



SYLLABUS v.042124

TA 388 LONDON PERIOD STYLES

Language of Instruction: English

UO Credits: 4

Contact Hours: 24

Total Hours of Student Engagement (THSE) in all course activities: 120-140

LONDON

INSTRUCTOR

Tricia Rodley / rodley@uoregon.edu

OFFICE HOURS

- Available by appointment outside of classes or related meeting times.

COURSE DESCRIPTION

An optional course designed for students interested in design and art history, this is an independent study of art and architectural period styles in London. Independently selected visits to sites, galleries, and museums in London are required, following a major chronological period each week. Students should attend the planned group day trips outside of London, but may also take independent day trips to meet their topic goals. As students gain on-site understanding of each period, they develop and sustain a blog/casebook for practical application to theatre design, directing, or dramaturgy around a specific topic that becomes a focal point for individual exploration.

COURSE OBJECTIVES

Instructional Goals. This course will:

- Challenge students to plan independent and focused visits to numerous London sites representative of each week's period topic.
- Trace British history via its art, architecture and other sites, from the Prehistoric to the current "Windsor" period.
- Foster examination of period stylistic parallels across different visual arts and media.
- Investigate major exhibits as well as lesser known sites available in London.
- Encourage independent excursions to sites of interest within a day to and from London.

Student Outcomes. Students who successfully complete this course will:

- Gain independent appreciation for the scale and complexity of British history via mainly the museums and galleries, architecture and industrial record available in London.
- Learn distinct visual vocabulary from major periods in British art production and Collection.
- Make direct application to theatre studies for future design, directing, dramaturgy.

INSTRUCTIONAL METHODOLOGY

- This course is designed for independent study, placing the highest priority on individual student initiative for planning and more than superficial visits to London's great museums, galleries, historical sites.
- Students should expect to spend at least 8 hours per week in visiting relevant sites, and another 4-6 hours per week in developing and updating their blog/casebook.
- Students in this course will meet weekly with the program instructor to go over plans for the week or weekend, including any plans for day-trips.
- The program instructor will offer invitations to join either a London period-specific destination or day trip. Students should attend the planned group day trips outside of London, but may also take independent day trips to meet their topic goals.

COURSE READING and MATERIALS

- **Course Reading:** Students are encouraged to collect reading material from all visited destinations, and to supplement these with relevant readings from the library at our residence and/or reliable professional websites.
- **Course Materials:** A journal is highly recommended for tracking information and questions because reflections and ideas will be part of blog/casebook entries (the journal is for your use – not to be turned in).

The following are recommended condensed histories:

- *The Shortest History of England* by James Hawes (The Experiment, 2021)
- *A Brief History of London* by Jeremy Black (Robinson, 2022)

The following are recommended comprehensive histories:

- *London: The Biography* by Peter Ackroyd (Doubleday, 2001)
- *Albion – The Origins of the English Imagination* by Peter Ackroyd (Random House, 2002)
- *A History of London* by Stephen Inwood (Macmillan, 1998)
- *London (art historical)* by John Russell (Harry Abrams, 1994)

METHOD OF EVALUATION (GRADING)

Course Requirements – Overview

- **Final Project**
 - The final project is a blog/casebook, which is the primary determinate of your grade.
 - The project requires your efforts to build an interdisciplinary sense of British history via aesthetic and functional shifts and overlays, particularly as exists in London and short day trips from London, via architecture, art, libraries, museums, parks, arts centers, landscapes and monuments.

- Most important for this course is what you learn independently, how you piece together your experiences with more than passing opinion or surface description.
- **Attendance, Participation, Engagement**
 - Participation in weekly discussions and initiative to keep the program instructor apprised of plans and excursion outcomes are also important for the final grade.
 - Students are responsible for asking questions relevant to what they are pursuing from week to week.

