

**Carleton University
Early Summer 2016
Department of English**

ENGL [4550/5900] : Producing Literature

**Tues, Thurs / 2:30-5:30
Location: 311SA**

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**Producing Literature:
A Case Study of Henry Mayhew's *London Labour and the London Poor* (1850-62)**

B. Leckie

Tuesdays & Thursdays, 2:35-5:25

In this course students will have the unique opportunity to contribute to the production of a scholarly volume—Henry Mayhew's *London Labour and the London Poor* for Broadview Press—while at the same time thinking about broader issues related to the production of literature (and what counts as literature). Drawing together the voices of the little-known urban poor and working classes in a multi-volume illustrated survey, Mayhew's collection has long been regarded as foundational to our understanding of nineteenth-century social documentation, oral history and street literature, and urban studies and it is a text that continues to shape current formulations of these fields. More recently, critics in the environmental humanities have identified its role in giving us a language of recycling, reusing, and repurposing. Produced between 1850 and 1862, *London Labour and the London Poor* combined the voices of London's "underworld," woodcut illustration, and social theory. Mayhew called his survey "the first attempt to publish the history of a people, from the lips of the people themselves—giving a literal description of their labour, their earnings, their trials, and their sufferings, in their own 'unvarnished' language' . . .".

Students in the course will be invited to take an active role in the research and selection process for the new edition of Mayhew's text. Together we will examine other modern editions of the text, review and select material for the new edition from Mayhew's original four volumes, learn about and write annotations, and conduct new research that will feed directly into the Broadview edition. The course will be shaped by two broad streams of inquiry: 1) print culture in relation to both *London Labour's* publishing history and its own discussion and representation of a range of print genres and materials; and 2) the burgeoning field of environmental humanities, which has its origins in the nineteenth-century.

READINGS: (Available at Octopus Books, 116 Third Ave, (613) 233-2589 unless otherwise noted)

Henry Mayhew, *London Labour and the London Poor* (Penguin edition)
Henry Mayhew, *London Labour and the London Poor* (Wordsworth edition)
Henry Mayhew, *London Labour and the London Poor* (digital edition:
<http://dl.tufts.edu/catalog/tufts:MS004.002.052.001.00001>)

Selected volumes of Mayhew on reserve at the library
Secondary and Primary Readings available on ARES

METHODS OF EVALUATION:

Three Annotations (Written and Presented):	20% each (60% total)
One Essay (2,500 words for grad students; 2,000 for undergrads):	25%
Participation: (<i>comprised of one 3-minute presentation on the first day of class, one 3-minute presentation on the last day of class, at least one blog entry, and ongoing in-class participation</i>)	10%
One Primary or Secondary Source Presentation:	5%
One Non-Text Cultural Work Presentation:	Ungraded (but required)

1. One Primary or Secondary Source Presentation

Please choose one of the supplementary readings from the period in which Mayhew was writing or one of the secondary source readings from the list below. The presentation should include an overview of the work as well as a brief critical commentary on it. How well does it illuminate Mayhew? How does it help us to understand his text? How are the primary sources similar and/or different to what Mayhew is doing in his work? What do they offer that is new? Does the interpretation in the secondary source reading seem convincing to you? Does it help you to read Mayhew? If so, how? These presentations should be no more than 10 minutes long.

2. Three Annotations

(*please try to schedule your annotations to fall, roughly, once every 3-4 classes*)

Please take any 1-6 page section from Mayhew's text and prepare it as if you were editing it for a scholarly edition. Provide annotations of key passages, excerpt sections where necessary, and, if desired, consider possibilities for an annotated, hyperlinked digital edition. Provide a 250-500 description of your rationale for the decisions you made (with respect to annotations, deletions, length of selections and so on) as well as any challenges you encountered along the way. Two of the passages you annotate should be from the Table of Contents that we provide and the third can either be from that Table of Contents or any other section in the 4 volumes of *London Labour and the London Poor*. The page length you select will be dictated by richness of the

annotations it requires; in some cases, one page will provide plenty of material for this assignment, in other cases, six pages will be more appropriate. If you have any questions about your selection, please don't hesitate to ask.

For this assignment you will also present each of your annotated selections to the class. This is your opportunity to ask questions and enlist your classmates in addressing any critical conundrums that you encountered. All presentations should last about 10-15 minutes. In addition the presenters are responsible for facilitating class discussion for 10-15 minutes. To facilitate discussion the presenters will ask questions of the students, respond to questions, and add information when pertinent. Please submit a 1-2 page outline of your presentation as well as a list of questions or ideas you used to facilitate discussion. You can distribute hand-outs and/or use powerpoint but, if you choose to do the latter, please be careful not to let the PPT take the place of your presentation (that is, try not just to read PPT slides).

