



## HIS 299: CITY OF THE DEAD, CITY OF THE LIVING: HISTORIES OF LONDON

**EXPLORATIONS (3 CREDITS)**  
**PROF. ERIC G.E. ZUELOW**

*Samuel Johnson once said: "When one is tired of London, he is tired of life; for there is in London all that life can afford." But where there is life, there is also death; in a city like London, once the largest in the world, this reality can generate a very high body count indeed. This course explores the interplay between life and death in London from earliest times. We will trace not only the history of the city, but also how Londoners at various points dealt with the relationship between life and death. Topics will range from the arrival of the Romans to the medieval plague, the dramatic expansion of trade in the late middle ages to the exploding population associated with rapid urbanization, the evolving ideas about how to dispose of remains to the challenge of living through the Blitz, the political intrigues that define the English story to the death of a deeply loved princess and the public outpouring of grief that resulted. Overall, this class will offer students not only an overview of English history from earliest times, it will give them a sense of just how dramatically ideas about death and dying have changed over the past two thousand years.*

**SPRING 2014 \* OFFICE: MARCIL 204 \* EMAIL: [EZUELOW@UNE.EDU](mailto:EZUELOW@UNE.EDU) \* PHONE: (207)-602-2310**  
**OFFICE HOURS: THURSDAYS 11-12, 3-4 OR BY APPOINTMENT**  
**PLACE: MARCIL 318A / TIME: THURSDAY 6-8:50PM**

## REQUIRED TEXT

Catharine Arnold, *Necropolis: London and Its Dead* (Simon & Schuster UK, 2008). ISBN: 978-1416502487

Philippe Ariès (trans. Patricia M. Ranum), *Western Attitudes Toward Death: From the Middle Ages to the Present* (Johns Hopkins University Press, 1975). ISBN: 0-8018-1762-5.

Christopher Daniell, *Death and Burial in Medieval England, 1066-1550* (London and New York: Routledge, 1997). ISBN: 0-415-18550-5

Tony Walter (ed.), *The Mourning for Diana* (Oxford and New York: Berg, 1999). ISBN: 1-85973-238-0

Sarah Wise, *The Italian Boy: A Tale of Murder and Body Snatching in 1830s London* (New York: Metropolitan Books, 2004), ISBN: 0-805-07849-5

## RECOMMENDED TEXTS

*Roy Porter was an exceptional historian who specialized in the history of medicine. This text represents one of the better survey histories of London. It will provide a useful companion to the lectures and will offer much more detail than I will be able to offer in class. You'll find it a useful edition to your library.*

Roy Porter, *London: A Social History* (Cambridge, MA: Harvard University Press, 1994)

*The following text offers extensive advice about how to succeed in history courses—including information about how to write papers, how to take notes, how best to study, and how to properly cite sources. Although there will be no formal reading assignments drawn from this book, I will likely refer to it from time to time. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE. All history students should definitely own it:*

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Sixth Edition (New York and London: Bedford/St. Martin's, 2012)

## COURSE GOALS

This course is classified as an Explorations (EXP) course. EXP courses introduce a humanities or social science discipline as a way of knowing. By exploring a topic, issue, or theme within the framework of a particular discipline, EXP courses provide an introduction to the assumptions, methods, and terminology of that discipline. In EXP courses, which encourage active learning, students acquire knowledge, develop skillful thinking, expand their expressive capabilities, and connect this learning to their broader experience.

With these criteria in mind, this course has three primary goals. Over the course of the semester, you will:

1. Gain an understanding of the development of London within the larger framework of British history from earliest times to “Cool Britannia,” while at the same time gaining a sense of how ideas about death evolved in relationship to the story of the city itself.
2. Improve your ability to understand arguments presented in both written and oral formats, while at the same time improving your ability to present your own arguments in these ways;
3. Gain a basic understanding of how historians think and make arguments while learning how to “think historically” yourself.

