

HIST BC3399 - Urban Histories of Britain, 1600-1900

Prof. Dale Booth

Course Description

In this course we will explore the social and cultural landscape of urban Britain throughout seventeenth, eighteenth, and nineteenth centuries. Specifically, we will look to the urban centers of London, Manchester, Edinburgh, and Glasgow. This period saw large-scale urbanization across Britain and with this urbanization came dramatic changes in the social, cultural, political, and economic spheres. We will map the socio-spatial intricacies of seventeenth-century London, question the notion of an “urban renaissance” in the eighteenth century, and trace the explosion of rapid industrialization in nineteenth-century Manchester. In doing so, we will examine how questions of class, race, gender, sexuality, and nationality played out within the urban landscape. A portion of the course will be dedicated to the development of student research projects.

Learning objectives

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

GER Designation

Thinking with Historical Perspective

Course Setup

This is a seminar class. This class meets once a week, and you are expected to complete weekly readings and postings prior to our class meetings.

Course Requirements:

Students are required to attend and actively engage in our weekly course meetings. Students must also complete assigned readings prior to attending class. Students will also be required to complete two source response papers, lead three class discussions, and complete a final project. Details of each requirement are listed below.

Assessment:

20% - Source Response (10% each)

- Twice during the semester, you will write a 2-3 page response to the week’s readings. These responses should summarize the author’s main argument and methodological approach. However, these responses need to move past simple summarization. You should also use this response to develop a comment on the reading in some way. For example, you could explore why this article is important in the context of the course and/or explain how the reading connects to others from the courses.
- **Due prior to class meeting.**

20% - Student-led Classes

- Three times over the course of the semester, you along with another classmate, will lead our class discussion. In order to do this, you will need to introduce the readings, come up with 4-5 questions to guide our discussion, and an outline of how we should go about answering these questions.

10% - Weekly Discussion Questions

- Every class period, you will need to create a "2-1" response for the readings. A "2-1" response includes 2 points which you found important or noteworthy from the reading, and 1 question that you have about the reading. We will begin each class with a 10-minute free-write session in which you craft these responses. You will need to keep these responses in a journal which I will collect periodically throughout the semester.
- **Posts due at 6pm on the Sunday before our Monday class meeting**

10% - Participation in Course Meetings

- This is a discussion-based course. In order to make this class work, you will need to actively participate in the discussion every week.

10% - Final Project Proposal and Bibliography

- 750-word proposal and bibliography (at least 6 secondary sources and 2 primary sources).
- **Due Monday, March 31 by 11:59pm**

30% - Final Project (Paper 25% and Presentation 5%)

- In lieu of a final exam, each student will need to complete a final project. The project is comprised of two parts: a 3000–4000 word paper and a presentation. You will need to design an additional session of our course on any topic of your choice, as long as it related in some way to queer and/or trans history. In your paper, you will explain the sources you would assign (primary and secondary), the media you might use, and what the goals and key discussion questions are for that topic. You will then give a short presentation on your proposed topic in class. More information will be forthcoming.
- **Presentations will take place in class on Monday, May 5**
- **Papers due TBD (dependent on exam schedule)**

Required Texts

- All readings will be posted to the course site

Class Announcements

All course announcements and any additional materials will be posted on our course site. It is each student's responsibility to check the course site regularly.

E-mail Policy

I will do my best to reply to any other emails within 48 hours.

Academic Integrity

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 take plagiarism seriously - there will be zero tolerance for plagiarism of any kind. Assignments that reflect any form of direct copying without quotation marks and attribution will receive no credit. Please ask me or your Teaching Assistant if you are uncertain about any aspect of how to use and cite secondary sources. Additionally, the use of an AI text generator (such as ChatGBT) is prohibited.

Affordable Access to Course Texts and Materials

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration for each term, faculty will have provided information about required texts for each course on CourseWorks (including ISBN or author, title, publisher, copyright date, and price), which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the [Barnard Library Textbook Affordability](#) guide. Undergraduate students who identify as first-generation and/or low-income students may check out items from the [FLIP lending libraries in the Barnard Library](#) and in [Butler Library](#) for an entire semester. Students may also consult with their professors, the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for having access to course texts. Visit the guide and talk to your professors and your librarian for more details.

Center for Accessibility Resources and Disability Services (CARDS)

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the [Center for Accessibility Resources & Disability Services \(CARDS\)](#). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854-4634, cards@barnard.edu, or learn more at barnard.edu/disabilityservices. CARDS is located in 101 Altschul Hall.

Columbia information can be found here:

<https://www.health.columbia.edu/services/register-disability-services>

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:

- Primary Care at Barnard: <http://barnard.edu/primarycare>
- Counseling: <https://barnard.edu/about-counseling>
- Wellness: <http://barnard.edu/wellwoman/about>

Course Schedule

Please note: You are expected to complete the readings prior to our class discussion on Fridays.

January 27 – Introductions, Guidelines, and Expectations

- Shane Ewan, *What is Urban History?* (2016) “Introduction: Why Urban History?” and “The Development of Urban History”
- Brenner, N. and C. Schmid, “Towards a New Epistemology of the Urban?” *City*. 19 (2-3): 151-182.

