

## Early Modern and Modern Studies in London: Summer 2018

Laura Nice and Jason Nice

### Program Description

This one-month program introduces students to the arts, ideas, and history of Britain and Europe by visiting cultural sites across London with excursions across England.

### HUMN 300: Great Books and Ideas: Arts/Humanities, Laura Nice

Focusing on Britain from Shakespeare to the Present, this course encounters arts and ideas – literary, visual, architectural, and theatrical – in person. We will begin at Hatfield House where students will view outstanding examples of art, architecture, and interior/landscape design. Then, we will see a performance of a Shakespeare play (having already read the play) at the reconstructed Globe Theatre. We will tour Middle Temple Hall and discuss the Baroque, Classicism, and Romanticism at Saint Paul's and Tate Britain. Students will experience the cultural changes of the nineteenth century by visiting the Royal Observatory, Cutty Sark, and Old Royal Naval College in Greenwich. Then, as there is no substitute for visiting works of art in person, we will spend an entire day at the National Gallery, focusing especially on nineteenth-century art, before reading and tracing the footsteps of the Bloomsbury Group (Virginia Woolf, E. M. Forster, John Maynard Keynes, etc.). We will then experience the twentieth century at the Imperial War Museum, the Churchill War Rooms, and Tate Modern. The course will conclude by seeing a West End theatrical or dance production and visiting the Turner Contemporary Gallery in Margate.

In particular, HUMN 300 begins at Hatfield House, a country house that includes the Old Palace, a royal residence of Tudor kings and queens. At Hatfield, students will receive an all-around introduction to Tudor and Jacobean art, ideas, and architecture viewing the treasures of the Marble Hall, etc., including a famous original painting of Queen Elizabeth (*The Rainbow Portrait*). Students receive an immersive experience in Elizabethan London: they read the text of a Shakespeare play being performed at the Globe Theatre, which will be discussed over lunch at Middle Temple Hall, one of the finest examples of an Elizabethan hall (double hammer beam roof), before walking across the river to view a performance of the play at the Globe. Then, students will learn about seventeenth-century arts and ideas by visiting Sir Christopher Wren's St. Paul's Cathedral where we will discuss Classicism and the Baroque, as well as foreshadow the following week's discussion of war commemoration. Students will also discuss their readings on William Hogarth's *Engravings* prior to – and during – our visit to Tate Britain, which has a particularly strong collection of eighteenth-century art by Hogarth, but also John Constable, William Blake, and J. M. W. Turner. Next, students will learn about nineteenth-century London by reading excerpts from Charles Dickens' *Bleak House*, and all of Arthur Conan Doyle's *The Red-Headed League*. Discussions of the characters and themes from these nineteenth-century

stories will frame our visit and analysis of Greenwich's Royal Observatory, Cutty Sark, and Royal Naval College. In particular, we will discuss the Scientific Revolution and Enlightenment at the Royal Observatory (the location of the prime meridian), and the age of Empire aboard Cutty Sark (a nineteenth-century ship). The first week will conclude at the Royal Naval College in Greenwich, which we will use to recap everything that we've read and visited in the first week, as the Royal Naval College was once a Tudor royal palace, later redesigned by Sir Thomas Wren, and decorated by Hogarth's father-in-law and other painters that we will have discussed in class. The second week will begin with a review of the centuries covered in the previous week by spending a day at the National Gallery analyzing paintings from the fifteenth through the nineteenth centuries. Students will then read T. S. Eliot's "The Love Song of J. Alfred Prufrock" to transition to the twentieth century and modernism. Students will read and discuss Virginia Woolf's *Mrs. Dalloway* "on site" in Bloomsbury and the West End, as we follow Clarissa Dalloway's route through London, and discuss significant intellectuals in the Bloomsbury Group along the way. Next, as the aftermath of World War I anchors *Mrs. Dalloway* and is crucial to understanding the direction of arts and ideas in the twentieth century more generally, we will discuss poetry by soldiers of the Great War and explore the arts and ideas of both world wars in depth at the Imperial War Museum (including seeing original drafts of many of the poems in the Imperial War Museum's archive) and later when we visit the Churchill War Rooms. We will then examine post-war culture by reading excerpts from *Theories and Documents of Contemporary Art* and analyzing the art of the 1950s-2000s at the Tate Modern, and by watching a contemporary play or dance production (the play or dance will also directly relate to the excerpts selected from *Theories and Documents of Contemporary Art*). Finally, HUMN 300 will conclude with a trip to the Turner Contemporary Gallery at Margate where we will complete our discussion of *Theories and Documents of Contemporary Art* as we examine the finest examples of cutting-edge art today.

