

**ENG 399: Multicultural London
Project #1A and #1B Guidelines**

Summary Guidelines (from syllabus):

There are 3 graded PROJECTS, and you will also be assessed on the basis of class participation. *NB: Please post the projects to the course blog on or before the deadline.* (Detailed project guidelines will be provided.) Except for the Dean's Date deadline (6pm ET), all deadline times apply to your time zone.

PROJECT #1. Mapping London. (25%)

Please choose EITHER 1A or 1B. Write three (3) posts of 350-500 words each for the course blog. You may post any time up to and including the due date.

1A. Romantic London. Due 3/1/21 by 6pm.

OR 1B. London Low Life. Due 3/1/21 by 6pm.

PROJECT #2. Text and Context. (25%)

Due 4/5/21 by 6pm. 750-1000 words, in addition to the text analyzed.

PROJECT #3. Author Portfolio. (40%)

Components 1-4 can be posted any time up to and including 4/23/21 by 6pm.

Component 5—the essay—must be posted by Weds. May 5 (Dean's Date) by 6pm EASTERN TIME.

Seminar Participation (10%), including occasional posts and comments.

PROJECT #1A and #1B: Detailed Project Guidelines

Please note deadlines and plan ahead. Late work will be downgraded a portion of a grade (e.g. B+ to B, etc.). If you have extenuating circumstances, please contact me. All deadline times apply to *your* time zone except for work due on Dean's Date by 6pm EASTERN TIME.

PROJECT #1. Mapping London. (25%)

Please choose EITHER 1A or 1B.

#1A. **Romantic London**. Due 3/1/21 by 6pm

OR #1B. **London Low Life**. Due 3/1/21 by 6pm.

PROJECT #1 requires you to write three (3) posts of 350-500 words each for the course blog (see guidelines below). You may post these individually or together, any time up to and including the due date. For each post, include a couple of #hashtags and be sure to check the appropriate category box – Project #1A (Romantic London) or Project #1B (London Low Life).

Note: Everyone will explore both websites, but focus on only one for PROJECT #1.

Read and enjoy the posts by students who elected the project you didn't. Please show your appreciation by offering a few comments (max. 2-3 sentences) on their posts.

PROJECT #1A: For all students: Welcome to [Romantic London](#), a research project by Matthew Sangster. Have fun exploring the site by doing exercises a), b), and c). As you explore, simply take notes for class discussion; you do not need to write up responses. Specifics for students electing Project #1A can be found below at item d).

a) After reading "[Introducing Romantic London](#)," explore [Horwood's Plan](#) (1792-1799). Take an overview of the entire city – what features in the natural environment (e.g., rivers, mountains, forests, etc.) stand out? What features of the built environment (e.g., buildings, monuments, gardens, etc.) are particularly salient and where are they located?

b) Skim the introduction to [Fores's New Guide For Foreigners](#) (c.1789), taking particular note of the following:

i) Geography/Social class

"To mark the residence of the different classes of inhabitants of this metropolis, we must divide the whole into four parts. The first is **the city**, which is principally inhabited by wealthy merchants, tradesmen, and artisans. The second, is the city or liberty of **Westminster**, and the adjacent parts, where the court, the nobility, people of distinction, with a certain mixture of tradesmen and artists reside. The third, is the part **beyond the Tower**, which is principally inhabited by maritime people, and such as follow professions connected with maritime concerns. The fourth, is the **borough of Southwark**, which is generally occupied by artists, tradesmen, seamen, and persons employed in the Thames navigation."
(from Fores's Guide)

ii) Population

"[W]hen Horwood was producing his plan, London was a completely different prospect in terms of scale than any other urbanised area in Britain. To provide some context: in the late 1780s the

population of Manchester was around 40,000; in 1791 the population of Edinburgh and Leith was 81,865; and in 1800, the population of Birmingham was around 74,000. **London, twelve times bigger than any of these settlements**, was also qualitatively different due to its scale and centrality, encompassing cultural and social amenities, systems and complexities which had not yet developed, or which were deemed unnecessary, in less extensive urban environments. At the end of the eighteenth century, London, while far smaller than the city of today, was already of a size difficult fully to comprehend or encompass.” (from Sangster’s intro)

iii) Buildings and Institutions: Examine **Fores’s list**. (It starts with “1 Cathedral.”)

