



HS336 THE HISTORY OF LONDON

IES Abroad London

NOTE ON THE ORGANIZATION OF THE COURSE:

HS336 is a single course, but is unusual in that students on it take a core element in weeks 1-6, and then one of three options, chosen by them from what is available each time the course runs. This syllabus therefore comprises four parts as follows:

- | | |
|---|-------|
| • Part 1 - Core (taken by all students) | p. 1 |
| • Part 2, Elective A - The History of Medieval London | p. 8 |
| • Part 2, Elective B - Living and Dying in 17 th and 18 th Century London | p. 13 |
| • Part 2, Elective C - Episodes of the First World War with Special Reference to London | p. 17 |
| • Part 2, Elective D – Victorian London | p. 21 |

Each elective involves the same number of contact hours, and carries equal weight.

PART 1 - CORE (TAKEN BY ALL STUDENTS)

DESCRIPTION:

The aim of this 12-week course is to provide students with an appreciation of contemporary London as a reflection of its immense history. The course is divided into two parts: Part One consists of a series of 6 weekly lectures that broadly follow the chronological development of London from the Norman Conquest until the end of the Second World War. Part Two begins immediately after the midterm break, and involves students selecting one of three tutorials that will focus on a particular period of London's history for more in-depth exploration. These tutorials include: Medieval London; Living and Dying in C17th and C18th Century London; Episodes of the First World War.

CREDITS: 3 credits

CONTACT HOURS: 45 hours, comprising Part 1 (weeks 1-6) and Part 2 (weeks 7-12)

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Illustrated lectures
- Films and DVDs
- Electronic resources including Moodle

REQUIRED WORK AND FORM OF ASSESSMENT - PART 1:

Part One – The Core Course - (Weeks 1-6):

- Participation - 5%
- Quiz - 7.5% – Set in Class in Week 4 (30 minutes). This quiz is composed of a mixture of multiple-choice and paragraph-length questions covering weeks 1-4 broadly addressing the History of London between 1066 and later 18th Century.
- Midterm Exam – 37.5% - The mid-term (closed book exam) consists of ten questions, of which students are required to select and write **two short essay answers**: one in response to a question selected from Part A (questions on history from 1701- -early C20th) and a second response to a question from Part B (early C20th - circa 1945)

Part Two

- Participation - 5%;
- Presentation - 7.5% - The presentation identified in each of the elective components is linked to documentary historical evidence and field study visits to sites identified in the syllabus. Students will be allocated topics and expected to research, present and lead discussion about the historic significance or associated developments, or prepare case studies to present.
- Final Exam - 37.5%

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Acquire familiarity with key social, political, economic and cultural issues that have influenced London between 1066 and the Second World War.
- Develop their ability to explore, analyse and evaluate the ways in which London and Londoners' lives changed during this period.
- Gain a critical appreciation of historical evidence, including archaeological remains, maps, written records and graphic representation.
- Develop a critical understanding of problems and concepts involved in historical explanation.

Each of the electives will also draw on this student learning and additionally through the elective component, students will:

- appreciate and reflect on the complexity and diversity of circumstances, events, past mentalities and the impact of poverty on Londoners' lives in the period being studied.
- gain a good understanding of the social history of London and Londoners in the period of time focused upon in the elective
- read and analyse course materials paying attention to critical and conceptual frameworks.
- be able to build and write a research paper based on library, museum, archival and electronic sources.
- develop an ability to gather, organise, deploy information and gain familiarity with appropriate means of finding, retrieving, sorting and exchanging information. They will engage with some of the skills of professional historians and biographers, and analyse the complexities raised by the deployment of primary sources in the completion of their research paper and class presentations.
- share and discuss their experiences and improve their skills of communication and their ability to present their research and evaluations in an engaging and cogent manner.
- compare and contrast the distant past to the present day and will enhance their skills in verbal and written communication, an important skill.
- Learn about the importance of Research methods and bibliographical skills

ATTENDANCE POLICY:

Regular class attendance is mandatory. Irregular attendance may result in a lower grade in the course, and/or disciplinary action. The IES Abroad London class attendance policy does not allow for unexcused absences, and grades will be docked one-half letter grade for each such absence. Rare exceptions will be made for the following reasons:

- The student is too sick to attend class. In this instance, the student must call the IES Abroad Centre before class to notify any of the IES Abroad staff. It is not sufficient either to email, send a message with a friend or call the Centre after the class has started.
- A serious illness or death in the immediate family requiring a student to travel home. This requires written approval from the Centre Director before departure.

