

English 520: Renaissance Area Course
Representations of London in Early Modern English Literature
University of Victoria, Fall 2005
Dr. Janelle Jenstad

Rationale for the course:

London Studies is an important new area of early modern studies, bridging the disciplines of history, literature, and cartography. Early modern London – the centre of English commerce, home to the first purpose-built playhouses in England, and a magnet for both the dispossessed and the upwardly mobile – was the terminus of “all roads and many dreams” (Orlin, ed., *Material London, ca. 1600*). Economic opportunities, new wealth, and rapid social change presented just as significant challenges to the walled medieval city and its institutions as did immigration, overcrowding, plague, and death.

This course will consider the ways in which dramatic, cartographic, and literary representation strove to create a new identity for the growing city (as Jerusalem, Troy, Rome, the king’s bedchamber, a nursery for commerce and the arts, a stormy sea, a ship, a hellish underworld), to alienate or incorporate the new Londoners, to preserve or re-imagine medieval institutions, re-write rituals of inclusion and exclusion, and enforce or expand the city’s literal and imaginative boundaries.

We will study chorographical description, letters, London “guidebooks,” prose pamphlets, verse satire, mock heroic, mayoral pageant books, royal entries, celebratory citizen romantic drama, and satiric city comedy. Although Shakespeare never took London as a setting (outside the history plays), we will consider the extent to which *Measure of Measure* participates in the rethinking of urban relationships. Taking our cue from *A Survey of London*, John Stow’s historical walk through the streets of 1598 London, we will work with long-view and bird’s-eye-view maps (“Agas,” Braun and Hogenberg, Copperplate map, Visscher) to keep our focus on the imaginative force of urban topography in the means by which “London” and its citizens and denizens enacted civic subjectivity. We will read and apply historical background, theories of the everyday (e.g., Michel de Certeau’s *The Practice of Everyday Life*), the rhetoric of space (e.g., the classical distinctions between *urbs*, *civitas*, and *res publica*), and recent developments in this new interdisciplinary field.

Required Texts:

Shakespeare et al, *Sir Thomas More* (Revels edition – in bookstore)

Dekker, *The Shoemaker’s Holiday* (copies in bookstore or library).

Shakespeare, *Measure for Measure* (any edition will do)

Jonson, *Bartholomew Fair* (widely anthologized and also available in single-play editions)

Coursepack of readings.

We will be using a draft of my edition of Heywood’s *2 If You Know Not Me You Know Nobody*.

Schedule

Sept. 8: Administrative matters. A quick look at some maps of London, and (technology permitting) “The Map of Early Modern London” hypertext atlas.

Sept. 15: **Conceptualizing and Envisioning the City**

Lecture/discussion on critical approaches, recent criticism, maps of London, and historical background.

Secondary Readings:

Beier and Agnew, “The Significance of the Metropolis.”

de Certeau, “Walking in the City.”

Kagan, Richard L. “*Urbs and Civitas in Sixteenth- and Seventeenth-Century Spain.*”
Envisioning the City: Six Studies in Urban Cartography. Ed. David Buissere.
Chicago: U of Chicago P, 1998. 75-108.

McRae and Gordon, “Performing London: The Map and the City in Ceremony.”

Short Presentation:

- Define for the class the following cartographical strategies: orthogonal view, oblique or equestrian view, long view, bird’s-eye view, ground plan, profile view. Use examples from the Kagan article as visual aids.

Sept. 22: **Officially Sanctioned Utterances and Representations**

Primary Readings:

Stow, John. *A Survey of London Written in the Year 1598.* “The City of London Divided into Parts” and “Cheap Ward.”

Drayton, Michael. *Poly-Olbion.* 1613. *The Works of Michael Drayton.* Ed. J. William Hebel, Kathleen Tillotson, and Bernard H. Newdigate. Rev. ed. 5 vols. Oxford: Shakespeare Head Press, 1961. Vol. 4. i-ii, v-vii, 320-22, 329-40.

Holinshed, Raphael. *Chronicles of England, Scotland, and Ireland.* London, 1587. STC 13569. I’ve given you one short section on the founding of London.