c) Deep dive: Zoom in on one area of the [map](#) – an area no bigger than 1/8 of the entire map. How does the built environment relate to the natural one? Does the area appear to be densely populated? Who might be living/working there? What institutions are located there and why? Now compare this area with the same area in [Faden’s 1819 revision](#) by toggling back and forth between the two versions (click on stacked diamonds in the box at upper right). What, if anything, has changed between 1799 and 1819? (Here is a [topographic map](#) of London for your reference.)

d) **IF YOU’VE CHOSEN PROJECT #1A**: Focusing on the area you’ve selected, please compose **three posts for the [course blog](#), each 350-500 words**. You may post these together or individually, any time up to and including the due date. For each post, include a couple of #hashtags; feel free to create new ones or use #hashtags created by other students. Be sure to check the “PROJECT #1A” category box. You may include images, links or other media if you wish.

i) Provide an **overview** of your area, discussing the relationship between the natural environment and the built environment. If you notice changes between Horwood’s Plan (1792-99) and the 1819 revision, please comment.

ii) **The human angle**: Does the area appear to be densely populated? Who might be living/working there? What institutions or points of interest are located there and why?

iii) How does *one* of the **guidebooks** featured in the menu at the top of the [home page](#) represent your area? (We will work with *Wordsworth’s Prelude* in class; it is not a guidebook.)

ROMANTIC LONDON	HORWOOD’S PLAN	HARRIS’S LIST (1788)	FORES’S GUIDE (C. 1789)	ANTIQUITIES (1791-1800)	PICTURESQUE TOUR (1792-1801)
MODERN LONDON (1804)	MICROCOSM (1808-10)	SELECT VIEWS (1816)	LIFE IN LONDON (1821)	WORDSWORTH’S PRELUDE (1850)	BLOG

Click on the guidebook to open a drop-down menu; then click on “Mapping.” (It’s not necessary to read the introduction to the guidebook.) Zoom into your chosen area and click on the colored icons. What sites of interest are mapped, and how are they described or depicted? What can you infer about the attitudes, priorities and the purposes of the guidebook? (Hint: Important sites tend to be treated in multiple

guidebooks; you'll be able to spot these on the ["All Curations"](#) map – an amalgamated map of all the guidebooks.)

For your reference, here are some of the guidebooks/sources by type:

LEISURE and VICE:

Harris's LIST of Covent-Garden Ladies 1788

Pierce Egan's Life in London (1821)

WORK

Modern London (1804) Landmarks/Trades

TRAVELER'S GUIDE

Fores's New Guide for Foreigners. (Public Buildings/Entertainments)

PLATES

Smith's Antiquities of London, (1791-1800)

Thomas Malton's *A Picturesque* (1792-1801) (Historical; progress of the arts)

Microcosm of London (1808-1810)

Papworth's Select Views (1816)

(end of PROJECT #1A)

PROJECT #1B: For all students: Welcome to [London Low Life](#), a repository of maps and documents drawn from the holdings of the Lilly Library at the University of Indiana. (This project focuses on maps, but the site offers many other resources.) Have fun exploring the site by doing exercises a), b), and c). As you explore, simply take notes for class discussion; you do not need to write up responses. Specifics for students electing Project #1B can be found below at item d).

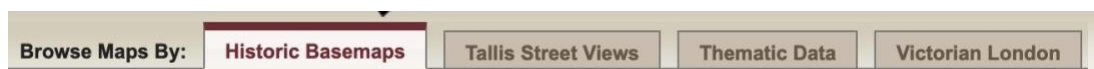
a) After reading the [User Guide](#), go to the [Interactive Maps](#). Click on “about this map” (above the map and to the right) and take special note of the following:

While the words “space” and “place” may be used synonymously, they represent two different sides of this map and two different questions we hope to answer as you use it.

