marriage, and burial records for the years 1590-1592 and 1625.

John Cox, [The Annals of St. Helen's Bishopsgate](#) (London, 1876). 100-107.

Week 4

Tue

Physical Environment and Living Conditions

We begin this week by examining the living conditions of the rich, the Middling Sort, the poor, and the destitute. Questions of housing, privacy, and sanitation will be central.

Required reading:

Carefully examine the plan of the property of the Company of Clothworkers on [West Smithfield and Cow Lane](#) (read the text, then scroll down to the thumbnail image and enlarge it).

Carefully examine the plan of the property of the Company of Clothworkers on [Fleet Lane](#) (read the text, then scroll down to the thumbnail image and enlarge it).

Optional Reading:

Patricia Fumerton, Ch.2 'London's Economy of Unsettledness--and Beyond,' *Unsettled: the culture of mobility and the working poor in early modern England* (Chicago UP,).

Thur

Physical Environment and Living Conditions: Sounds and Smells

We sometimes forget that the past not only looked but also sounded and smelled differently. Our readings this week will help us get closer to and thus better understand the meanings of early modern urban experience.

Required Reading:

Emily Cockayne, *Hubbub: Filth, Noise and Stench in England, 1600-1770* (Yale UP, 2007), 3-30 (Carmen).

Quiz 2

Week 5

Tue

Sounds and Smells (cont.)

Emily Cockayne, *Hubbub: Filth, Noise and Stench in England, 1600-1770* (Yale UP, 2007), 127-59 (Carmen).

Thur

Water and Environmental Problems

Today we focus on the centrality of water to the life of Londoners. Although the River Thames was key to London's economy, Londoners had to look elsewhere for a safe drinking supply. The Thames was also central to the imaginative lives of Londoners and was a key inspiration to London-based authors trying to make sense of modern urban life.

Required Reading:

Ben Jonson, 'The Famous Voyage' (Carmen).

Optional Reading:

Joseph P. Ward, 'The Taming of the Thames: Reading the River in the Seventeenth Century,' *Huntington Library Quarterly* 71.1 (2008), 55-77 (Carmen)

Mark Jenner, 'From Conduit Community to Commercial Network? Water in London, 1500-1725,' in *Londinopolis: Essays in the Cultural and Social History of Early Modern London*. Ed. Paul Griffiths and Mark S.R. Jenner (Manchester UP, 2000), 250-72 (Carmen).

Week 6

Tue

Dirt, Disease, and Plague

We start by discussing life expectancy, causes of death, and healthcare provision in Shakespeare's city, before exploring the near-constant presence of plague and the medical and religious discourses that surrounded it.

Required Reading:

An example of weekly printed plague bill that records the number and locations of deaths, etc. (Carmen).

Optional Reading:

Aaron Columbus, 'Plague Pesthouses in Early Modern London' (Carmen).

Thur

The Great Plague of 1665.

Required Reading:

Selections from Daniel Defoe, *A Journal of the Plague Year* (Carmen).

Quiz 3

Week 7

Tue

Apprenticeship and Youth Culture

The residents of Shakespeare's city were overwhelmingly young. What explained this demographic fact and what problems did it present to the authorities? We will also look at how teenage apprentices and servants of both sexes made sense of their world through seasonal rituals and pastimes, and by their attachment to London folk heroes like Richard (Dick) Whittington.

Required reading:

Regulations governing the clothing of apprentices and servants (Carmen).

'The Story of Ill-May Day' (Carmen).

Thur

Anon., 'Song of Richard Whittington' (Carmen).

Week 8

Tue and Thur

Apprenticeship and Youth Culture (cont.)

Required reading:

Ben Jonson, George Chapman and John Marston, *Eastward Ho* (1605).

Quiz 4

Week 9

Tue

Popular Culture and Entertainment: Playgoing and Animal Baiting

We examine the rise of London's leisure industry through commercial blood sports and theater. The playhouses that began to spring up in the 1570s were modelled after animal baiting arenas and both forms of entertainment provoked similar objections and controversies.

Required Reading:

'Enemies and Defenders of Theater': Letter from the Lord Mayor William Rowe to John Whitgift, Archbishop of Canterbury (1592); Stephen Gosson, from *The School of Abuse* (1579); Thomas Heywood, from *An Apology for Actors* (1608) (Carmen).

Exercise 2: See above.

Thur

Alehouses, Taverns, and Coffee-Houses

These public spaces were much more than just drinking establishments, but were key sites of neighborhood, commensality, the circulation of news, and the production of knowledge. As the popularity of the coffee-house grew in the later seventeenth century, we look at how other 'houses' changed in function and meaning.