Arriving more than 10 minutes late to class may count as an unexcused absence.

The attendance policy applies to all sections of the course.

CONTENT:

Week	Content	Assignments
Week 1	Lecture: Introduction to the course. • 43 A.D. – 1200: From Roman to Norman London • The topography of the London Basin; • Early settlement; the foundation of Londinium and Lundenwic; • Roman, Saxon and Viking influences; • The 1066 Norman conquest and development of London as England's capital city. Resources: Maps: Prehistoric topography and Roman roads (Gray, p. 22, 24; Clout, pp. 28-9) SCREENING OF KINGS & QUEENS OF ENGLAND: NORMANS, (HTTPS://WWW.YOUTUBE.COM/WATCH?V=0PFOYKGOBZQ) LAWS OF WILLIAM THE CONQUEROR (HTTPS://SOURCEBOOKS.FORDHAM.EDU/SOURCE/WILL1-LAWSB.ASP) Lecture notes (JP)	Required Reading Stephen Inwood. <i>A History of London, London</i>, Papermac, 2000, Chs. 1-3 (pps. 13-96) (83pages)
Week 2	Lecture: 1200 – 1485: Medieval London • Threats: war – taxation – plague –unrest; • London/Crown relationship; • Trade and commerce – guilds/livery companies; • Black Death 1371 – causes – progress – effects; • Peasants' Revolt 1381 – causes – confrontation – suppression –outcome; • Froissart's Chronicles. • The ruling oligarchy – land – wealth – social structure – populace/everyday life. Resources: Close Reading exercise: <u>William Fitzstephen's Description of London, 1174-1183</u> (Liber Custumarum) – what does it tell us about Medieval London? http://users.trytel.com/~tristan/towns/florilegium/introduction/intro01.html Lecture Notes: Medieval London (JP)	Required Reading: Stephen Inwood. <i>A History of London, London</i>, Papermac, 2000, Ch.4 (pp.97-146)

Week	Content	Assignments
Week 3	Lecture: 1485 – 1670: Tudor and Stuart London • Wyngaerde's Panorama of London (1550); • Dissolution of the Monasteries; • John Stow's 'Survey' of London; • Civil War and Restoration London – Hollar's depiction of mid-17th Century London; • The Great Plague of 1665; • The Fire of London – cause – progress – effects; • Samuel Pepys' diaries; • Rebuilding London – Sir Christopher Wren & St Paul's Cathedral. Resources: Images of London: Wyngaerde, http://en.wikipedia.org/wiki/Antony_van_den_Wyngaerde; Hollar, https://commons.wikimedia.org/wiki/File:1647_Long_view_of_London_From_Bankside_-_Wenceslaus_Hollar.jpg#/media/File:1647_Long_view_of_London_From_Bankside_-_Wenceslaus_Hollar_(cropped).jpg and http://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/zmap-4-18-e1402061133285.jpg; Pepys' Diary: September 1666, https://www.pepysdiary.com/diary/1666/09/ DVD: (extract) <u>Fire & Fever</u> (1993) Lecture Notes : Tudor & Stuart London (JP)	Required Reading: Stephen Inwood. <i>A History of London, London</i>, Papermac, 2000, chs. 5, 8, part ch.9 (pp. 149-171; 216-245)

Week	Content	Assignments
Week 4	Lecture: 1670-1815: Late Stuart and Georgian London • Development of London's West End; • Prosperity and political radicalism. Resources: DVD: (extract) Vauxhall Gardens https://www.youtube.com/watch?v=a4pweKehugg Images of London and Londoners: John Kip(circa1710) https://www.rct.uk/collection/702207/view-and-perspective-of-london-westminster-and-st-jamess-park; John Rocque (1769) https://upload.wikimedia.org/wikipedia/commons/f/f7/John_Rocque%27s_Map_of_London%2C_1746.png; William Hogarth http://www.victorianweb.org/painting/18c/hogarth/index.html Lecture Notes: C18th Protest and Dissent (JP)	Required Reading: Stephen Inwood. <i>A History of London, London</i>, Papermac, 2000, part ch. 9, chs.10, part ch.12, part ch. 13, part ch. 14 [pp. 245-290, 329-344, 368-375, 393-407] In class Quiz (weeks 1-4)
Week 5	Lecture: 1815 – 1901: World Metropolis • Industrial Revolution – expansion of London; • Building, Transport, Commerce, Finance; • London as an imperial capital: power, control and social class: Mayhew's London; • Housing and quality of life: Booth's Survey; • Urban crisis and the London County Council (1889). Resources: DVD (extract) <i>The Great Stink</i> https://www.youtube.com/watch?v=BKTTx4Xq7Fo C19th London: Henry Mayhew: Jack Black, Her Majesty's rat catcher https://www.gutenberg.org/files/57060/57060-h/57060-h.htm#i_011 Gustav Dore, <i>London, a pilgrimage</i> (1872) https://www.bl.uk/collection-items/london-illustrations-by-gustave-dore Charles Booth's Survey of Poverty (1886-1903) https://booth.lse.ac.uk Lecture Notes: C18th & C19th Early Industrialisation (JP)	Required Reading: Stephen Inwood. <i>A History of London, London</i>, Papermac, 2000, part ch. 15, part ch.16, part ch. 18, part ch. 19. (pp. 411-441, 444-456, 465-484, 541-552, 594-608)

