

Carleton University  
Fall 2016  
Department of English

ENGL 5501 : Producing Literature: A Case Study of Henry Mayhew's  
*London Labour and the London Poor*

Mondays / 2:35-5:25  
Location: TBA

Instructor: Jan Schroeder  
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Office: Dunton Tower 1924  
Phone: please use email

Office Hours: Thursdays, 11:00-12:00 or by appointment

### Course Description

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.

### Text List (Required):

#### Primary

Henry Mayhew, *London Labour and the London Poor* (Oxford). **Available at Haven Books. Please purchase.**

Henry Mayhew, *London Labour and the London Poor* (Dover reprint edition of the original 1862 volumes; 4 vols). **On reserve in the library.**

Henry Mayhew, *London Labour and the London Poor* (digital edition: <http://dl.tufts.edu/catalog/tufts:MS004.002.052.001.00001>); sections from the edition can be printed for easy mark-up.

Henry Mayhew, *London Labour and the London Poor* (Penguin edition). **On reserve in the library.**

Henry Mayhew, *London Labour and the London Poor* (Wordsworth edition). **On reserve in the library.**

## Secondary

Selected contemporary criticism on *LLL* is available on **ARES** and on reserve in the library.

MAPS of LONDON: [Mapco.net](http://www.mapco.net) is best (Cross's Map of London, 1851, is good for this class but there are lots of others on this site as well; Victorianlondon.org has several maps online as well (<http://www.victorianlondon.org/frame-maps.htm>))

## ASSIGNMENTS:

Three Scholarly Editing Assignments (Oral presentation & written submission): 20% each

**Due:** ongoing, schedule to be decided in first class

One Essay (2,500 words): 25%

**Due:** December 14

Participation: 10%

(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, show and tell, and ongoing in-class participation)

Research resource presentation:

**Due:** schedule to be decided in first class 5%

Bring Your Own Mayhew:

**Due:** November 21 Ungraded but required

Show and Tell:

**Due:** schedule to be decided in first class Ungraded but required

1. Research resource presentation

This assignment asks you to read and summarize a recent piece of criticism on Mayhew's text, or a scholarly work that has some bearing on our understanding of *LLL*. Many of these readings are available on ARES, but there are others (see list below) that are available in our library or through interlibrary loan but are not on ARES. Please choose a piece of criticism that interests you, and which might be a useful resource for your final essay. Please share your speaking notes with me after your presentation.

The presentation should include an overview of the work as well as a brief critical commentary on it. How well does it illuminate *LLL*? How does it help us to understand the text? Does the critic's interpretation seem convincing to you? Does it help you to read *LLL*? If so, how?

Each week, half of the class will be responsible for reading the article that to be presented by their peer. I will divide the class into two groups, which means you'll each be responsible for reading a piece of criticism on the text every other week.

These presentations should be no more than 10 minutes long. Please communicate your chosen article or chapter to me and I will keep a running list on cuLearn so that there's no overlap.

## 2. Scholarly editing presentation

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

Please take any section from our proposed table of contents for the Broadview edition and prepare it as if you were editing it for a scholarly edition. What does this mean?

- Read through the entire section in its original form (from one of the Dover reprints on reserve in the library or on the Online Tufts edition)
- Excerpt sections of the text where necessary, especially if it is a lengthy section.
- Research and write a minimum of three scholarly annotations. This is really the core of the assignment (separate handout on this provided). *\*\*Document the sources you used to research your annotations.\*\**
- Check to see if your selection has been included in the three modern editions of the text (Penguin, Oxford, Wordsworth).
- Have the editors made cuts to the original selection? Are there annotations? Note the differences and compare and contrast with your own choices.
- Provide a 250-500 word description of your rationale for the decisions you made, as well as context, interpretation, and any challenges you encountered along the way.

You will 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).

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

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:

- write an essay on Mayhew's text that engages with one of the course's themes (print culture; environmental humanities; slum investigation; oral history; race and empire)
- take any two modern editions of Mayhew's text and compare and contrast them in terms of the paratextual apparatus (introductions, appendices, annotations, chronologies and so on), the principles of selection, and the success of the editions in question
- edit your own mini-edition of Mayhew's text (select articles on a theme, write an introduction [minimum 6 double spaced pages], annotate your selections, and add any other material you consider relevant). For your mini-edition you might select material to foreground a theme like Mayhew and gender, Mayhew and empire, Mayhew and disability, queer Mayhew, Mayhew and animals, Mayhew and food, to name only a few possibilities.