Required Reading:

Study the image: [Shakespeare and his Contemporaries at the Mermaid Tavern](#).

Henry Vaughan, 'A Rhapsodis. Occasionally written upon a meeting with some of his friends at the Globe Taverne' (Carmen).

Francis Beaumont, 'A Preparative to Study or the Vertue of Sack' (Carmen).

Anon., *Knavery in All Trades, or the Coffee House* (1664) (Carmen).

Week 10

Tue

Women and Urban Life

Foreign visitors to London were often shocked by the freedoms enjoyed by London's women. Did London in fact offer women new opportunities and liberties? How did women represent their experience of the city and how did men attempt to constrain the aspirations of their wives and daughters?

Required Reading:

Anon., 'A Letter Sent by the Maidens of London to the Virtuous Matrons and Mistresses of the same in the Defense of their Lawful Liberty' (1567) (Carmen).

Thur

Women and urban life (cont.)

Required Reading:

Anon., [Long Meg of Westminster](#) (16XX).

Quiz 5

Week 11

Tue

Women and urban life (cont.)

Isabel Whitney, *Last Will and Testament* (1573) (Carmen).

'The Will of Agnes Finch' (1620) (Carmen).

Thur

Newcomers: Strangers, Aliens, and Foreigners

Was London a cosmopolitan and diverse city? Where were newcomers come from and what obstacles did they face? How xenophobic were Londoners?

Required Reading:

[London Aliens](#)

[The Great Boobee](#)

Henry Peacham, *The Art of Living in London* (1642) (Carmen).

Quiz 6

Week 12

Tue

Newcomers: Strangers, Aliens and Foreigners (cont.)

Required Reading:

'The Dutch Church Libel' (Carmen).

Exercise 3: See above.

Thur

London at War

In the early 1640's London like the rest of the British Isles was on the brink of civil war between the king and parliament. How did this crisis come about and what role did London play in fomenting and prosecuting a war that only ended with the public execution of Charles I in 1649?

Required Reading:

[Cheapside Cross pamphlets](#)

The Downe-fall of Dagon (1642) (Carmen).

John Taylor, *A Swarme of Sectaries* (1642) (Carmen).

John Milton, *Of Reformation* (1641) (pp. 77, 80-85, 87-89, 94-110) (Carmen) .

Week 13

Tue

London at War (cont.)

Required Reading:

John Milton, Sonnet 8: 'When the assault was intended to the city' (October, 1642) (Carmen)
(Carmen).

A Petition of London Gentlewomen and Tradesmen's Wives (1642) (Carmen).

Anon., 'The Parliament of Women' (1646) (Carmen).

Thur

The Great Fire and the Destruction of Shakespeare's London

The Great Fire of 1665 destroyed much of the old city. We will explore its origins, its cultural meanings, and its aftermath through the writings of two eyewitnesses.

Required reading:

Selections from the Diaries of Samuel Pepys and John Evelyn (Carmen).

Quiz 7

Week 14

Tue

The Great Fire of 1660 and the Destruction of Shakespeare's London (cont.)

Required reading:

Selections from the Diaries of Samuel Pepys and John Evelyn (Carmen).

Thur

The Rebuilding of London. What remains of Shakespeare's City today?

Required: research and bring to class the names of two buildings/structures that survived the Great Fire and further attacks on London in later centuries.

Lecture

Week 15

Tue

Students share final projects.

MRS 217: Shakespeare's London
Autumn 2011

Professor Christopher Highley
Department of English
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Office Hours: MW 11:30-12:30 and by appointment

This is a Cultures and Ideas course that fulfills part of the Arts and Humanities category of the GEC.

Arts and Humanities Expected Learning Outcomes:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

1. Students develop abilities to be informed observers or active participants in the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Course description:

This interdisciplinary course, will explore roughly one and a half centuries of the history, politics, and culture of London, beginning with the religious upheavals of the Protestant Reformation and culminating with the restoration of monarchical government and the Great Fire of London in 1666. We will begin by studying the factors behind London's phenomenal growth in the sixteenth century, a growth that quickly made London the center of economic and political life in Britain. By reading a range of primary documents including urban surveys, plays, and pamphlets we will consider the opportunities and problems spawned by urbanization (social mobility, poverty, disease) as well as the institutions and structures that regulated the life of the city. At the center of our considerations will be the burgeoning entertainment industry (and especially the public theater) that helped to define London in the eyes of its inhabitants.