Week	Content	Assignments
Week 6	Lecture: 1901 – 1945: Decline and Destruction • The First World War; • Expansion: the suburbs; • Social and economic challenges; • Political confrontation; • Preparing for war; • Second World War, the London Blitz; • The Future: The Abercrombie Plan. Resources: Lecture Notes (JP) DVD (extract) <i>London can take it</i> (1940) https://www.youtube.com/watch?v=bLgfSDtHFt8 Aliens Act, 1905: https://www.legislation.gov.uk/ukpga/1905/13/pdfs/ukpga_19050013_en.pdf	Required Reading: Stephen Inwood. <i>A History of London, London</i>, Papermac, 2000, part ch. 22, part ch. 23, ch.24 (pp. 716-728, 747-757, 774-813)

REQUIRED READINGS:

- Stephen Inwood. *A History of London, London*, Papermac, 2000.
- William Fitzstephen's Description of London, 1174-1183, <http://users.trytel.com/~tristan/towns/florilegium/introduction/intro01.html>

RECOMMENDED READINGS:

The course lectures indicate the main themes in our summary history of London, but students will need to supplement classroom sessions with private study. The subject is enormous and scholars are continually engaged in further research, revising and changing their views. Archaeological sites are still being excavated and the findings published for the first time, which also produces new information and new insights. As a consequence, the definitive history of London has not yet been written but students will find no shortage of sources. A mass of historical material is readily accessible online, including graphics, video clips and texts. With reference to the latter, students are required to exercise discrimination, relying on peer reviewed or scholarly sources e.g. JSTOR.

Books, journals, articles and reference works are readily accessible from the Senate House Library, London University, the Guildhall Library (Aldermanbury) or the London Metropolitan Archives (Finsbury). Should you need to purchase books, these may be obtained most conveniently from the cluster of well-stocked retail outlets in Charing Cross Road, and the bookshops of the Museum of London (Barbican) or the London Guildhall Library.

Clout, Hugh, *The Times London History Atlas*, London, Times Books, 1991 is much more than merely an atlas, it provides an invaluable general entry-level introduction to the subject.

PART 2 ELECTIVE A - THE HISTORY OF MEDIEVAL LONDON

DESCRIPTION:

This tutorial course builds on Part One, the lecture program during weeks 1-6, that examined the History of London. We will now focus our attention on MEDIEVAL LONDON, in particular the period from circa AD 1000 to 1550. This was a time that saw the city become the undisputed capital of England and the largest, most prosperous town in the kingdom. There are many sources of data available to facilitate first-hand study of this exciting period: documentary history, recent archaeological research and some remarkable buildings that still survive to this day. Our course will use all three, through a series of site visits and presentations supported by group discussion. The course-related trips are designed to look at town life, the role of the Monarch and the importance of the Church, while the other tutorials will consider aspects of the period represented by finds in museum collections. As part of classwork each student will be expected to give a brief presentation either during one of the course-related trips or on a selection of published finds. Students may wish to incorporate their presentation in their term paper or choose an alternative topic to research and write up. The topic and title of the term paper must be approved in advance by the lecturer. Students are required to contribute constructively to the group discussion of presentations, and so background reading in advance of these sessions is strongly recommended.

METHOD OF PRESENTATION:

Lectures, discussions, seminars, site visits and digital resources.

REQUIRED WORK AND FORM OF ASSESSMENT:

This section represents 50% of the overall assessment for this course.