### 4. Show-and-Tell

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 the 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 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 (December 9) 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](mailto: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).

## READING SCHEDULE

**BLUE CAPS:** Indicates which selections have been reprinted where (no blue caps, then, indicates that the selection in question has not been reprinted)

**Orange:** Indicates selections found in the Penguin edition

**Bold Orange:** Indicates selections found in the Penguin and Oxford editions (the two main editions in print now)

**September 12:** Course introduction  
Scheduling of presentations  
Introduction to *London Labour and the London Poor* and Henry Mayhew  
Guest: Professor Barbara Leckie

**September 19:** 3-minute presentations  
Review of the Broadview Press proposal and the reviewers' comments  
Sample scholarly editing assignment that we do together  
Guests: Professor Barbara Leckie  
English subject librarian Janice Scammell

**September 26:** Reading Mayhew

*The London Street-Folk*  
Of Wandering Tribes in General

OXFORD / WW

*Costermongers*

The Politics of Costermongers.—Policemen  
Religion of Costermongers  
The Literature of Costermongers  
Of the “Penny Gaff”  
Of the Coster-Girls

WW  
WW  
PENGUIN / WW  
PENGUIN / WW  
PENGUIN / WW

**Scholarly Editing Presenter(s):**

**Research resource Presenter(s):**

**Show and tell:**

October 3: Reading Mayhew

*Costermongers:*

[The London Street Markets on a Saturday Night]  
Of the Homes of the Costermongers

PENGUIN / OXFORD / WW  
OXFORD / WW

*Of the Street-Irish*

Of the Education, Literature, Amusements, and Politics of the Street-Irish  
The Homes of the Street-Irish  
Of the History of Some Irish Street-Sellers

PENGUIN / WW

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

October 10: Thanksgiving holiday; no class

October 17: Reading Mayhew

*Of the Street-Sellers of Stationary, Literature, and the Fine Arts*  
Of the Street-Sellers of Stationary, Literature, and the Fine Arts  
Of the Death and Fire Hunters

PENGUIN / OXFORD

Of Political Litanies, Dialogues, etc.

Of “Strawing”

Of the Sham Indecent Street-Trade

Of the Filth, Dishonesty, and Immorality of Low Lodging-Houses

Of “Cocks,” etc.

OXFORD  
PENGUIN

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

October 24: Fall Reading Week; no class

October 31: Reading Mayhew

*Of the Street-Sellers of Stationary, Literature, and the Fine Arts*  
Of Street "Ballads on a Subject"  
Of the Experience of a Street Author, or Poet  
Of the Street Booksellers  
Of the Experience of a Street Bookseller  
Of the "Screevers," or Writers of Begging-Letters and Petitions

WW

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

November 7: Reading Mayhew

*Of the Street-Sellers of Manufactured Articles*  
The Crippled Street-Seller of Nutmeg-Graters  
*Of the Life of a Blind Boot-Lace Seller*  
*Of the Low Lodging-Houses*  
Of the Street-Seller of Lucifer-Matches  
Of the Street-Sellers of Dolls  
Of the Street-Seller of Poison for Rats

OXFORD  
PENGUIN  
PENGUIN

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

November 14: Reading Mayhew

The London Street-Folk (continued)  
*Of the Street-Sellers of Second-Hand Articles*  
Of the Street-Sellers of Petticoat and Rosemary-Lanes

OXFORD

*Of the Street-Sellers of Live Animals*  
Of the Street-Sellers of Live Birds

Of the Crippled Street Bird-Seller  
*Of the Street-Buyers*

Of the Street-Buyers  
Of the "Rag-and-Bottle," and the "Marine-Store" Shops  
Of the Street-Buyers of Waste (Paper)

OXFORD / WW  
OXFORD  
OXFORD

*Of the Street-Jews*  
Of the Politics, Literature, and Amusements of the Jews

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

November 21: Reading Mayhew

**Bring Your Own Mayhew:** Choose any reading from any of the four volumes that's **not** in our table of contents/reading schedule. Each member of the class will give a short presentation (5 minutes) describes the reading, makes a case for why it should be included in the table of contents, and makes connections to other readings we've studied already. Cross-reference your selection with the Oxford/Penguin/WW editions to see if it's included there. These are not formal presentations but please hand your speaking notes to me at the end of class.