Secondary Reading:

Archer, Ian. “John Stow’s Survey of London: The Nostalgia of John Stow.” *The Theatrical City: Culture, Theatre, and Politics in London, 1576-1649.* Cambridge: Cambridge UP, 1995.

Short Presentations:

- How did Holinshed’s *Chronicles* come to be?
- Who was John Stow and where does he fit into the *civitas*?

Sept. 29: **The City and the Crown**

Primary Readings:

Mulcaster, *The Queen’s Majesty’s Passage.*

Eyewitness accounts.

Selections from Dekker’s *The Wonderful Year.*

Short Presentations:

- Map out the route of the Queen’s entrance and explain the significance of the Tower and Temple Bar.
- Explain the crown’s involvement in planning and scripting this event.

Oct. 6: The Art of Living in London: Learning the Lingo

Primary Readings:

- Greene, Thomas. *The Second Part of Cony-Catching* (1591). *The Elizabethan Underworld*. Ed. A. V. Judges. 1930. Rpt. New York: Octagon, 1965. 149-78. Read pp. 162-69.
- Nashe, Thomas. *Christ's Tears over Jerusalem* (1593). *The Unfortunate Traveller and Other Works*. Ed. J. B. Steane. London: Penguin, 1971. Read pp. 483-84.
- Dekker, Thomas. *The Gull's Hornbook* (1609). Ed. R. B. McKerrow. London: De la More, 1904. Read 49-55 (Chapter VI: "How a Gallant should behave himself in a Playhouse").
- Fennor, William. *The Counter's Commonwealth*. 1617. *The Elizabethan Underworld*. Ed. A. V. Judges. 1930. Rpt. New York: Octagon, 1965. 423-87. Read pp. 441-48 (Chapter 4, part I).
- Peacham, Henry. "The Art of Living in London." 1642. *The Complete Gentleman, the Truth of our Times, and the Art of Living in London*. Ed. Virgil B. Heltzel. Ithaca: Cornell UP for the Folger Shakespeare Library, 1962. 243-50.

Secondary Reading:

- Manley, Lawrence. *Literature and Culture in Early Modern London*. Cambridge: Cambridge UP, 1995. Read pp. 297-312 and 320-55 from Chap. 6: "'To be a man in print': Pamphlet Morals and Urban Culture."

Short Presentation:

- Who was Thomas Dekker and where does he fit into the *civitas*?

Oct. 13: Disease, Death, and Poverty

Primary Readings:

- Nashe, Thomas. *Christ's Tears Over Jerusalem*. 1593. *The Unfortunate Traveller and Other Works*. Ed. J. B. Steane. London: Penguin, 1971. 484-85.
- Dekker, Thomas. *The Wonderful Year*. 1603. *The Non-Dramatic Works of Thomas Dekker*. Ed. Alexander B. Grosart. 1884. 5 vols. Rpt. New York: Russell and Russell, 1963. 1:73-148. Read 75-76, 101-48.
- Whitney, Isabella. "Last Wyll and Testament." In Travitsky, Betty. "The 'Wyll and Testament' of Isabella Whitney." *English Literary Renaissance* 10 (1980): 76-94.
- Middleton, Thomas. "The Last Will and Testament of Laurence Lucifer." *The Black Book*. 1604. *The Elizabethan Underworld*. Ed. A. V. Judges. 1930. Rpt. New York: Octagon, 1965. 296-302.
- Dekker, Thomas. Selection from *The Seven Deadly Sins of London*. Grosart 2:3-81.

Secondary Readings:

- Munro, Ian. "The City and Its Double: Plague Time in Early Modern London." *English Literary Renaissance* 30 (2000): 241-61.
- Manley, Lawrence. *Literature and Culture in Early Modern London*. Cambridge: Cambridge UP, 1995. Read pp. 355-71 from Chap. 6: "'To be a man in print': Pamphlet Morals and Urban Culture" (included with readings for Oct. 6).

Short Presentations:

- What measures were taken to assess the severity of the plague and prevent its spread?