You will be asked to take three take-home essay exams, complete a term-length research project, participate in discussions, and carefully read a variety of articles, essays, and books. You should always come prepared to listen, talk, and take notes. Feel free to ask questions as they occur to you. [*Please notice the brief explanation of what each assignment outlined in this syllabus is designed to accomplish relative to the above goals.*]

**BRIEF NOTE ON WORKLOAD:** This class will involve more reading than many of you are used to. The reason is not far to see: historians read, they listen, and they write. As a general rule, you should expect to do 2-3 hours of work outside of class for every hour that you spend in class. (This rule applies to all college courses, not just this one—and it isn’t my rule. You’ll find it widely repeated.) *Schedule your time accordingly.*

On this same note, while a recent study of higher education arrived at the disturbing finding that most undergraduates in the United States make few intellectual or other gains during their four years of college, students in writing/reading intensive programs (history, English, political science, philosophy, etc.) showed quite the opposite. They learned vital skills, thought more deeply, and showed improvement in both written and oral communication. The study proved that the more reading and writing students do, the more they will improve during their college years. This class certainly embodies the format proven by this study to generate the most positive learning outcomes possible. If you engage the material, you can

## TAKE-HOME EXAMS

You will complete three take-home exams. Your task in each case will be to develop a well-reasoned and carefully defended answer to the question that you are faced with. Use plenty of evidence to support your points, carefully cite your sources, and be sure to utilize the usual format associated with scholarly writing. *In other words, be sure that your paper has a strong introduction that contains a clear thesis, a body that utilizes specific factual information to support each point, and a conclusion that reiterates why your position on the question at hand is the right one.*

These exams, as is true of virtually every written assignment in my history courses, will be graded according to the following criteria:

- 1) Clear, correct prose. In other words, *carefully copyedit your work!*
- 2) Obvious and defensible thesis.
- 3) Logical essay structure that is made clear in the introduction and that is followed throughout the paper.
- 4) Assiduous use of well-documented evidence to support your point. (Ask if you do not know how to use footnotes or parenthetical reference citations styles.)
- 5) A thoughtful conclusion.

Please remember that these are EXAMS. Base your answers ONLY on material assigned in class. The inclusion of non-course material will result in a grade reduction.

Answers to individual questions should be 5-10 pages in length. *Mid-term exams will include one question. The final exam will include two questions:* the first of these will address the last third of the course and the second will be more thematic, addressing the class as a whole.

Last, remember that the standard for take-home exams is higher than for those completed in class. Take the grading criteria listed above very seriously.

***Each mid-term exam will be worth 20% of your overall grade.  
The final exam will be worth 30% of your overall grade.***

***ULTIMATE GOAL:*** *As a result of this assignment, you will develop a deeper mastery of historical content while also practicing the art of historical argument and essay writing.*

## READING NOTES

Fifty percent of this class will be discussion-based and our conversations will grow directly from the readings. In fact, because the lectures are about “life,” it follows that treatment of “death” in London will grow from the readings rather than from anything I say during the first half of each class session. In short, it is vital that you do the reading.

Scholarly reading demands a level of discipline quite unlike anything that you need to read popular fiction. Interesting facts matter, of course, but you also need to be mindful of argument, use of sources, and more. The very best way to accomplish these goals is through taking consistent, careful notes. Taking notes will help you better understand what you read, more quickly review for exams, locate information needed for use in scholarly writing, and more.

To help develop this skill, you will be required to keep careful notes for all readings completed in this class. You will want to record page numbers and important passages, significant quotes, questions that occur to you, issues that you believe are worthy of discussion, and so on. Please observe the following format:

**Eric Zuelow**  
1/12/14

**Joachim Whaley, "Introduction"**

p. 1 "It is the sense of time and hence the sense of mortality which distinguishes man from all other species."

p. 1 Man is unique in obsession with death

p. 1. Developed elaborate rituals from early on

p. 1 obsession with death constant across time [even if particulars of practice change significantly]

Question: Is Whaley right about this? Archaeological evidence may suggest something else. The Taung Child (died 2.8 million years ago) was not buried. By ≈30,000 years ago, however, evidence of increasingly elaborate burials emerges at places such as Dolní Věstonice. Surely this calls the notion of a death obsession across time into question.

p. 2 rituals do more for living than the dead

p. 2 long history of advice about how to die well, dating to at least Ancient Egypt's *Book of the Dead*

p. 2 death as a form of pornography; not clear precisely why roles reversed. Sex now something to talk openly about while death relegated to unspoken status.

p. 2 increasing separation from death

p. 2 NOTE: Footnote #2 includes reading on the "Pornography of Death" which might work well as an assigned reading

p. 3 World War I changed language of death

p. 3 "Most are characterized by the belief that it is essential for modern man to restore somehow an equanimity in the face of death, and thus re-establish a relationship both between individuals and society and between individuals and nature which has only recently been lost."

p. 3 campaigns developed in 1960s to re-establish relationship with death; early scholarship about death in 1960s grew from belief that separation from death/dying unhealthy and problematic. Nostalgic sense that the Victorians represented a high watermark of how to do death. [Really?! The Victorians were basically put into a place where they had to spend every penny on their funerals, focusing more on dying than living. Is THAT healthy?!]