You should submit the written portion of this assignment no later than one week after the oral presentation.

One of your annotations can be done in a group with 2-3 other students if desired. If you choose this option, all of the students will receive the same grade on the annotation.

The grading will be as follows: each assignment is worth 20% divided evenly between the written and the oral presentation. However, in cases where one aspect of this assignment is significantly stronger than the other, the weighting of the assignment will be in the student's favour with 15% assigned to the stronger portion and 5% to the weaker portion. In addition, because this assignment may be unfamiliar to many of you, students may drop their lowest grade of the three annotations and then the remaining two will be weighted at 30% each.

Finally, when applicable, we hope to use successful annotations in our Mayhew edition (with due credit to the annotator); this assignment, then, is also a chance to participate in the publication process.

3. One Essay (2,500 words)

There will be three different essay options for this course: 1) you may write an essay on Mayhew's text that engages with one of the course's themes (print culture; environmental humanities; slum investigation; oral history); 2) you may take any two modern editions of Mayhew's text and compare and contrast them in terms of the paratextual apparatus (introductions, appendices, annotations, timelines and so on), the principles of selection, and the success of the editions in question; 3) you make your own mini-edition of Mayhew's text (select articles on a theme, write an introduction, annotate these selections, and add any other material you consider relevant). For your mini-edition you might select to do something on Mayhew and gender, Mayhew and empire, Mayhew and disability, queer Mayhew, Mayhew and animals, to name only a few possibilities.

4. Non-Text Cultural Work Presentation

For this assignment you should put Mayhew's text in dialogue with a visual, built, musical, digital (but non-textual), or technological work. You could, for example, take any image from Mayhew's text and discuss it in relation to the text, or you could find an image that relates to Mayhew's text, or you could use a map or building from the Victorian period (or present, if relevant), or musical piece, and relate it to the work.

5. Participation

The success of a seminar rides on the students' willingness not only to engage in conversation but also to engage in debates and arguments, to challenge each other (and me), and to ask questions. In addition to this standard seminar practice, however, there are two additional participation components for this class. On the second day of class (5 May) students are required to give a 3-minute presentation outlining their response to Mayhew's *London Labour and the London Poor*. Did anything puzzle, surprise, intrigue you? What did you think of the style? The organization? The idea itself? On the last day of class (9 June) students will give another 3-minute presentation outlining their impression of the text after spending six weeks immersed in it. Have your questions been answered or do you have more questions now? What would you tell someone who was sitting down to read this text for the first time? What was the most important thing that you learnt from it? These presentations should be casual, do not require research (beyond reading Mayhew), and should not require too much time to plan. That is, I will be interested in your *impressions*.

Two students are required to contribute at least one post to the class blog. These posts should be inspired by some combination of Mayhew's text and Humans of New York (<http://www.humansofnewyork.com>) although they do not need to conform exactly to either. The required post should be an interview with one of your classmates. It should include a picture of the student working (photograph or sketch), an introduction, and, possibly, a transcription of your dialogue/exchange. Think about what questions you might want to ask. Here are some possibilities: How do you define work? How do you define academic labour? When do you work? Where do you work? Are you poor? How do you understand poverty? You can also explore the appropriateness of asking certain questions. And you could put academic labour into dialogue with the sorts of jobs some students have (in cafes, restaurants, department stores, offices and so on). As you do this assignment think about what you're trying to accomplish and how, and what Mayhew was trying to accomplish and how. Most important of all: have fun with it!

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For more information please go to:

<http://www2.carleton.ca/studentaffairs/academic-integrity>

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide <http://carleton.ca/equity/accommodation/academic/students/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide above.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

COURSE OUTLINE:

3 May: Introduction: Editing a Scholarly Edition, Humans of New York, Mayhew, Reading Strategies; Survey and Reading of the 4 volumes of *London Labour and the London Poor*
Guest: Prof. Janice Schroeder

5 May: 1st 3-minute Presentation
Review of the Broadview Press proposal and the reviewers' comments
Sample annotations that we do together
(Possible visit from librarian, Janice Scammell)

10 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

12 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

17 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

19 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

24 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

26 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

31 May: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

2 June: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

7 June: Reading Mayhew

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

9 June: Reading Mayhew
2nd 3-Minute Presentation

Annotation Presenters:

Primary/Secondary Presenter(s):

Visual Culture Presenter(s):

FINAL PAPER DUE IN CLASS TODAY

Secondary Sources (for possible presentation) and Additional Resources to follow