Space or “Which areas of Victorian London are most similar / different to each other (and how did that change over time)?” The 19th century was a dynamic time for London and its population and we wanted to let you explore that by the numbers. Organized by metropolitan works district, you can see how and where the population of London changed over 100 years. We’ve also included the locations of social institutions throughout London as their locations help us understand how the city tried to cope with the changing nature of its urban population.

Place or “What was it like to *be* in Victorian London?” As London’s population was changing in the 19th century, the city itself was being reshaped. This map contains 3 different perspectives on the changing city. Historic basemaps not only give you a top-down view of the city; they also allow you to see what aspects of the city cartographers [sic] felt were important enough to include on their maps. Original images let you see the important features of the city from a variety [of] perspectives. Finally, the Tallis streetviews allow you to put yourself on a London street and look around.

To explore space and place, you’ll need to use the tabs on this menu bar:



b) **Space** or “Which areas of Victorian London are most similar / different to each other (and how did that change over time)?” Click on “[Thematic Data](#),” which enables you to explore how London changed between 1801 and 1890. Click on *one* of the “metropolitan works districts” indicated in color on the map (a green contour line will appear), and zoom in on that area. To see change over time, drag the slider (“Change Display Date”).

What kinds of **institutions** (colored dots) appeared and disappeared over time in your district, and why?

To see **population change** in your district, you need to “Choose a dataset” from the drop-down menu (at bottom left): select “Population.” How did population in your chosen district change over time – and why? Select the “Population density” dataset to see how population density changed. (If a box appears on your screen, before moving the slider, you may need to click the blank space to clear out the box. Once you get to the time period you are interested in, click

your area again to see the box with population density from that time period). Select the “Population Change” dataset to see how rapidly the population changed.

c) **Place** or “*What was it like to **be** in Victorian London?*” For a birdseye view, click on “Interactive Maps/Historic Basemaps” (top left of map). Select a focus on the large map on the right, and zoom way in. On the left, you’ll see 27 historical maps, not in chronological order. Take a look at your chosen area on two or three different historical maps. To compare historical and contemporary maps, drag the slider on the “opacity” bar. What differences do you see among these maps?

For a street-view, click on “Tallis Street Views” (1838-40) (to the right of “Historic Basemaps”). Choose one street in central London and click on the purple markers to explore the street views. What is it like to “be” on that street?

d) **IF YOU’VE CHOSEN PROJECT #1B:** Focusing on the area you’ve selected, please compose **three posts for the [course blog](#), each 350-500 words**. You may post these together or individually, any time up to and including the due date. For each post, include a couple of #hashtags (you may create your own or use those of other students). Be sure to check the “PROJECT #1B” category box. You may include images, links or other media if you wish.

i) **Institutions:** On “Thematic Data,” choose one of the “metropolitan works districts” and comment on changes regarding institutions. How does the institutional profile of your district change over time? Which kinds of institution predominate early in the century; late in the century? Go to the “Victorian London” tab and see if you can find images for one or two of the institutions in your district; what strikes your eye and why? If you can, include the images in your blog post.

ii) **Population:** On “Thematic Data,” choose one of the “metropolitan works districts” (you can pick a different one for this post, or the same one) and comment on changes regarding population. If you wish, comment on changes in population density, and/or the rate of population change. Don’t simply give statistics; speculate on what the data might mean. No outside research is required, but feel free to explore the resources of the website.

iii) **On the street:** On “Tallis Street Views,” choose one street, preferably in a district you’ve already examined. Click on a purple icon: What is it like to “be” on this part of the street in 1838-40? What do you see? hear? smell? Now go to “Victorian London” tab and look for an image for a site on or near your street; what do you see? Again, no outside research is required, but feel free to explore the resources of the website.

(end of PROJECT #1B)