Notice that many of the notations above simply summarize important points, others draw attention to quotes that seem evocative or important, still others raise doubts or questions about an author's argument or sources.

If you prefer to type your notes, please print copies and hand them in at the end of each class session. If you would like to use a notebook, please make a **photocopy** to hand in. Be sure to put your name on your notes.

Grades will be determined by the extent to which your notes *show engagement with the reading*. Most readings in this class are quite rich; it seems likely that virtually every page should elicit notations. (In my own case, I try to briefly summarize every paragraph so that I

can quickly go back through a reading. Doing this has the added advantage of assuring that you never “zone out,” your eyes flowing over the words without really comprehending what you are seeing.) I will assign a grade for each set of notes, then will determine your final grade for this portion of your overall grade by averaging these scores.

***This assignment is worth 10% of your overall grade.***

***ULTIMATE GOAL:*** *As a result of this assignment, you will improve your reading comprehension while also developing a vital skill that is especially useful when conducting research in other classes, preparing for exams, or confronting especially difficult ideas, writing styles, or arguments.*

## PARTICIPATION/ATTENDANCE

Much of this class is a READING seminar and is based on critical discussion of the assigned texts. Your attendance, active participation, and on-time completion of reading assignments are essential to the success of this course. You cannot learn, nor can you contribute to the group’s success, if you are absent or if you have not done the required reading. Taking part is a basic requirement of this course and I expect you to actively participate.

***Participation is worth 20% of your overall grade.***

***ULTIMATE GOAL:*** *As a result of this assignment, you will improve your critical thinking and oral communication skills, while deepening your understanding of historiography, historical thought, and English history.*

## OTHER POLICIES

### *LATE ASSIGNMENTS*

- **All papers must be handed in on the day that they are due. This must be done IN CLASS. No late papers will be accepted.**
- **Papers will not be accepted electronically unless otherwise specified.**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor’s note, obituary, or other paperwork as needed.

### *CELL PHONES AND OTHER ELECTRONICS*

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom. ***TURN OFF YOUR PHONES WHEN YOU ENTER THE CLASSROOM.***

Students seen texting will receive NO CREDIT for attending the class session in question. There will be no warnings; you will simply lose points and your participation grade will evaporate into whatever cellular network you subscribe to.

If you would like to take notes on a laptop, please feel free to do so. *This said, any student seen using their computer for tasks unrelated to this course will be asked to leave and will not be permitted to use a computer during subsequent class meetings.*

#### *DISABILITY ACCOMMODATIONS*

Students who require special accommodations for any disability should provide the professor with relevant documentation from the Disability Services Office (DSO) at the start of the semester. Every effort will be made to provide these students with additional time for exams, special testing facilities, or any other assistance prescribed by the DSO.

#### *WEATHER/SNOW DAYS/FLU*

To paraphrase a popular saying/bumper sticker: “Snow Happens.” Should we miss a day because of snow or other weather problems, we will adjust the schedule as we go. In some cases, it may be necessary to cancel or postpone scheduled activities.

Should plague or other pandemic cause cancellation of class for an extended period, watch your email. UNE maintains a policy of shifting to online instruction in cases of severe pandemic. In such a case, we will attempt to carry-on with our course work in cyberspace. Far from ideal, but “better than the alternative” as they say.

#### *WIKIPEDIA AND OTHER ONLINE RESOURCES*

Wikipedia and a large number of other online resources are not acceptable scholarly secondary sources. Do not use them (unless expressly told to do so) in this or any other college-level course.

There are acceptable online resources such as those providing peer-reviewed journal articles: JSTOR, ProjectMUSE, ProQuest, etc. **Consult with the professor to verify that any online source you are planning to use is acceptable.**

#### *PLAGIARISM & OTHER DISHONESTY*

**Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the chair of the Department of History and Philosophy (and subsequently to the dean) for disciplinary action.**

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of

- another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

Anybody caught cheating on an exam or other assignment will receive an automatic failing grade for that exam and will be directed to the chair of the Department of History and Philosophy (and subsequently to the dean) for further disciplinary action.