- Course Participation - 5%
- Presentation – 7.5% - The presentation identified in Part Two is linked to documentary historical evidence and field study visits to sites identified in the syllabus. Students will be allocated topics and expected to research, present and lead discussion about the historic significance or associated developments, or prepare case studies to present.
- Final Exam – 37.5%

LEARNING OUTCOMES:

The Learning outcomes are consistent with those detailed on p1.

CONTENT:

Week	Content	Assignments
Week 7	Introduction to Part 2, Elective A - Aims, methods, themes; - Medieval society and medieval cities; - Structure of medieval London – parish, wards, streets; <u>Field Study Visit: The British Museum</u> – artifact study Resources: DVD: (extract) Life in Medieval England https://www.youtube.com/watch?v=PuwaXWcX1L8	Paolo Delogu, 'The sources of medieval history' in <i>An Introduction to Medieval History</i>. London: Duckworth, 2001, pp. 89-101. Barney Sloane, Charlotte Harding, with John Schofield and Julian Hill, 'From the Norman Conquest to the Reformation' in <i>The Archaeology of Greater London</i>, Museum of London Archaeology Service, 2000, pp. 208-218. Sketch of medieval dwelling in Horsman, Valerie et al., <i>Aspects of Saxo-Norman London: 1, Building and Street Development</i> (London, London and Middlesex Archaeological Society, 1988), p. 103. Brooke, Christopher N.L. and Keir, Gillian, <i>London 800-1216: the shaping of a City</i> (London, Secker & Warburg, 1975), pp. 106-7; 123-5; 151-3; 123-5 (34 pages)
Week 8	Field Study Visit to the Tower of London - The Tower of London - fortress: palace, prison, armoury, mint and royal menagerie; - the power of the medieval monarchy; - Stephen & Matilda Student Presentations: - Military Equipment and Siege Engines - The Great Anarchy 1135-1153	Caroline M. Barron, 'The Government of London: the formative phase, 1300-1500', <i>London Journal</i>, 26 (1) (2001): 9-18. Julian Putkowski, 'Medieval London Course-related trip Visit Notes: The Tower of London' (11 pages) (20 pages)
Week 9	Craft and Industry in Medieval London <u>Visit: Museum of London</u>: artefacts - directed exploration - London Wall - London Guildhall -Governance	Caroline M. Barron, <i>London in the Later Middle Ages: Government and People 1200-1500</i> (Oxford: OUP, 2004), pp. 242-255. (13 pages)

Week	Content	Assignments
Week 10	Westminster - Visit: Westminster Abbey - Shrine of Edward the Confessor –pilgrimages - Memorial to Geoffrey Chaucer - Role of the church in medieval life	Julian Putkowski, 'Medieval London Course-related trip Visit Notes: Westminster Abbey' (1 page) Gervase Rosser, <i>Medieval Westminster</i> (Oxford: Clarendon Press, 1989), pp. 120-164. Walter Thornbury & Edward Walford, <i>Old and New London: a narrative of its people and its places</i>, vol. 3 (London: Cassell, Petter & Galpin, 1878), chs. 49-57 (available at https://www.british-history.ac.uk/search/series/old-new-london) (53 pages)
Week 11	The Church Visit: St Bartholomew's Hospital Visit: St. Bartholomew-the-Great Church Visit: Temple Church The Reformation and the dissolution of the monasteries	Evelyn Lord, <i>The Knights Templar in Britain</i> (London: Pearson Education, 2002), pp. 20-56. Christopher Thomas, <i>Archaeology of Medieval London</i> (London: Sutton Publishing/The History Press, 2002), pp. 292-341. Julian Putkowski, 'Medieval London Course-related trip Visit Notes: The Priory Church of St. Bartholomew and the Hospital of St. Bartholomew, Smithfield' (3 pages) (88 pages)
Week 12	The Peasants Revolt - Texts and Historical Evidence - Reconstruction and Interpretation of Events General Course Review Parts 1 & 2. Analysis and evaluation of historical evidence; periodization and turning points, key influences, issues and themes, conclusions.	Term Paper update 'History of Medieval London notes: Origins of the Peasants' Revolt' (inc. 10-page excerpt from Froissart's Chronicles for in-class analysis). (10 pages)

COURSE-RELATED TRIPS:

- Visits to the British Museum, the Tower of London, the London Museum, St Bartholomew's and Westminster Abbey, as specified above.

REQUIRED READINGS:

As detailed in the syllabus above.