February 3 - Setting the Scene: The City in the Seventeenth Century

- Emily Cockayne, *Hubbub: Filth, Noise, and Stench in England, 1600-1770*
- Michael Reed, “The Urban Landscape 1540-1700,” in *The Cambridge Urban History of Britain*

February 10 – Laboring Women in the Seventeenth Century London

- Eleanor Hubbard, *City Women: Money, Sex and the Social Order in Early Modern London* (2012).
- David Pennington, *Going to Market: Woman, Trade and Social Relations in Early Modern English Towns, c. 1550–1650* (2015).
- Charlie Taverner, “Consider the Oyster Seller: Street Hawkers and Gendered Stereotypes in Early Modern London.” *History Workshop Journal* 88 (October 1, 2019): 1–23
- Gowing, Laura. “The Freedom of the Streets’: Women and Social space, 1560-1640.” In *Londonopolis* (2000).

February 17 – Early Modern Global Cities

- Coll Thrush, *Indigenous London: Native Travelers at the Heart of Empire* (2016). Chapter 1: “Dawnland Telescopes: Making Colonial Knowledge in Algonquian London 1580-1630”

- Kate Fullager, “An Incident at the Sun Tavern: Changing the Discourse about Indigenous Visitors in Georgian Britain,” in *Humanitarianism, Empire and Transnationalism, 1760-1995* (2022)
- Molly Corlett, “Between colony and metropole: empire, race and power in eighteenth-century Britain” in *Black British History: New Perspectives* (2019)

February 24 – Urban Poverty in the Eighteenth Century

- Maria Zytaruk, “Artifacts of Elegy: The Foundling Hospital Tokens,” *Journal of British Studies*, Vol. 54, No. 2 (2015), pp. 320-348
- Tim Hitchcock, *Down and Out in Eighteenth-Century London* (2007)
- Peter Linebaugh, *The London Hanged: Crime And Civil Society In The Eighteenth Century* (2016)

March 3 – The Urban Renaissance?

- Peter Borsay, “The English Urban Renaissance: The Development of Provincial Urban Culture c. 1680-c. 1760.” *Social History* 2, no. 5 (1977): 581–603.
- Emma Griffin, “The ‘urban renaissance’ and the mob: rethinking civic improvement over the long eighteenth century,” in *Structures and Transformations in Modern British History* (2011)
- Rosalind Carr, *Gender and Enlightenment Culture in Eighteenth-Century Scotland* (2014)

March 10 – Industrialization and Class conflict

- Tristram Hunt, *Building Jerusalem: The Rise and Fall of the Victorian City* (2005)
- E.P. Thompson, *The Making of the English Working Class* (1968)
- Primary Source: Percy Shelley, “The Mask of Anarchy”
- Primary Source: Friedrich Engels, *The Condition of the Working Class in England* (selections on “Great Towns” and “The Results”)

March 17 – Spring Break

March 24 – Life and Labor on the Victorian Streets

- Oskar Jensen, *Vagabonds: Life on the Streets of Nineteenth-Century London* (2023)
- Charlie Taverner, *Street Food: Hawkers and the History of London* (2023)
- Primary Source: Thomas Hood, “Song of the Shirt”
- Primary Source: Henry Mayhew, *London Labour and the London Poor*

March 31 – Nineteenth Century Urban Explorers

- Pam Perkins, “Exploring Edinburgh: Urban Tourism in Late Eighteenth-Century Britain” in *City Limits: Perspectives on the Historical European City* (2010).
- 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,”
- Ellen Ross, “Introduction,” *Slum Travelers: Ladies and London Poverty, 1860-1920*
- Primary Source: Primary source excerpts from Ellen Ross, *Slum Travelers: Ladies and London Poverty, 1860-1920*

April 7 – Surviving in the Urban Landscape

- Bill Luckin, *Death and Survival in Urban Britain: Disease, Pollution and Environment, 1800-1950* (2015)
- Mary Poovey, “Curing the Social Body in 1832: James Phillips Kay and the Irish in Manchester” in *Making a Social Body: British Cultural Formation, 1830-1864* (1994)
- Primary Source: James Kay-Shuttleworth, “The Moral and Physical Condition of the Working Classes Employed in the Cotton Manufacture in Manchester”
- Emma Griffin, “Diets, Hunger and Living Standards During the British Industrial Revolution,” *Past & Present*, Volume 239, Issue 1, May 2018, Pages 71–111

April 14 – Urban Sexual Politics

- *Sex, Time and Place: Queer Histories of London, c. 185 to the Present* (excerpts)
- Judith Walkowitz, ““The Maiden Tribute of Modern Babylon” and “The Maiden Tribute”: Cultural Consequences” in *City of Dreadful Delights* (1992)
- Primary Source: Thomas Hood, “The Bridge of Sighs”

April 21 - The Empire in the Metropolis

- Satyasikha Chakraborty, “Nurses of Our Ocean Highways”: The Precarious Metropolitan Lives of Colonial South Asian Ayahs” (2020)
- Catherine Hall and Sonya Rose, eds. *At Home with the Empire: Metropolitan Culture and the Imperial World* (2006)
- J.M. Mackenzie, “The Second City of the Empire: Glasgow – Imperial Municipality” in *Imperial Cities: Landscape, Display and Identity* (1999), 215–37.

April 28 - Violence, Crime, and the Abandonment of an Urban Landscape

- Andy August, “‘A Horrible Looking Woman’: Female Violence in Late-Victorian East London.” *Journal of British Studies* 54, no. 4 (2015): 844–68.
- Judith Walkowitz, “Jack the Ripper” in *City of Dreadful Delights* (1992)
- Nathaniel Robert Walker, *Victorian Visions of Suburban Utopia: Abandoning Babylon* (2020)
- Primary Source: Old Bailey Transcripts and articles from the *Times* (London)

May 5 – Presentations