**Research Resource Presenter(s):**

**Show and Tell:**

November 28: Reading Mayhew

*Crossing Sweepers*

Young Mike's Statement

Gander—The "Captain" of the Boy Crossing-Sweepers

PENGUIN

PENGUIN / WW

**From Volume 3**

*Destroyers of Vermin*

A Night at Rat-Killing

Jack Black

Her Majesty's Bug Destroyers

OXFORD

*Street Exhibitors*

Peep Shows

Snake, Sword, and Knife-Swallower

Street Clown

Street Reciter

PENGUIN / OXFORD

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

December 5: Reading Mayhew

*Street Musicians and Street Vocalists*

Old Sarah  
Tom-Tom Players

OXFORD

*Exhibitors of Trained Animals*  
The Happy Family Exhibitor

*Skilled and Unskilled Labour*  
The Coal-Heavers  
The London Dock  
The Dock-Labourers

WW  
WW  
WW

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

December 9: Reading Mayhew  
2<sup>nd</sup> 3-Minute Presentation

*London Vagrants*

**Statements of Vagrants**

**London Vagrants' Asylums for the Houseless**

PENGUIN / OXFORD / WW  
PENGUIN / OXFORD

**Scholarly Editing Presenter(s):**

**Research Resource Presenter(s):**

**Show and Tell:**

## GENERAL REFERENCE WORKS

**These will be useful to you when conducting research for your annotations and final essay:**

Mitchell, Sally. *Victorian Britain: An Encyclopedia*. New York: Garland, 1988.

Felluga, Dino Franco. Ed. BRANCH (Britain, Representation and Nineteenth-Century History). Extension  
of *Romanticism and Victorianism on the Net*. 2014. Web. <http://www.branchcollective.org/>

Felluga, Dino Franco, Pamela K. Gilbert, and Linda K. Hughes. Eds. Oxford: Blackwell, 2015. *Blackwell  
Encyclopedia of Victorian Literature*. See also Blackwell Reference Online.

[http://www.literatureencyclopedia.com/subscriber/tocnode.html?id=g9781118405383\\_chunk](http://www.literatureencyclopedia.com/subscriber/tocnode.html?id=g9781118405383_chunk)

[g97811184053835\\_ss1-10](#)

[The Victorian Web: Literature, History, and Culture, and in the Age of Victoria:](#)

<http://www.victorianweb.org>

[Jackson, Lee. Dictionary of Victorian London. http://www.victorianlondon.org/index-2012.htm](http://www.victorianlondon.org/index-2012.htm)

C19 (link to follow)

OED online (link to follow)

#### SECONDARY SOURCES ON ARES

**Choose from this list for your research resource presentation and feel free to use any of these for your final essay:**

Boone, Troy. *Youth of Darkest England: Working-Class Children at the Heart of Victorian Empire*. 34 Vol.

New York: Routledge, 2004. Web. Nov. 18, 2015.

Champkin, Julian. "Henry Mayhew: the statistical Dickens." *Significance* 4.3 (2007): 136-138.

Gallagher, Catherine. "The Body Versus the Social Body in the Works of Thomas Malthus and Henry

Mayhew." *Representations* 14 (Spring 1986): 83-106.

Green, Bryan. "Learning from Henry Mayhew: The Role of the Impartial Spectator in Mayhew's London

Labour and the London Poor." *Journal of Contemporary Ethnography* 31.2 (2002): 99-134.

Groth, Helen. "The Soundscapes of Henry Mayhew: Urban Ethnography and Technologies of

Transcription." *Cultural Studies Review* 18.3 (December 2012): 109-30.

Herbert, Christopher. "Filthy Lucre: Victorian Ideas of Money," *Victorian Studies*

44.2 (2002): pp. 185-213. Print.

Himmelfarb, Gertrude. *The Idea of Poverty*. New York: Knopf, 1983.

Humpherys, Anne. *Henry Mayhew*. Boston: Twayne, 1984.

Humpherys, Anne. *Travels into the Poor Man's Country*. Athens, GA: U of Georgia P, 1977.

Jankiewicz, Stephen. "A Dangerous Class: The Street Sellers of Nineteenth-Century

London," *Journal of Social History* 46.2 (2012): pp. 391-415. Print.