RECOMMENDED READINGS:

- Baker, T. (1970) *Medieval London* (London, Cassell)
- Barron C.M. (1974) *The Medieval Guildhall of London* (London, Guildhall)
- Barron, C.M. (1986) 'Centres of conspicuous consumption: the aristocratic town house in London 1200 – 1500' *London Journal* 20.
- Barron, C. & Sutton, A. (eds.) (1994) *The Widows of Medieval London 1300-1500* (London, Hambledon)
- Barron, C.M. (2004) *London in the later Middle Ages* (Oxford, OUP)
- Beer, B.L. (1998) *Tudor England Observed. The world of John Stow* (Stroud, Sutton)
- Bell, W.G. (1994 edn.) *The Great Plague in London* (London, Folio Society)
- Binding, G. (2004) *Medieval building techniques* (London, Tempus)
- Bolton, J.L. (1986), 'The City and the Crown 1456-61', *London Journal* 12.
- Brigden, S. (1984) 'Religion and Social Obligation in early C16th London' *Past & Present* 103 (1984)
- Brigden, S. (1989) *London and the Reformation* (Oxford, OUP)
- Brooke, Christopher N.L. and Keir, Gillian (1975) *London 800-1216: the shaping of a City* (London, Secker & Warburg)
- Brown, R.A. (1985 edn.) *The Normans and the Norman Conquest* (Woodbridge, Boydell)
- Clark, J. (1989) *Saxon and Norman London* (London, HMSO)
- Clark, J. (1995) *Medieval Finds from London 5: The medieval horse and its equipment* (London, MOL)
- Cowgill, J. & de Neergard, M. (1988) *Medieval Finds from London 1: Knives & Scabbards* (London, MOL)
- Delogu, Paolo. (2002) *An Introduction to Medieval History* (London, Duckworth)
- Dobson, R.B. (1970) *The Peasants' Revolt of 1381* (London, Macmillan)
- Egan, G. (1998) *The Medieval Household* (Woodbridge, Boydell)
- Egan, G. & Pritchard, F. (1991) *Medieval Finds from London 2: Shoes & Pattens* (London, MOL)
- Ekwall, E. (1956) *Studies in the Population of Medieval London* (Stockholm, Almqvist & Wiksell)
- Foster, F.F. (1977) *The politics of stability: a portrait of the rulers in Elizabethan London* (London, RHS)
- Freeman, J. (2001) 'The Mystery of Coiners and King's Moneyers of the Tower of London c.1340-c.1530' *The British Numismatic Journal* 70, 67-82
- Galloway, J.A. & Murphy, J.A. (1991) 'Feeding the city: medieval London and its agrarian hinterland' *London Journal* 16 (1991)
- Hahn, D. (2003) *The Tower Menagerie* (London, Simon & Schuster)
- Hanawalt, B. (1992) *Growing up in Medieval London* (Oxford, OUP)
- Harding, V. (1985) 'Reconstructing London before the Great Fire' *London Topographical Record* 25.
- Hawkins, D. (1990) 'The Black Death and the New London Cemeteries of 1348' *Antiquity* 64, 637-642
- Hillaby, J. (1990-2) 'London: The Thirteenth Century Jewry revisited' *Jewish Historical Studies: Transactions of the Jewish Historical Society of England* 32, 89-158
- Home, G. (1994 edn.) *Medieval London* (London, Bracken Books)
- Horrox, R. (1994) *The Black Death* (Manchester, MUP)
- Horsman, Valerie et al. (1988) *Aspects of Saxo-Norman London: 1, Building and Street Development* (London, London and Middlesex Archaeological Society)
- Jones, T. (1980) *Chaucer's Knight* (London, Methuen)
- Katz, D.S. (1994 edn.) *The Jews in the History of England 1485-1850* (London, OUP)
- Keene, D. (1996), 'Shops and shopping in Medieval London', in Grant, L., 1996 *Medieval Art, Architecture & Archaeology in London*
- Keene, D. (1989) 'Medieval London and its region' *London Journal* 14 (1989)
- Kingsford C.L. (ed.) (1908) *A Survey of London by John Stow* (2 vols.) (Oxford: OUP), <https://www.british-history.ac.uk/no-series/survey-of-london-stow/1603>.
- Maryanne Kowaleski, Ed., *Online Medieval Sources Bibliography*, Center for Medieval Studies, Fordham University, <http://medievalsourcesbibliography.org/>
- Marsden, P. (1996) *The Ships of the Port of London, vol. 2: C12th to C17th* (London, English Heritage)
- Myers, A.R. (1972) *London in the Age of Chaucer* (University of Oklahoma Press)
- Nightingale, P. (1989) 'Capitalists, crafts and constitutional change in the late Fourteenth century' *Past & Present* 124.
- Parnell, G. (1993) *The Tower of London* (Stroud, Sutton)
- Porter, S. (1999) *The Great Plague* (Stroud, Sutton)
- Power, M.J. (1985) 'John Stow and his London' *Journal of Historical Geography* 11.