## OVERALL COURSE GRADE

It is very important to understand how your grade will be assessed in this class, as well as what the various grades actually mean. In essence, letter grades are used as shorthand for the level of proficiency achieved in the classroom. The following criteria are in effect:

- A:** Student demonstrated a level of knowledge (writing, content, etc.) relevant to the course that *goes considerably beyond* what is expected.
- B:** Student demonstrated a level of knowledge of material relevant to the course that is *beyond basic expectations*.
- C:** Student demonstrated an acceptable level of knowledge that is *in line with course expectations*.
- D:** Student knowledge *barely meets expectations* and the student will likely face significant difficulty in more advanced history courses.
- F:** Student has not learned or demonstrated enough mastery of material to receive a passing grade.

These criteria are not intended to be off-putting, but merely to make clear that simply showing up for class, doing assignments, and talking occasionally generally earns a “C” or a “D”—not an “A” or “B,” both of which denote a student who exceeded the basic expectations outlined in this syllabus.



The basic grade breakdown is as follows:

**Participation:** 20%  
**Mid-Term Exam #1:** 20%  
**Mid-Term Exam #2:** 20%  
**Final Exam:** 30%  
**Reading Notes:** 10%

The following grading scale is in effect:

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	60-69
F	=	59 and below

## C O U R S E S C H E D U L E

*NOTE: Please note that required reading is required. Suggested readings are listed purely for reference should you become interested in a topic and want to do additional reading outside of class.*

### UNIT I: Life and Death in London Before the Stuarts

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**THURSDAY, JAN. 16, 2014: KNOWING ME, KNOWING YOU... AND BRITAIN**

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Our task for today is simple enough: get to know one another and develop a sense of what we will cover in this course. Beyond introducing ourselves and going over the syllabus, we will get the academic side of this course underway through a lecture and discussion of the geography and cultures of the British Isles. You should leave class with a sense of just exactly what Britain is and London's place in it.

**Required Reading:**

Joachim Whaley, "Introduction," in Joachim Whaley (ed.), *Mirrors of Mortality: Studies in the Social History of Death* (New York: St. Martin's Press, 1981), pp. 1-14.

**Suggested Reading:**

Allan Kellehear, *A Social History of Dying* (Cambridge: Cambridge University Press, 2007)

Douglas Davies, *A Brief History of Death* (Oxford: Blackwell, 2005)

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**THURSDAY, JAN. 23, 2014: BEFORE HASTINGS**

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England was invaded many times before the Normans arrived in 1066. There were pre-Celtic groups stretching back to the Cro-Magnons, so-called “Beaker People” (who introduced beer to the British Isles for the first time), Iron Age bands, Romans, Anglo-Saxons, and Vikings. All of these groups lived in and around what would become London, but it was the Romans who actually founded the city. Our class today will consist of a lecture discussing these early inhabitants, the creation of London itself, and the initial mark made by the Anglo-Saxons. Our post-lecture discussion will address changing ideas about death spanning this vast chronological canvas.

**Required Reading:**

Catherine Arnold, *Necropolis: London and Its Dead* (London: Pocket Books, 2006), pp. 1-15

Keith Ray, “From Remote Times to the Bronze Age: c. 5000,000 BC to c. 600 BC,” in Peter C. Jupp and Clare Gittings (eds), *Death in England: An Illustrated History* (Manchester: Manchester University Press, 1999), pp. 11-39

Valerie M. Hope, “The Iron and Roman Ages: c. 600 BC to AD 400,” in Peter C. Jupp and Clare Gittings (eds), *Death in England: An Illustrated History* (Manchester: Manchester University Press, 1999), pp. 40-64

Christopher Daniell and Victoria Thompson, “Pagans and Christians: 400-1150,” in Peter C. Jupp and Clare Gittings (eds), *Death in England: An Illustrated History* (Manchester: Manchester University Press, 1999), pp. 65-89

Julian Thomas, “Death, Identity, and the Body in Neolithic Britain,” *Journal of the Royal Anthropological Institute* 6/4 (December 2000): 653-668

**Suggested Reading:**

Howard Williams, *Death and Memory in Early Medieval Britain* (Cambridge: Cambridge University Press, 2010)

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**THURSDAY, JAN. 30, 2012: NORMAN BRITAIN (1066-1300)**

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The Norman Invasion of 1066 is almost always listed as a defining date in English history, but historians debate whether it truly generated profound change politically, socially, or economically. Today we will focus on the struggle for authority between crown and nobles, and between crown and Church. After the lecture, we will begin a discussion of medieval attitudes toward death, noting that ideas evolved over the Norman period as exemplified by the grave markers found in England’s great cathedrals as well as

by other archaeological and written evidence. Above all, we will note the profound importance of the Catholic Church in medieval life.