COURSE OUTLINE

Course Requirements Details

Summary of Assignments

Final Project	80%	80 points
Attendance, Participation, Engagement	20%	20 points
	100%	100 points

Final Project (blog/casebook)

- *Content:*
 - You decide on a specific topic that becomes your focal point for completion of a blog/casebook.
 - You build content through weekly exploration of history that follows major chronological periods and through independent activity options.
 - **Weekly History Exploration – completion includes:**
 1. **A site visit (or visits) you choose within central London** for the week’s historical period. You visit chosen sites and respond to the history, activities, or art engaged in support of your topic. See “Suggested Sites” list below.
 2. **Day trips outside of central London** for offered periods to support or expand your topic. This may be a solo trip or the day-trip invitation offered by the instructor.
 - **Independent Activity Menu – completion includes:**
 1. **At least 5 of the activity options.** You choose activities that best relate to your topic and site goals. See “Independent Activity Menu” list below.
- *Due Date:*
 - Final Projects are due by Thursday of the program Week 9.
- *Length & Formatting:*
 - The final project can take a variety of forms depending on the individual student’s interests and skill-sets.
 - Previous projects have been formatted as online blog sites or source collections, scrapbooks, sketchbooks, and video logs.
 - Formatted content may include various types of writing, such as: research report, travelogue, interviews, poetry, timelines, and more.
- *Submission:*

- Submit via Canvas (we will use email only if Canvas fails for most)
- *Grading Criteria:*
 - 25% Clear effort in planning.
 - 25% Precision in historical learning.
 - 50% Organized, cohesive response to the art/history engaged each week.

Weekly History Exploration – Suggested Sites

- Suggested sites are outlined by week and historical period below.
- It is crucial your work keeps up with each week's historical period because skipping a week and trying to catch up will become very difficult.
- Sites for each week's historical period that are already included in group excursions for our program are noted as well. For these group excursion sites: your notes, photos, questions from study or experience must be included in your final project, and they will be counted for the Weekly History Exploration. Also, your independent explorations or observations must be added from group excursion sites.
- [Instructor invitation sites have been highlighted in blue](#) – these are subject to change!

Week 2: Pre-History and Roman (5000 BCE to 100 BCE)

- *In London*
 - British Museum
 - The Mithraeum (Bloomberg Building)
 - Roman Wall/Guildhall Square (site of London's Roman amphitheatre)
- *Day Trips Outside of central London*
 - ~~Instructor invitation: Eynsford – Lullingstone Roman Villa [currently closed]~~
 - [Instructor invitation: St. Albans – Verulamium and Roman Theatre \[Week 2\]](#)
- *Included in Group Excursions*
 - Bath – on the way: Avebury (2600 BCE); Stonehenge (3100-2400 BCE?); Roman Baths (60-70 CE)

Week 3: Dark Ages (410-1066) and Medieval (1066-1487)

- *In London*
 - British Museum
 - Temple Church
 - Tower of London
 - Victoria and Albert Museum
 - Westminster Abbey
- *Day Trips Outside of central London*
 - [Instructor invitation: Windsor Castle \[Week 5\]](#)
 - Arundel Castle
 - Hever Castle
 - Canterbury and Dover Castles
- *Included in Group Excursions*
 - Bath – on the return trip: Salisbury Cathedral (1200s)
 - Stratford: Oxford (on the way); Kenilworth Castle (on return trip)

Week 4: Tudor Dynasty (1486-1603)

- *In London*
 - Golden Hinde (Southwark)

- National Portrait Gallery (top floor)
- Tower of London
- Shakespeare's Globe tour
- Sutton House in Hackney (John says it's haunted!)
- *Day Trips Outside of central London*
 - Cambridge with King's College Chapel
 - Hampton Court
 - Hatfield House (Jacobean)
- *Included in Group Excursions*
 - Stratford: in Stratford Upon Avon; Kenilworth Castle ruins (on return trip)

Week 5: Reformation and Restoration (1603-1689)

- *In London*
 - Banquet Hall
 - Kensington Palace
 - National Portrait Gallery
 - St. Paul's Cathedral
 - Victoria and Albert Museum
 - The Wallace Collection
- *Day Trips Outside of central London*
 - Blenheim Palace
 - Cromwell Museum (Huntingdon)
 - Hampton Court

Week 6: Travel Break!