- Prescott, A. (1981) 'London in the Peasants' Revolt: a portrait gallery' *London Journal* 7.
- Prockter, A. et al. (1979) *The A to Z of Elizabethan London* (London, Topographical Society)
- Rawcliffe, C. (1981) 'Medicine and Medical practice in late Medieval London' *GSLH* 5.
- Rosser, G. (1989) *Medieval Westminster 1200 – 1540* (Oxford, OUP)
- Saunders, A. & Schofield, J. (2001) *Tudor London: a map and a view* (London, Topographical Society)
- Salzman, L.F. (1952) *Building in England down to 1540 – A documentary history* (Oxford, OUP)
- Schofield, J. (1993 edn.) *The Building of London from the Conquest to the Great Fire* (Stroud, Sutton)
- Schofield, J. 1995 *Medieval London Houses* (Yale University Press)
- Seton-Watson, R.W. (ed.) (1924) *Tudor Studies presented to A.F. Pollard* (University of London)
- Sisson, C.J. (1938) 'A Colony of Jews in Shakespeare's London' *Essays and Studies by Members of the English Association* 23.
- Sloan, Barney and Harding, Charlotte (2000). *The Archaeology of Greater London* (London, MOLAS)
- Stow, J. (Revised edn. 1603/1997) *A survey of London written in the year 1598* (Sutton, Stroud)
- Thomas, C. (2002) *The archaeology of Medieval London* (Stroud, Sutton)
- Thrupp, S.L. (1948) *The merchant class of Medieval London* (University of Michigan)
- Tout, T.F. (1923) 'The beginnings of a modern capital: London and Westminster in the Fourteenth Century' *Proceedings of the British Academy* 11.
- Veale, E. (1991) 'The Great Twelve: Mystery and Fraternity in Thirteenth Century London' *Historical Research* 64, 237-63
- Vince, A. (1990) *Saxon London: An Archaeological investigation* (London, Seaby)
- Vince, A. (1991) *Aspects of Saxo-Norman London 2: Finds and Environmental evidence* (London & Middlesex Archaeological Society)
- Weinstein, R. (1994) *Tudor London* (London, HMSO)
- Wheatley, H (ed.) (1956) *Stow's Survey of London* (London, Dent)
- White, W. (1988) *The cemetery of St. Nicholas Shambles* (London & Middlesex Archaeological Society)
- Williams, G. (1963) *Medieval London. From Commune to Capital* (London, Athlone Press)
- Wilson, C. et al. (1986) *Westminster Abbey* (London, New Bell's Cathedral Guides)

PART 2, ELECTIVE B - LIVING AND DYING IN 17TH & 18TH CENTURY LONDON

DESCRIPTION:

This elective course builds on the six-week lecture programme given at the beginning of semester that examined the History of London from the Roman period up to and including the rebuilding of London after the Second World War. Students will have the opportunity to study key themes in depth, some of which they will have encountered in the first half of the course, such as the Great Plague and the Great Fire, and other subjects which will be new to them such as: the terrors of 18th century medicine: the circumstances around the abandonment of newborns on the streets of London, and the frequent miscarriages of justice experienced by 'unruly women' who found themselves on the wrong side of the law at a time when the Bloody Code was the law of the land. Field study visits and a guided-walk will enable students to study the historical evidence that relates directly to the themes of the course.

This six-week elective will look at some of the most momentous events of the 17th and 18th centuries and how they would change the cityscape and Londoners' psyche, and, the experiences of ordinary men and women who struggled to survive.

ADDITIONAL COST: All course-related trips enjoy free admission, except for the Monument and the Foundling Museum

METHOD OF PRESENTATION:

- Illustrated lectures
- Visits to Museums to complete assignments analyzing the evidence and interpretation of the historical context
- Guided-walk
- Student presentation of an historical case study
- Readings on Moodle including electronic resources

REQUIRED WORK AND FORM OF ASSESSMENT:

This section represents 50% of the overall assessment for this course.