*Journal of Victorian Culture* 2014 (19.4). Whole issue. [Just the essays on Mayhew though]

Kerrane, Kevin, and Yagoda, Ben. *The Art of Fact: A Historical Anthology of Literary Journalism*. New York, NY: Scribner, 1997. Web. Nov. 18, 2015.

Knelman, Judith. "Class and Gender Bias in Victorian Newspapers," *Victorian Periodicals Review* 26.1 (1993): pp. 29-35. Print.

Koven, Seth. *Slumming: Sexual and Social Politics in Victorian London*. Princeton: Princeton UP, 2004.

Maxwell, Richard. "Henry Mayhew and Life on the Streets." *Journal of British Studies* 17 (1978): 87-105.

Price, Leah. *How to Do Things with Books*.

Prizel, Natalie. "The Non-Taxonomical Mayhew." 57.3 *Victorian Studies* (Spring 2015): 433-444.

Scanlon, John. "In Deadly Time": The *Lasting On* of Waste in Mayhew's London." *Time and Society* 16 (2007): 189-206. This is the public access link:

[http://www.ssoar.info/ssoar/bitstream/handle/document/22348/ssoar-timesoc-2007-2-3-scanlan-in\\_deadly\\_time.pdf?sequence=1](http://www.ssoar.info/ssoar/bitstream/handle/document/22348/ssoar-timesoc-2007-2-3-scanlan-in_deadly_time.pdf?sequence=1)

Scholl, Lesa. "Irish Migration to London During the c. 1845-52 Famine: Henry Mayhew's Representation in *London Labour and the London Poor*." Branch Collective. Weblink:

[http://www.branchcollective.org/?ps\\_articles=lesa-scholl-irish-migration-to-london-during-the-c-1845-52-famine-henry-mayhews-representation-in-london-labour-and-the-london-poor](http://www.branchcollective.org/?ps_articles=lesa-scholl-irish-migration-to-london-during-the-c-1845-52-famine-henry-mayhews-representation-in-london-labour-and-the-london-poor)

Smith, Sheila Mary. *The Other Nation: The Poor in English Novels of the 1840s and 1850s*. Oxford, New York: Clarendon Press, 1980. Web. Nov. 18, 2015.

E.P. Thompson and Eileen Yeo. *The Unknown Mayhew: Selections from the Morning Chronicle 849-50*. Penguin, 1973.

Tolson, Andrew. "Social Surveillance and Subjectification: the Emergence of 'Subculture' in the Work of Henry Mayhew." *Cultural Studies* 4.2 (1990): 113-27.

## OTHER SECONDARY SOURCES

**This is a general list of research sources with varying degrees of critical commentary and information on Mayhew. Many of these will provide useful context for your annotation research and your final essay. You may also choose to present on *a chapter* from one of these sources for your research resource presentation. Many of these are available in Carleton's library or, if not, through Interlibrary Loan.**

Allen, Michelle. *Cleansing the City: Sanitary Geographies in Victorian London*. Athens: Ohio UP, 2008. Print.

Altick, Richard D. *The English Common Reader: A Social History of the Mass Reading Public, 1800-1900*. Columbus: Ohio State UP, 1998. Print.

Auerbach, Jeffrey. *The Great Exhibition and Historical Memory*. New Haven: Yale UP, 2001. Print.

Betensky, Carolyn. *Feeling for the Poor: Bourgeois Compassion, Social Action, and the Victorian Novel*. Richmond: U of Virginia P, 2010. Print.

Bernstein, Susan. *Housing Problems: Writing and Architecture in Goethe, Walpole, Freud, and Heidegger*. Stanford: Stanford UP, 2008.

Bivona, Dan and Roger B. Henkle. *The Imagination of Class: Masculinity and the Victorian Urban Poor*. Columbus: Ohio State UP, 2006. Print.

Brantlinger, Patrick. *The Spirit of Reform: British Literature and Politics, 1832-62*. Cambridge: Harvard UP, 1977. Print.

Childers, Joseph. *Novel Possibilities: Fiction and the Formation of Early Victorian Culture*. Philadelphia: U of Pennsylvania P, 1995. Print.

Choi, Tina Young. "Writing the Victorian City: Discourses of Risk, Connection, and Inevitability." *Victorian Studies* (Summer 2001): 561-89. Print.