Week 7: Georgian (1714-1830)

- *In London*
 - All Souls Langham Place and Regent Street
 - Bedford Square
 - Chiswick House
 - Dr. Johnson Museum (Gough Square)
 - The Foundling Museum
 - Geffrye Museum (Shoreditch)
 - [Instructor invitation: Kenwood House and Hampstead Heath](#)
 - National Portrait Gallery
 - St. Martin in the Fields (lunch in the crypt?)
 - Sir John Soanes Museum
 - Tate Britain
 - Victoria and Albert Museum
 - Wallace Museum
- *Day Trips Outside of central London*
 - [Instructor invitation: Greenwich – National Maritime Museum \[Week 7 or 8\]](#)
 - Ickworth Hall (Bury Saint Edmunds)
 - Kew Palace in Kew Gardens
 - West Wycombe Park
- *Included in Group Excursions*
 - Bath: the city of Bath

Week 8: Victorian (1837-1902)

- *In London*
 - Victoria and Albert Museum
 - Albert Memorial (Kensington)
 - Dickens House
 - Geffrye Museum (Shoreditch)
 - Houses of Parliament
 - Imperial War Museum
 - Kensington Palace
 - Leadenhall Market
 - Lord Leighton House
 - The National Gallery, London
 - National Portrait Gallery
 - Pollock's Toy Museum
 - Sambourne House
 - St. Pancras Train Station
 - Tate Britain
 - Tower Bridge
- *Day Trips Outside of central London*
 - [Instructor invitation: Greenwich –Maritime Museum w/Cutty Sark optional](#)
 - Highclere Castle (*Downton Abbey*)
 - [Kew Palace and Royal Botanical Gardens Kew \[Week 9\]](#)
 - Manchester's Albert Square
 - Rochester – Dickens birthplace; 2nd oldest UK cathedral UK, tallest Norman castle keep
- *Included in Group Excursions*
 - Brighton (or another beach town like Hastings, Margate)

Week 9: Edwardian (1902-1914), Windsor (1910-), Modern

- *In London*
 - The Barbican
 - Churchill War Rooms
 - Docklands
 - London Transport Museum
 - Millenium Bridge
 - National Protrait Gallery
 - National Theatre (building complex)
 - SIS Building (James Bond)
 - Southwark "Shard" building
 - Tate Modern
 - Wembley Stadium
- *Day Trips Outside of central London*
 - Birmingham's Selfridges and City Library
 - Bletchely ("Breaking the Code")
 - Harry Potter studios

Independent Activity Menu

- You are required to do **at least 5** of the following in any order.

- You choose activities that best relate to your topic and site goals.

A. London Walks

- Choose a daytime guided London Walk relevant to the period we are studying that week. Record where you walked, and list 6 facts and 4 questions that came to you because of the walk. We'll check costs on this so that we can resolve any access issues.

B. Art Encounter

- Choose one art object (painting, sculpture) and visit the first time for five minutes. Return a day later, and study it for 15 minutes. Return the next day, and study its "situation" (where it is placed, its neighboring art or artifacts, the building it is housed in and how come?). Each time, record your impressions and any questions – especially what changes in what you notice or wonder.

C. Period Rooms

- Choose 2 interiors from 2 different sites relevant to the period that week. Compare and contrast, especially taking into account aesthetic similarities and class/economic differences, as well as any functional details that surprise you. The homes and palaces listed are especially good for this, but some rooms are reconstructed in the Victoria and Albert and at the Geffrye Museum.

D. Period Dress

- Choose 2 garments from the period to compare and contrast. They should be from 2 different sites or sources. The Victoria and Albert period fashion display is one good place, perhaps the National Portrait Gallery for the other? Again, pay attention to both aesthetics and economics. Period expectations of gender representation are particularly important, but also make guesses about the labor involved.

E. Period Portraits

- Choose 2 portraits from the same period from 2 different sites. They might be portraits of the same person or of two people similar in status. They do not have to be historical figures you already know something about. Write an interior monologue based on not just the look on the person's face or what they seem to be doing in the picture, but also on the colors, lines, vistas or settings.

F. Period Maps

- Design your own map or walk of special locations that are reflective of a particular period, especially streets, squares, or neighborhoods not listed above. This takes a little pre-planning – visiting websites that can guide you to places in London most tourists will never visit or notice. You're looking for places, not buildings or objects. Take the walk or visit the location and free-write observations you can report back to the group.