Required Texts

Most of the materials are available on Carmen—**please print out and bring to every class**

Available from OSU bookstore, SBX, and other local bookstores:

Liza Picard, *Elizabeth's London*

Thomas Dekker, *The Shoemaker's Holiday in The Roaring Girl and Other City Comedies*

Other editions of *The Shoemaker's Holiday* are acceptable

Course Requirements

Attendance:

To keep your place in this course, you must attend the first three meetings or inform me before a meeting if you will be absent. Students with more than two unexcused absences during the quarter will be dropped from or fail the course. I keep a careful record of attendance.

Assessment:

1. Six in-class quizzes, each consisting of 5 brief questions. I will only count your top 5 scores. I do not give make-up quizzes even if you are late or absent for a legitimate reason.

30%

2. Paper 1: A bibliographical description and overview of a primary text about Early Modern London. **30%**. See details below.

3. Paper 2: A research paper on a London landmark, institution, or place (eg. Paul's Cross, Bedlam Hospital, the Fleet Ditch, Bridewell) in the Early Modern period. Include a bibliography with at least two primary and two secondary sources. Questions to begin with: How or why was this site developed/established in the sixteenth and seventeenth centuries? What was its significance and function? Where and how was it represented in contemporary literature and art? (minimum of 4 pages double-spaced). **30%**

4. Attendance, participation, and posting questions. Although this is a lecture class, I encourage you all to ask questions and make observations whenever you wish. You are each responsible for posting 3 brief questions or observations about an assigned text/texts. Please post your remarks on the Carmen Discussion board by 5pm the day before class. Your remarks are designed to be starting points for discussion **10%**

Guidelines for papers:

Papers must be typed (double-spaced) and have one-inch margins and an “unjustified” right-hand margin. Binders and title sheets are unnecessary; pages must be stapled in the upper left-hand corner. Use a new black ribbon. Have your name on all work. Always keep a copy for your own files of each paper you turn in.

Papers lose half a grade for each day that they are late.

Bibliographical exercise

First find a primary text about Early Modern London. The text you select should be at least 5 pages long. If you find a modern edition, check to see if it is available on EEBO. Provide a copy of the work's title page (from EEBO if available) and of any other pages you consider important.

In your overview of the text:

1. Provide full bibliographical information (publisher; date and place of publication etc).
2. Provide details about dedications, prefaces, and any other preliminary or concluding materials.
3. Note and describe any illustrations.
4. Explain what the text is about, what audience it seems intended for, and anything else you deem relevant.

See the sample papers in Carmen

Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

Disability Statement:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Syllabus

Week 1

Wednesday September 21

Introduction

Chronology of British history and royal genealogy (“Preliminaries”)

Film: “Tudor and Stuart London: Court and Commons”

Week 2

Monday September 26

The Origins and Growth of a Metropolis

Topics: The growth of London; urban landmarks and institutions; maps and panoramas; trade and industry

Picard, *Elizabeth's London*, 20-30, 48-50

Stow, *Survey of London* (3-9)

“Portrait of a City: Prose Description” (Intro, plus sections 1-8, 10, 12-13, 17-23)

Barringer, Sarah

Xu, Rui

Images: Look closely at the first four maps: what do they reveal about London?

Wednesday September 26

Social Structure and Government

Topics: The Ranks of Men; City Government; mayor and Aldermen; court-city relations; the parish and the local community; guilds and apprenticeship

Picard, *Elizabethan London*, 230-40

“The Ranks of Men: William Harrison’s *Of Degrees of People*”

“For the Record: Official Voices” (sections 1, 3, 4, 5, 6, 7)

“A Song of Richard Whittington”

Barry, Meaghan

Wang, Xin

Images: City of London Guilds

Quiz 1

Week 3

Monday October 3

Parish and Ward

Picard, *Elizabethan London*, 240-3

Stow, *Survey of London* (107-110)

“Parish Records”

Bledsoe, Stormi

Xu, Yuening

Wednesday October 5

Companies, Masters, and Apprentices

Picard, *Elizabethan London*, 202-5

“Apprentice Records”

“For the Record: Official Voices” (item 2)

“The Story of Ill-May Day”; “A New Ballad composed in Commendation of the Society or Company of the Porters”; “The Cries of the Dead” (all in “Ballads”).