### **HIST 313: Early Modern Europe, Jason Nice**

In this course, students learn the history of Europe from the Renaissance through the Napoleonic Wars by visiting a range of cultural sites and museums in and around London and Yorkshire. The site visits will proceed chronologically, and will thus provide students with a compelling and thought-provoking narrative of European history. For example, we will set the stage for the Renaissance, by learning about the Late Middle Ages with visits to Westminster Abbey, Salisbury Cathedral (Magna Carta), the British Museum, and the Tower of London. Then, we will explore the Renaissance at Hampton Court Palace before heading north to York where we will investigate the Reformation at parish churches, cathedrals, and monasteries across Yorkshire. The Merchant Adventurer's Hall in York will be our venue for learning about the new global (capitalist) economy, and Castle Howard will be the setting for our reflections on architectural and engineering achievements of the Scientific Revolution. Finally, upon returning to London, the Houses of Parliament will loom over our discussion of the causes and consequences of the Enlightenment.

In particular, HIST 313 will pick up where HUMN 300 started at Hatfield House by visiting Hampton Court Palace, another residence of Tudor kings and queens. Like Hatfield House for HUMN 300, the visit to Hampton Court Palace will introduce students to the main themes of HIST 313 (Early Modern Europe) from the rise of strong centralized governments, to changes in religion, to the rise of scientific thinking and democracy. Our visit to Hampton Court Palace will be supplemented by a discussion of their reading assignment: *Two Early Tudor Lives: The Life and Death of Cardinal Wolsey by George Cavendish and the Life of Sir Thomas More by William Roper*. Students will then read Magna Carta in its entirety and relate the text to artifacts in the British Museum and Tower of London to give students a rich understanding of the problems and creative solutions of the Late Middle Ages. Our trip to Salisbury will further enhance the students' understanding and appreciation of the Late Middle Ages as we tour Salisbury Cathedral, one of the most beautiful medieval buildings in the world, which also has a special permanent exhibition dedicated to the most well-preserved original Magna Carta (1215). Students will then learn about the political crisis of the fifteenth century, known as the Wars of the Roses, by reading and discussing Shakespeare's *Richard III* before we travel north to York where we will first visit the Richard III and Henry VII Experience (the two opponents during the closing years of the Wars of the Roses). Students will remain in York for a few days where we they will read large excerpts from *Religion and Society in Early Modern England: A Sourcebook*. Students will read documents about the pre-Reformation church, which will inform our visits to St. Mary's Abbey and York Minster. Then, from the same book, students will read documents relating to the Reformation as we visit an outstanding example of a parish church, Holy Trinity Church Goodramgate, and a dissolved monastery at Rievaulx Abbey. Finally, students will read Voltaire's *Letters Concerning the English Nation*, which we will use to review the Reformation (Letters I-VII), and to introduce the rise of English democracy/capitalism (Letters VIII-X) that we will encounter first hand during a visit to the Merchant Adventurer's Hall in York. Students will then read Letters XI-XXIV on the Scientific Revolution and Enlightenment, which will inform our visit to – and analysis of – Castle Howard. Just as Hatfield House is a country house that reflects the Tudor and Jacobean period, Castle Howard perfectly captures Voltaire's idyllic view of eighteenth-century England, especially as discussed in the second half of his *Letters Concerning the English Nation*. Finally, having read and discussed the rise of monarchy and parliament in great detail, students will return to London to experience the ceremonial grandeur of the Changing the Guard at Buckingham Palace. Then, HIST 313 will conclude at Westminster Abbey, where students will reflect upon the full chronological scope of the class from the late-Middle Ages (tombs of famous royals) to the Scientific Revolution and Enlightenment (tomb of Sir Isaac Newton). Their professor from HUMN 300 will also use the visit to conclude HUMN 300 by using the numerous memorials at Poets Corner in Westminster Abbey to reflect upon the impact of key artists and writers from 1500 to the present.