**Required Reading:**

Christopher Daniell, *Death and Burial in Medieval England* (London and New York: Routledge, 1997), pp. vii-144

**Suggested Reading:**

Timothy Taylor, *The Buried Soul: How Humans Invented Death* (Boston: Beacon Press, 2002)

Paul Binski, *Medieval Death: Ritual and Representation* (Ithaca: Cornell University Press, 1996)

Edelgard E. DuBruck and Barbara I Gusick, *Death and Dying in the Middle Ages* (New York: Peter Lang, 1999)

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**THURSDAY, FEBRUARY 6, 2014: THE HIGH MIDDLE AGES (1300-1485)**

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London continued to evolve during the High Middle Ages, emerging as one of the major European cities (although it lagged well behind Paris, for example, in terms of population). Above all, it became a major economic center with all that was good and bad about such a position. The lecture will look at London during this period, exploring what it looked like, who had power, and getting a sense of what life might have been like. Our post-lecture discussion will look at ideas toward death during this period, focusing particularly on the impact of one of the most traumatic incidents in world history: the Black Death. How did Londoners deal with death on an unheard of scale? What challenges did they face as a result of *Yersinia Pestis* (bubonic plague)?

**Required Reading:**

Arnold, *Necropolis*, pp. 16-30

Daniell, *Death and Burial*, pp. 145-174

R.C. Finucane, "Sacred Corpse, Profane Carrion: Social Ideals and Death Rituals in the Later Middle Ages," in Joachim Whaley (ed.), *Mirrors of Mortality: Studies in the Social History of Death* (New York: St. Martins, 1981), pp. 40-60

**Suggested Reading:**

Norman F. Cantor, *In The Wake of the Plague: The Black Death & The World It Made* (New York: Perennial, 2002)

John Kelley, *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time* (New York: Harper Collins, 2005)

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**THURSDAY, FEBRUARY 13, 2014: TUDOR ENGLAND**


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English historians usually suggest that the War of the Roses represented a major turning point, the break between the “Middle Ages” and the “Early Modern Period.” They point to a “Tudor Revolution in government” and draw attention to the profound religious change that took place between the 1520s and the death of Elizabeth I. Most of our lecture today will trace the story of the Reformation in England. We will then take a brief stroll through Tudor London. Post-lecture discussion will examine royal funerals, death among ordinary people, and the impact of changing religious patterns on Londoners’ relationship to the hereafter.

**Required Reading:**

Arnold, *Necropolis*, pp. 31-45

Daniell, *Death and Burial*, pp. 175-202

Paul S. Fritz, “From ‘Public’ to ‘Private’: The Royal Funerals in England, 1500-1830,” in Joachim Whaley (ed.), *Mirrors of Mortality: Studies in the Social History of Death* (New York: St. Martins, 1981), pp. 61-79

Richard Wunderli and Gerald Broce, “The Final Moment before Death in Early Modern England,” *Sixteenth Century Journal* 20/2 (Summer 1989): pp. 259-275

**Suggested Reading:**

Jennifer Woodward, *The Theatre of Death: The Ritual Management of Royal Funerals in Renaissance England, 1570-1625* (Cambridge: Boydell Press, 2000)

Catherine Loomis, *The Death of Elizabeth I: Remembering and Reconstructing the Virgin Queen* (New York: Palgrave, 2010)

Anthony Harvey and Richard Mortimer (eds), *The Funeral Effigies of Westminster Abbey* (Cambridge: Boydell Press, 2003)

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**THURSDAY, FEBRUARY 20, 2014: WESTERN ATTITUDES TOWARD DEATH I + EXAM #1**


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Today our class will be divided into two parts. During the first half we will conduct a discussion of the opening section of Philippe Ariès influential ideas about death and dying from the Middle Ages to the present. During the second half of the class we will change gears to review for the take-home exam that is due next week.