Cline,Rhonda

Quiz 2

Week 4

Monday October 10

Royal London

Topics: City-Court relations

Richard Mulcaster, *The Passage of our Most Dread Sovereign Lady, Queen Elizabeth* (1559)

Conley,Ryan

Walton,Matthew

Images: Norden, Map of Middlesex

Wednesday October 12

The West End: Law Courts, Whitehall, and Westminster

Topics: The Inns of Court; Whitehall Palace; the Banqueting House; Westminster Abbey
“Rhythms of London Life” in “Preliminaries”

Norden, *Speculum Britanniae*

Dekker, *The Dead Tearme*

Cunningham,Annemarie

Sutton,Hannah

Images: Norden, Map of Westminster

Week 5

Monday October 17

Religion: Reformation, and Counter-Reformation

Topics: Religious change; Protestant “heretics”; Catholic “traitors”; Smithfield and Tyburn
Picard, *Elizabethan London*, 270-81

“Pre- and Post Reformation Church Interiors” in “Preliminaries”

Foxe, Martyrdom of Anne Askew Spayde,Nathaniel

Martyrdom of Maxfield Danison,Aaron

Images: Protestant martyrdom; Catholic martyrdom; Tower graffiti

Optional: Collinson, “Reformations”

Wednesday October 19

Varieties of Religious Experience

Topics: Radical Sects; London's Religious Topography

Picard, *Elizabethan London*, 246-56

The Hackett Affair: Cosin, *Conspiracie, for pretended reformation* (1591) [Yansak, Brian](#)

Radical Religion in the 1640s: Taylor, *Swarme of Sectaries* (1642) [DeNoto, Ariel](#)

Peacham, Cheapside and Charing Crosses (1641)

Images: Cheapside Cross; An Antient View of Part of Cheapside; Cheapside Cross: Anabaptists and Brownists

Quiz 3

Paper 1: Bibliographical exercise due

Week 6

Monday October 24

Preachers, Players, Stationers: Forms of Entertainment

Topics: Sermons; Paul's Cross; Cheap Print

Egerton, "The Boring of the Ear" [_Salahshour, Joseph](#)

"Complaint of Blackfriars Residents"

Dekker, *The Gull's Hornbook* (1609): "How a gallant should behave himself in Paul's Walks"; "How a gallant should behave himself in a playhouse"

[Phillips, Amanda](#)

Images: Paul's Cross; Latimer preaching;

Wednesday October 26

Urban Spectacle; Lord Mayor Pageants; the River Thames

Picard, *Elizabeth's London*, 5-19

Dekker, *Troia Nova Triumphans: London Triumphant* (1612) [Dever, Michael](#)

Taylor, "The Watermen's Suit Concerning Players"; "The Colde Tearme"

Quiz 4

Week 7

Monday October 31

Sex and the City (and Drinking, Smoking, and Animal Baiting)

Picard, *Elizabeth's London*, 212-29

Stow, *Survey of London* (84-89)

"Platter's Travels" [Ellsworth, Matthew](#)

"Diary of Simon Forman" [_Nicholson, Catherine](#)

Wednesday November 2

Shakespeare's London

Attacks on and Defenses of Theater by Lord Mayor William Rowe (1592) and Thomas Heywood (from *An Apology for Actors*)

Selections from Shakespeare: Cheapside, *1 & 2 Henry IV*; the Tower, *Richard III*;

Westminster, *Henry VIII*; the city and suburbs, *Coriolanus*

Fitz,Jennifer

Quiz 5

Week 8

Monday and Wednesday, November 7, 9

The Shoemakers' Holiday

Topics: Social rank and mobility; the collective fantasy of theater

Dekker, *The Shoemakers' Holiday* (1599)

Gant,Chris

Moir,Daniel

Week 9

Monday November 14

London: "A Paradise of Women"?

Topics: Women, work, service, and sex in London

"Women and London"—various documents

"A Letter Sent by the Maidens of London to the Virtuous Matrons and Mistresses of the same in the Defense of their Lawful Liberty"

"Fisherwomen and Scavengers"

Mesch,Kendel

Wednesday November 16

Women and London

Isabella Whitney, "A Modest Meane for Maides," "The Manner of her Will to London"

Gao,Han

Quiz 6

Week 10

Monday November 21

Londoners as Consumers

Topics: Clothes; possessions; food; Cheapside and the Cheapside Horde

Picard, *Elizabethan London*, 58-67, 123-68

Harrison,Almonte

Paper 2 due

Wednesday November 23

Up Shit Creek: Dirt and Smell in London

Jonson, "On the Famous Voyage"

Harvey,Sean

Lindner,Christina

Week 11

Monday November 28

The Great Plague and the Great Fire of London

Picard, *Elizabethan London*, 89-109

Dekker, *A Rod for Runaways*

Kim, Nayun

Movie: *Fire and Fever*

For Fun: <http://www.thedungeons.com/en/london-dungeon/index.html>

Wednesday November 30

Fire!

Selections from the Diaries of Samuel Pepys and John Evelyn

Dryden, *Annus Mirabilis* (selections)

Leung, Man

Images: The Monument to the Great Fire

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