- Course Participation - 5%
- Presentation of a Case Study of an 'Unruly Woman' of the period – 7.5%
- Final Exam - 37.5%

LEARNING OUTCOMES:

The Learning outcomes are consistent with those outlined in Part 1 of the course.

CONTENT:

Week	Content	Assignments
Week 7	Introduction and visit to The Monument Students will be orientated to the contents and requirements of the course. An illustrated overview lecture on the Great Plague of 1665 and the Great Fire of 1666 will be presented. Led by the professor students will walk from the IES Centre to the Monument, London EC4, designed by Sir Christopher Wren to commemorate where the Great Fire started. Discussion of 6 photocopied images which will introduce students to the key themes of the course The professor will allocate students an 'Unruly Woman' case study to present in the FINAL class of the course in Week 12. The relevant Moodle readings are attached to Week 12. Please note that Extract 10 contains material on Elizabeth Brownrigg and Mary Bateman.	Students to read all the extracts on Moodle in order to familiarize themselves with the breath of scops of the course.
Week 8	Guided walk to sites of interest in the City of London of relevance to the course content Led by the professor the students will walk from IES Centre to Staple Inn, the Old Bailey, Barts Hospital and Charterhouse Square. Discussion of last week's readings on Moodle will take place at the end of the session in Charterhouse Square.	Peter Earle, <i>A City Full of People: Men and Women of London, 1650-1750</i>, London, Methuen, Chapter 2, pp.19-54, Chapter 5, pp.34-76 Gustav Milne, <i>The Great Fire of London</i>, London, Historical Publications Ltd, 1986, pp.26-89 Stephen Porter, <i>The Great Plague</i>, Gloucester, Sutton Publishing, 1999, pp.34-76 (182 pages)

Week	Content	Assignments
Week 9	‘Medicines and Mortalities’ in 17th and 18th Century London’ and visit to the Hunterian Museum An illustrated lecture, ‘Medicines and Mortalities in 17th and 18th century London’. Short segment from YouTube documentary on Chares Byrne, the ‘Irish Giant’ and students will share their response to his life and after-life. Guided by the professor the class will visit the Hunterian Museum, Brunswick Square, to complete an assignment on John Hunter, students will be presented with many of the human and animal specimens dissected by Hunter during his distinguished and groundbreaking surgical career.	Wendy Moore, <i>The Knife Man</i>, London, Bantam Press, 2005, Chapters 1 & 17, pp.1-17, pp. 295-319, on Moodle. (41 pages)
Week 10	This session will be devoted to the study of Eliza Fenning and her execution for the alleged attempted murder of her employers. Students will be presented with a range of primary source materials which will illuminate the circumstances surrounding her employment and her alleged poisoning of her master and mistress; her trial at the Old Bailey and events following her execution. The class will debate whether Eliza was the victim of a miscarriage of justice.	REMINDER: By this session students should have prepared a rough draft of their ‘Unruly Woman’ presentation.
Week 11	Thomas Coram and the founding of the Foundling Hospital and visit to the Foundling Museum Illustrated lecture on the importance of Thomas Coram and the founding of the Foundling Hospital. Led by the professor the class will visit the Foundling Museum, Brunswick Square, London WC2, to complete the assignment, ‘Thomas Coram and the Ladies of Quality and Distinction’. Tutorial on ‘Unruly Women’ presentations.	ODNB: Thomas Coram, 2004, online, on Moodle.

Week	Content	Assignments
Week 12	Conclusion: 'Unruly Women' Seminar to draw together all the themes of the course. Discussion of findings from the assignment, "Thomas Coram and the Ladies of Quality and Distinction," at the Foundling Museum. Presentation of 'Unruly Women' case studies. General Course Review Parts 1 & 2: Analysis and evaluation of historical evidence; periodization and turning points; key influences, issues and themes, conclusions. Students will be reminded that the 90 minute Exam will be open book, in person, hand-written and cover the themes covered in the six-week course. Students must write 2 essays from a choice of 7 questions. Lap-tops are not permitted in the exam room.	ELIZABETH BROWNRIGG: Sir Norman Birkett (Ed.), <i>The Newgate Calendar</i>, 'A Narrative of the Horrid Cruelties of Elizabeth Brownrigg on her apprentices,' 1752, London, The Folio Society, 1951, pp.181-189 Elizabeth Brownrigg, <i>ODNB</i>, online MARY BLANDY: Sir Norman Birkett (Ed.), <i>The Newgate Calendar</i>, 'Narrative of the Case of Miss Mary Blandy', London, The Folio Society, 1951, pp.135-145 <i>Annals of Newgate Gaol, Or The Malefactor's Register</i>, 'Miss Blandy's Own Narrative of the Crime for which she Suffered', London, Chadwyck-Healer, 1986, pp.109-183 Mary Blandy, <i>ODNB</i>, 2004, online MARY BATEMAN: Sir Norman Birkett (Ed.), <i>The Newgate Calendar</i>, Mary Bateman commonly called the Yorkshire Witch, Executed for Murder', 1809, London, The Folio Society, 1960, pp.35-50 SARAH MALCOLM: Sarah Malcolm, <i>ODNB</i>, 2004, online Proceedings of the Old Bailey, 1733, online, Sarah Malcolm accused of killing, murder, theft, burglary, pp.1-26