**Required Reading:**

Philippe Ariès (trans. Patricia M. Ranum), *Western Attitudes Toward Death: From the Middle Ages to the Present* (Johns Hopkins University Press, 1975), pp. ix-82

**Suggested Reading:**

Philippe Ariès (trans. Helen Weaver), *The Hour of Our Death: The Classic History of Western Attitudes Toward Death over the Last One Thousand Years* (New York: Vintage Books, 1982)

## UNIT II: The Rise of Modern London in Life and Death

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### THURSDAY, FEBRUARY 27, 2014: SEVENTEENTH CENTURY TRAUMAS

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The 1600s were nothing if not eventful. London witnessed a divisive civil war, a revolution, a plague, and a great fire. Today's lecture will survey these various events. Our discussion, meanwhile, will move in two directions. First, we will continue to examine Philippe Ariès's ideas about changing attitudes toward death. Second, we will explore how Londoners dealt with the various traumas that beset them during the seventeenth century.

**Required Reading:**

Arnold, *Necropolis*, pp. 46-93

Ariès, *Western Attitudes*, pp. 85-107

### Exam #1 due in class

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### THURSDAY, MARCH 6, 2014: EIGHTEENTH CENTURY LONDON

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England started its climb toward world domination during the eighteenth century and London was unquestionably a beneficiary of the country's growing international economic and political power. Today we will talk about coffee houses, moral panics, economic expansion, and developing political change. The discussion will take us into the early nineteenth century and into the graveyards, operating chambers, meat markets, and slums of a rapidly changing city.

**Required Reading:**

Sarah Wise, *The Italian Boy: A Tale of Murder and Body Snatching in 1830s London* (New York: Metropolitan Books, 2004), 1-148

**Suggested Reading:**

Wendy Moore, *The Knife Man: Blood, Body Snatching, and the Birth of Modern Surgery* (New York: Broadway Books, 2005)

Ruth Richardson, *Death, Dissection and the Destitute* (Chicago: University of Chicago Press, 2001)

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**THURSDAY, MARCH 13, 2014: ENTERING THE INDUSTRIAL AGE - DICKENSIAN LONDON**


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When many of us think about London, we think about the vivid novels written by Charles Dickens. There are dark alleys, unscrupulous criminals, starving children, and greedy millionaires. Today's lecture will look at life in London during the early part of the nineteenth century; our discussion will carry on with the sad tale of a murdered "Italian boy."

**Required Reading:**

Wise, *Italian Boy*, 149-312

***Spring Break March 15-March 23: No Classes***

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**THURSDAY, MARCH 27, 2014: VICTORIAN LONDON**


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Victorian London was the capital of a global empire and it certainly reflected this fact in its buildings and wealthy neighborhoods. It was also a city with major sanitation problems and a continued gap between rich and poor that left visiting Indian nationalists "gobsmacked" at the idea that someplace so mired in inequality could hold such sway in their beleaguered homeland. Today we will examine how Londoners tried to improve their city, how they engaged with the world around them, and how the city evolved amid an influx of wealth earned abroad. Our discussion will focus on the Victorian obsession with death—a conversation so vast that it will extend into next week.

**Required Reading:**

Arnold, *Necropolis*, pp. 94-245

**Suggested Reading:**

Jan Bondeson, *Buried Alive: The Terrifying History of Our Most Primal Fear* (New York and London: W.W. Norton, 2001)

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**THURSDAY, APRIL 3, 2014: MORE ON VICTORIAN DEATH (DISCUSSION) + EXAM 2**


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Today's class will begin with a discussion of Victorian attitudes toward death, covering a series of articles dealing with everything from the development of mortuaries

and the changing shape of burial to the grieving process among the working class. The second half of class will involve a review session in preparation for the take-home examination that is due next week.

**Required Reading:**

Pam Fisher, "Houses for the Dead: The Provision of Mortuaries in London, 1843-1889," *London Journal* 34/1 (2009): pp. 1-15

Sarah Tarlow, "Landscapes of Memory: The Nineteenth-Century Garden Cemetery," *European Journal of Archaeology* 3/2 (2000): 217-39

J.M. Strange, "'She Cried A Very Little': Death, Grief, and Mourning in Working-class Culture, c. 1880-1914," *Social History* 27/2 (2002): 143-61

Peter Thorsheim, "The Corpse in the Garden: Burial, Health, and the Environment in Nineteenth Century London," *Environmental History* 16 (January 2011): 38-68