## Assignments

### HUMN 300

Students will produce a variety of short response papers based on daily readings and field trips and write two essays due at the end of weeks one and two. The essays will require analysis of the week's reading assignments in light of the new knowledge and experience of the physical spaces associated with those texts.

Response papers	30%
Essay 1	35%
Essay 2	35%

### HIST 313

Students will produce two essays (due at the end of each week) that incorporate historical observations of site visits, and analysis of the reading assignments. Additionally, at the end of the third week of the program, students will prepare a presentation that uses Magna Carta to analyze whether or not Richard III was the tyrant depicted by Shakespeare. Presentations will be posted on Blackboard Learn.

Presentation	25%
Essay 1	25%
Essay 2	50%

## Schedule

R 6/7 Laura and I fly from SFO to LHR or LGW

F 6/8 Laura and I arrive and check in; students fly from SFO to LHR

Sa 6/9 Students arrive and check in (Laura and I greet them at LHR)

Su 6/10 Day trip to Hatfield House, both Laura and I (House including guided tour, West Garden and Park)

M 6/11 Orientation to London with AIFS staff, both Laura and I, and local walking tour

### HUMN 300

#### Week 1 Readings:

- Shakespeare, one of the plays scheduled by The Globe for Summer '18
- Excerpts from *Engravings of Hogarth*
- Excerpts from Charles Dickens, *Bleak House* (1852-53)
- Arthur Conan Doyle, *The Red-Headed League* (1891)

T 6/12 Morning: Middle Temple Hall, including lunch  
Afternoon/evening: Shakespeare production at The Globe

W 6/13 Student Writing Day

R 6/14 Morning: St. Paul's  
Afternoon: Tate Britain

F 6/15 Day trip by boat to Greenwich: Royal Observatory, Cutty Sark and Old Royal Naval College

Sa 6/16 Student Writing Day

Su 6/17 Hyde Park

***Week 2 Readings:***

- T. S. Eliot, "The Love Song of J. Alfred Prufrock" (1915)
- Virginia Woolf, *Mrs. Dalloway* (1925)
- Excerpts from *Poetry of the First World War: An Anthology*
- Excerpts from *Theories and Documents of Contemporary Art*

M 6/18 Morning: National Gallery  
Afternoon: National Gallery

T 6/19 Morning: Bloomsbury faculty-led walking tour  
Afternoon: Imperial War Museum

W 6/20 Student Writing Day

R 6/21 Morning: Tate Modern  
Afternoon: West End contemporary theatre or dance production

F 6/23 Day trip to Margate, Turner Contemporary Gallery

Sa 6/23 Student Writing Day

Su 6/24 Student Writing Day

M 6/25 Student Writing Day

**HIST 313**

***Week 3 Readings:***

- Magna Carta (1215)
- Shakespeare, *Richard III* (1592)
- *Two Early Tudor Lives: The Life and Death of Cardinal Wolsey by George Cavendish and the Life of Sir Thomas More by William Roper*

T 6/26 Day trip to Hampton Court Palace

W 6/27 Morning: British Museum  
Afternoon: Tower of London

R 6/28 Day trip to Salisbury (including Cathedral)

F 6/29 Train to York (Laura will come to York also)  
Afternoon: Faculty-led walking tour, Richard III and Henry VII Experiences  
Evening: Paid Ghost Tour

Sa 6/30 Morning: St. Mary's Abbey, Holy Trinity Church Goodramgate, York Minster  
Afternoon: Merchant Adventurer's Hall (including tour guide)

Su 7/1 Student Writing Day

***Week 4 Readings:***

- *Religion and Society in Early Modern England: A Sourcebook*
- Voltaire, *Letters Concerning the English Nation* (1733)

M 7/2 Day trip to Helmsley via bus. Rievaulx Abbey

T 7/3 Day trip to Castle Howard via bus. House and gardens

W 7/4 Train to London

R 7/5 Morning: Both Laura and I - Changing the Guard at Buckingham Palace,  
Churchill War Rooms  
Afternoon: Both Laura and I - Westminster Abbey

F 7/6

Sa 7/7 Students depart