Oct. 20: **The City as *Res Publica***

Primary Readings:

- Whetstone, George. *A Mirovr for Magestrates of Cyties*. London, 1584. STC 25341.
- Middleton, Thomas. *The Triumphs of Truth*. 1613. *The Works of Thomas Middleton*. Ed. A. H. Bullen. 8 vols. London, 1886. 7:227-62. [Note: the Lord Mayor elect for 1613-14 was also named Thomas Middleton.]
- [Johnson, Richard.] Dedication to Sir Thomas Middleton, Kt., from *Look on Me, London*. 1613. *Illustrations of Early English Popular Literature*. Ed. J. Payne Collier. London, 1863. Rpt. New York: Benjamin Blom, 1966. Vol. 2. n.p.

Secondary Readings:

- Lobanov-Rostovsky, Sergei. "The Triumphes of Golde: Economic Authority in the Jacobean Lord Mayor's Show." *ELH* 60 (1993): 879-98. [Available electronically on JSTOR.]
- Review the following article from Sept. 15: Gordon, Andrew. "Performing London: The Map and the City in Ceremony." *Literature, Mapping, and the Politics of Space in Early Modern Britain*. Ed. Andrew Gordon and Bernhard Klein. Cambridge: Cambridge UP, 2001. 69-88.

Short Presentations:

- Briefly explain the sixteenth-century origins and development of the Lord Mayor's Show.
- Map out the mayoral pageant route and show how it overlaps with/differs from the royal entrance route. Explain the significance of at least two of the stops.

Oct. 27: **The Journey to the Underworld**

Primary Readings:

- Jonson, Ben. "On the Famous Voyage." *The Works of Ben Jonson*. London, 1875. 8:232-39.
- Taylor, John. "The Praise and Virtue of a Jail and Jailers." *The Works of John Taylor the Water-Poet Comprised in the Folio Edition of 1630*. Part II. New York: Burt Franklin for the Spenser Society, 1869. Rpt. 1967. 287-97.
- Taylor, John. "The Watermen's Suit Concerning Players." *The Works of John Taylor the Water-Poet Comprised in the Folio Edition of 1630*. Part II. New York: Burt Franklin for the Spenser Society, 1869. Rpt. 1967. 333-38.

Secondary Readings:

- McRae, Andrew. "'On the Famous Voyage': Ben Jonson and Civic Space." *Literature, Mapping, and the Politics of Space in Early Modern Britain*. Ed. Andrew Gordon and Bernhard Klein. Cambridge: Cambridge UP, 2001. 181-203.

Short Presentations:

- Tell us about watermen and river travel in London.
- Tell us about the conditions in London's prisons (e.g., how prisoners were housed and fed).

Work and Play (two classes)

Nov. 3. **Primary reading:** Shakespeare, et al. *Sir Thomas More*

Short presentations:

- Give us a background to the May Day riots.
- Tell us about the manuscript of the play and Shakespeare's part in this collaborative effort.

Nov. 17. **Primary readings:** Dekker, *The Shoemaker's Holiday*

Heywood, selected scenes from *2 If You Know Not Me You Know Nobody*

Short presentations:

- Tell us about the trade of shoemaking in London. How does it compare to other trades/crafts?
- Find some pictures of the Royal Exchange and explain briefly why it was built and what function it served.

Law and Disorder (two classes)

Nov. 24. **Primary Reading:** *Measure for Measure*

Short Presentation: Tell us about the regulation of brothels in London.

Dec. 1. **Primary Reading:** *Bartholomew Fair*

Review Whetstone's *A Mirror for Magistrates of Cities*.

Short Presentations: Tell us about the court of "pie powders."