- Driver, Felix. "Moral Geographies: Social Science and the Urban Environment in Mid-Nineteenth-Century England." *Transactions of the Institute of British Geographers* 13.3 (1988): 275-87. Print.
- Dyos, H.J. "The Slums of Victorian London." *Victorian Studies* 11.1 (1967): 5-40. Print.
- Englander, David. *Landlord and Tenant in the Urban Britain: 1838-1918*. Oxford: Oxford UP, 1983. Print.
- Freedgood, Elaine. *The Ideas in Things: Fugitive Meaning in the Victorian Novel*. Chicago: U of Chicago P, 2006. Print.
- Freeman, Mark. *Social Investigation and Rural England, 1870-1914*. Rochester, NY: Boydell Press, 2003. Print.
- Gagnier, Regina. "Homelessness as 'An Aesthetic Issue': Past and Present." *Homes and Homelessness in the Victorian Imagination*. Eds. Murray Baumgarten and H. M. Daleski. New York: AMS, 1998. 167-86. Print.
- Gallagher, Catherine. *The Industrial Reformation of English Fiction: Social Discourse and Narrative From 1832-1867*. Chicago: U of Chicago P, 1985. Print.
- Gilbert, Pamela K. *Mapping the Victorian Social Body*. Albany: State U of New York P, 2004. Print.
- . *The Citizen's Body: Desire, Health, and the Social in Victorian England*. Columbus: Ohio UP, 2007. Print.
- Goodlad, Lauren. *Victorian Literature and the Victorian State: Character and Governance in a Liberal Society*. Baltimore: The John Hopkins UP, 2003. Print.
- Humphreys, Anne. "Knowing the Victorian City: Writing and Representation." *Victorian Literature and Culture* 30.2 (2002): 601-12. Print.
- . *Travels into the Poor Man's Country: The Work of Henry Mayhew*. Athens: U of Georgia P, 1977.
- Johnson, Steven. *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How it Changed Science, Cities, and the Modern World*. New York: Penguin Group, 2006. Print.

- Jones, Gareth Stedman. *Languages of Class: Studies in English Working Class History, 1823-1914*. Cambridge: Cambridge UP, 1983. Print.
- . *Outcast London: A Study in the Relationship Between Classes in Victorian Society*. Oxford: Clarendon P, 1971. Print.
- Joyce, Simon. *Capital Offenses: Geographies of Class and Crime in Victorian London*. Charlottesville: U of Virginia P, 2003. Print.
- Keating, Peter. Ed. *Into Unknown England, 1866-1913: Selections from the Social Explorers*. Manchester: Manchester UP, 1976. Print.
- . *The Working Classes in Victorian Fiction*. London: Routledge, 1971. Print.
- Koven, Seth. *Slumming: Sexual and Social Politics in Victorian London*. Princeton: Princeton UP, 2004. Print.
- Maltz, Diana. *British Aestheticism and the Urban Working Classes, 1870-1900: Beauty for the People*. Houndmills, Basingstoke: Palgrave Macmillan, 2006. Print.
- McKeon, Michael. *The Secret History of Domesticity: Public, Private, and the Division of Knowledge*. Baltimore: The Johns Hopkins UP, 2005. Print.
- Nead, Lynda. *Victorian Babylon: People, Streets and Images in Nineteenth-Century London*. New Haven: Yale UP, 2000. Print.
- Nord, Deborah Epstein. *Walking the Victorian Streets: Women, Representation and the City*. Ithaca: Cornell UP, 1995. Print.
- Pike, David Lawrence. *Subterranean Cities: The World Beneath Paris and London, 1800-1945*. New York: Cornell UP, 2005. Print.
- Plotz, John. *The Crowd: British Literature and Public Politics*. Berkeley: U of California P, 2000. Print.
- Poovey, Mary. *Making a Social Body: British Cultural Formation, 1830-1864*. Chicago: U of Chicago P, 1995. Print.

- Roberts, David F. *The Social Conscience of the Early Victorians*. Stanford: Stanford UP, 2002. Print.
- Rose, Jonathan. *The Intellectual Life of the British Working Classes*. New Haven: Yale UP, 2001. Print.
- Ross, Ellen. *Love and Toil: Motherhood in Outcast London, 1870-1918*. New York: Oxford UP, 1993. Print.
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#### PRIMARY SOURCES

**This is a list of nineteenth-century sources contemporary with *LLL*. You may find some of these useful for your scholarly editing assignment and/or your essay.**

(NOTE: Many of these, and others, can be found on the Tufts Digital Library site or on Google Books. Some are also in print versions in our library).

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