**Suggested Reading:**

James Stevens Curl, *The Victorian Celebration of Death* (Newton Abbott: David and Charles, 1980)

George Walker, *Gatherings from Graveyards, Particularly those of London, with a Concise History of the Modes of Internment among Different Nations from the Earliest Periods, and a Detail of Dangerous and Fatal Results Produced by the Unwise and Revolting Custom of Inhuming the Dead in the Midst of the Living* (London: Longman & Co., 1839)

## **UNIT III: Life and Death in Twentieth Century London**

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### **THURSDAY, APRIL 10, 2014: WORLD WAR AND MODERN MEMORY**

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World War I represented a profound shock, ushering in the twentieth century through a massive bloodletting in France. By contrast, World War II was less shocking in terms of death toll but had a profound impact on daily life during the war and popular memory afterward. Today we will talk about the war experience in Britain before moving on to talk about the implication of war for attitudes about death.

**Required Reading:**

Arnold, *Necropolis*, pp. 246-274

David Cannadine, "War and Death, Grief and Mourning in Modern Britain," in Joachim Whaley (ed.), *Mirrors of Mortality: Studies in the Social History of Death* (New York: St. Martins, 1981), pp. 187-242

Lisa Kazmier, "Leading the World: The Role of Britain and the First World War in Promoting the 'Modern Cremation' Movement," *Journal of Social History* 42/3 (Spring 2008): pp. 557-579

**Suggested Reading:**

K.S. Inglis, "Entombing Unknown Soldiers: From London to Paris to Baghdad," *History and Memory*, 5/2 (Fall/Winter, 1993): pp. 7-31

Joanna Bourke, "Heroes and Hoaxes: The Unknown Warrior, Kitchener, and Missing Men in the 1920s," *War and Society* 13/2 (1995): 41-63

S. Goebel, "Re-membered and Re-mobilized: The 'Sleeping' Dead in Interwar Germany and Britain," *Journal of Contemporary History* 39/4 (2004): 487-501

**Exam #2 due in class**

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**THURSDAY, APRIL 17, 2014: THE CHANGING FACE OF POSTWAR LONDON**

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After a period of austerity, London started to swing during the 1960s. Youth culture was everywhere and colorfully dressed hippies wandered the high streets. When the economy plummeted during the 1970s, new youth movements, most notably punks, took the streets. Abandoned buildings were common and squatting became a badge of honor among some groups. Today we will talk about postwar London. The post-lecture discussion will explore changing ideas about mourning and grief after World War II. (If we're lucky, we might even have a chance to briefly mention the "Highgate Vampire.")

**Required Reading:**

H. Ansari, "Burying the Dead: Making Muslim Space in Britain," *Historical Research* 80/210 (2007): 545-66

**Suggested Reading:**

Ernest Becker, *The Denial of Death* (New York: Free Press, 1973)

Virginia Morris, *Talking About Death* (Chapel Hill: Algonquin Books, 2004)

Colin Murray Parkes, Pittu Laungani, and William Young (eds), *Death and Bereavement Across Cultures* (New York and London: Routledge, 1997)

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**THURSDAY, APRIL 24, 2014: MOVIE: THE QUEEN**

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Today we will watch the Academy Award winning film "The Queen." Beyond the brilliant performance of lead actor Helen Mirren, this movie does an excellent job of depicting the disconnect between public and private response to the death of Princess



Diana. After watching the film, we will have just under half the class period to discuss both the movie and the remainder of Tony Walter's edited collection.

**Required Reading:**

Tony Walter (ed.), *The Mourning for Diana* (London: Bloomsbury Academic, 1999), pp. xiii-96

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**THURSDAY, MAY 1, 2014: COOL BRITANNIA?**

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Today we will finish up our exploration of the story of London and its dead. The lecture will pick-up the story of London in the early 1980s and will carry it through Tony Blair's dominance at Westminster, the so-called "Cool Britannia" period. Our discussion will reflect on the course, review material that you will need to know for the final exam, and consider present attitudes toward death and dying.

**Required Reading:**

Walter, *Mourning for Diana*, pp. 97-278

**Suggested Reading:**

Mary Roach, *Stiff: The Curious Lives of Human Cadavers* (New York and London: W.W. Norton & Co., 2003)

**RESEARCH PAPER DUE IN CLASS**

**Take home final exam due at start time for scheduled final (TBA)**