G. Period Creeps

- Choose a destination and be prepared to sit, look, let the chills come – and write about them – particularly in response to whatever you notice from the period of the week you choose to do this activity. Suggested destinations:
 - The Tower of London
 - Hunterian Museum
 - Royal Whitechapel Museum

- Greenwich Tunnel (cross under the river Thames by foot – and please do this with plenty of daylight hours to find your way home)
- Hampton Court or other great cemeteries of London (Kensal Green or Highgate recommended – by day!)

H. London Industry

- Find the small museums about London industrial progress or problems and visit one. Write or draw (with labels) your experience. Include several questions from a young American’s perspective. Examples: Transport, Textiles, or Film Museums, and Tower Bridge. Museum of London Docklands exhibits may also fit this goal.

I. London Community and Charity

- Find the small museums about charitable and community organizations and visit one. Write a short journal essay about not only your experience, but how the space/group really works to engage and support local community and the arts. Examples: Foundling Hospital Museum, London’s Children’s Museum.

J. London Memorial Monuments

- They’re everywhere! Visit three relevant to the period we’re exploring that week. Sketch or photograph and then write a paragraph or two describing your experience of the memorial.

K. London Gardens and Parks

- Notice the English love of gardening and flowers anywhere in the city of London. Choose a substantial location (Kew Gardens, St. James’ Park, Hampstead Heath) or localize (a front row of roses or window box in a Kentish Town home or a winding eglantine in South Kensington). Freewrite about the plants and flowers you see, design of the garden, questions about access or upkeep, and guesses about why things are planted or arranged as they are. Also consider historical context in your writing.

L. Derive – a Surrealist exercise

- Take something with you to write in, drawing utensils, and a camera. Choose a tube-stop without doing any prior research, and just wander, observe, daydream, record. Look for and record odd juxtapositions or layers in London’s street history. This activity works best after week 7, as you’ll have a better sense of visual vocabulary and may be more alert to “hidden” surprises.

GenAI Use for Assignment Completion

- Students may NOT use Generative Artificial Intelligence (GenAI) to help with written content for the Final Project in this course.

Assignment Due Dates/Late Assignments

- If you are not able to complete coursework for any reason, please arrange an individual meeting with me as soon as possible to discuss completion steps.
- Otherwise, due to the content and circumstances of this course within a study abroad program, late assignments will not be accepted.

Course Grade Guidelines

- Your final course grade is based on completion of each area in the Course Requirements – Details section.

Grading Scale (Theatre majors must receive at least a C grade to pass this course.)

A+	100%+ *	B+	87-89%	C+	77-79%	D+	67-69%
A	95-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-94%	B-	80-82%	C-	70-72%	D-	60-62%
						F	59% or lower

Department of Theatre Arts Grading Standards

A = complete success in idea, exploration, expression, extraordinary work reflective of genuine investment, discovery, and critical thinking – mastery

B = success in meeting most expectations of the assignment, good work reflective of sincere effort and basic comprehension – competence

C = some success in meeting minimum requirements only, poor organization, weak technical or group focus, half-rehearsed, lack of critical thinking – incoherence

D = significant lack of completion, ineptitude, disrespectful attitude towards others, failure to engage some minimum requirements, serious lapse of attention – indigence

F = major failure to meet deadlines and basic commitments, extraordinary lack of discipline or focus, clear evidence of plagiarism, cheating, bullying – negligence

**NOTE: In the Department of Theatre Arts, a grade of A+ is rare. 100% with perfect attendance or total points or straight As across a term do not guarantee an A+ – instead, this grade is entirely a matter of subjective instructor evaluation above and beyond the excellence described for an A grade.*

OTHER COURSE EXPECTATIONS – UNIVERSITY POLICIES & RESOURCES

- Please see the page posted on Canvas that includes content as well as links.
- Much like a course on UO's campus, policies such as academic misconduct or accessible education and accommodations may apply to London coursework.

COURSE SCHEDULE (available on Canvas)

- We will use a “Combined Course Schedule” for all three London program courses.