Select Bibliography of Critical and Historical Resources

- Archer, Ian. *The Pursuit of Stability: Social Relations in Elizabethan London*. Cambridge: Cambridge UP, 1991.
- Beier, A.L., and Roger Finlay, eds. *London 1500-1700: The Making of the Metropolis*. New York: Longman, 1986.
- Buisseret, David, ed. *Envisioning the City: Six Studies in Urban Cartography*. Chicago: U of Chicago P, 1998. (see Kagan's essay on *urbs* and *civitas*.)
- Burke, Peter, Brian Harrison, and Paul Slack, eds. *Civil Histories: Essays Presented to Sir Keith Thomas*. Oxford: Oxford UP, 2000.
- Certeau, Michel de. "Walking in the City" in *The Practice of Everyday Life* (1980). Trans. Steven Rendall. Berkeley: U of California P, 1984.
- Gordon, Andrew, and Bernhard Klein, eds. *Literature, Mapping, and the Politics of Space in Early Modern Britain*. Cambridge: Cambridge UP, 2001.
- Gould, Peter R., and Rodney White. *Mental Maps*. 2nd ed. Boston: Allen and Unwin, 1986.
- Griffiths, Paul, and Mark Jenner, eds. *Londinopolis: Essays in the Cultural and Social History of Early Modern London*. Manchester: Manchester UP, 2000.
- Helgerson, Richard. "The Land Speaks: Cartography, Chorography, and Subversion in Renaissance England." *Representations* 16 (1986): 51-85.
- Lefebvre, Henri. *The Production of Space*. Trans. Donald Nicholson-Smith. Oxford: Blackwell, 1991.
- Manley, Lawrence. *Literature and Culture in Early Modern London*. Cambridge: Cambridge, UP, 1995.
- Marcus, Leah S. *Puzzling Shakespeare: Local Readings and its Discontents*. Berkeley: U of California P, 1988. (Chapter on London and coda on *Coriolanus*.)
- Merritt, J.F. ed. *Imagining Early Modern London: Perceptions and Portrayals of the City from Stow to Strype 1598-1720*. Cambridge: Cambridge UP, 2001. (Use essays by Patrick Collinson and Peter Lake.)
- Mullaney, Steven. *The Place of the Stage: License, Play, and Power in Renaissance England*. Chicago: U of Chicago P, 1988. (Use Chap. 1: "Toward a Rhetoric of Space in Elizabethan London.")
- Orlin, Lena Cowen, ed. *Material London ca. 1600*. Philadelphia: U of Pennsylvania P, 2000.
- Paster, Gail Kern. *The Idea of the City in the Age of Shakespeare*. Athens: U of Georgia P, 1989.

Rappaport, Steve. *Worlds within Worlds: Structures of Life in Sixteenth-Century London*. Cambridge: Cambridge UP, 1989.

Smith, David L., Richard Strier, and David Bevington, eds. *The Theatrical City: Culture, Theatre, and Politics in London, 1576-1649*. Cambridge: Cambridge UP, 1995.

Ward, Joseph P. *Metropolitan Communities: Trade Guilds, Identity, and Change in Early Modern London*. Stanford: Stanford UP, 1997.

Nature of Assignments

- Seminar Contributions: 25%. Grade break-down will be roughly as follows, but I may roll the last three components into one composite grade:
 - Mini-presentation: 8%. About 5-7 minutes should suffice. It's better for all of us if you can extemporize from notes and an outline; please avoiding reading us a "paper," but do practice your presentation at home and make sure that you can convey the salient points in the time allotted to you. Handouts and visual aids are always helpful learning tools.
 - General participation and professional conduct: 4%. Graduate seminars are driven largely by student discussion, so you will need to be well prepared for each class. If medical or personal circumstances necessitate your absence, you must inform me of the situation as soon as possible; otherwise, attendance is required. Courtesy, common sense, and the joy of sharing ideas with other people will incline you, I hope, to listen attentively and respond respectfully to your peers.
 - Sets of questions: 8% (2 x 4%). Each class, three people will each bring at least three thought-provoking questions to the table. It's fine with me if you wish to coordinate your efforts with the other questioners (e.g., by covering different areas/issues/texts or by agreeing on an order for your questions). Remember that how, what, and why (or "for what reason") questions are more likely to elicit discussion than yes/no questions. It doesn't hurt to spend a bit of time establishing the context for the question (i.e., making sure that everyone understands the material on which your question is based or from which it derives).
 - Responses: 5% (2 x 2.5%). The responders will take extra care in reading the materials for that day, and will have first crack at answering the questions.
- Early English Books project: 25%.
- Major Project: 50%. The topic may be developed from your seminar contribution(s) or from your Early English Books project. It may be an edition of a text pertaining to London, or a major research project (theoretical, critical, and/or historical, as your skills and interests lead you). Projects may take the form of a standard essay, or be written for the digital medium; note that writing for the internet requires a different structure than the linear argumentative essay.