COURSE-RELATED TRIPS:

- Guided walk and visit to the Monument, Museum of London, Hunterian Museum, and Foundling Museum as specified above.

REQUIRED READINGS:

As specified above.

RECOMMENDED READINGS:

- Richard Le Gallienne (Ed.), *The Diary of Samuel Pepys*, New York, The Modern Library Edition, 2001
- Vic Gattrell, *City of Laughter: Sex and Satire in Eighteenth Century London*, London, Atlantic Books, 2006
- Peter Linebaugh, *The London Hanged: Crime and Society in the Eighteenth Century*, London, Verso, 2003
- Evelyn Lord, *The Great Plague A People's History*, New Haven and London, Yale University Press, 2014
- Wendy Moore, *The Knife Man*, London, Bantam Press, 2003
- Liza Picard, *Dr Johnson's London, Life in London 1740-1770*, London, Weidenfeld & Nicolson, 2000

In addition to the warmly recommended readings the professor will also suggest books, journal articles, primary sources in specialist libraries and archives, and electronic materials to guide students in completion of their research papers. This support will be given in class tutorials, and by email.



PART 2, ELECTIVE C - EPISODES OF THE FIRST WORLD WAR WITH SPECIAL REFERENCE TO LONDON

DESCRIPTION:

This course is taught by two 20th century historians who bring their specialist knowledge to focus on the First World War and London. It will examine the impact of the First World War on London's built environment and the way the four-year global conflict transformed the lives of men and women for several generations. Using contemporary testimony, illustrated lectures, documentary film, course-related trip visits and guided walks, the students will explore the different ways in which the conflict endures: in family history, popular mythology, literature and politics.

METHOD OF PRESENTATION:

- Illustrated lectures
- Guided walks
- Films and DVDs
- Seminars
- Electronic resources on Moodle
- Course-related trip visits

REQUIRED WORK AND FORM OF ASSESSMENT:

This section represents 50% of the overall assessment for this course.

- Course Participation - 5%
- Presentation – 7.5%
- Final Exam -37.5%

LEARNING OUTCOMES:

The Learning outcomes are consistent with those detailed on p1.

CONTENT:

	Content	Assignments
Week 7	Capital Men: London 1914 Julian Putkowski will present an introductory illustrated lecture: 'Capital Men: London 1914', summarizing the causes of the war; public response, patriotism and military recruitment; social class, gender and ethnicity; impact of heavy casualties. Examination and discussion about the crisis of 1914; the motivation of masses of men who volunteered for army service in 1914; women's role; war propaganda; trench warfare and London's military importance during the war. Screening: <i>The First World War</i>, Part 1 & Part 2, BBC Education, 2003, referencing the causes and public response to the outbreak of hostilities.	Required Reading Background Notes: Britain and Europe on the eve of the First World War & Edwardian Britain (5 pps.) Banks, Arthur, <u><i>A Military Atlas of the First World War</i></u>, London: Purnell, 1975, pp. 2, 3, 4, 6, 11. Peter Simkins, Voluntary recruiting in Britain, 1914-1915 (24 Jan. 2014) https://www.bl.uk/world-war-one/articles/voluntary-recruiting (10 pages) Browse: Panayi, Panikos, <i>Racial Violence in Britain in the Nineteenth and Twentieth Centuries</i>, Leicester: Leicester University Press, 1996, pp. 63-91; Bush, Julia, 'East London Jews and the First World War', <i>London Journal</i>, 6:2 (1980), pp. 147-161 ;Banks, Arthur, <i>A Military Atlas of the First World War</i>, London: Purnell, 1975, pp. 292-296 (46 pages)
Week 8	'Keep the Home Fires Burning" Women's Work, 1914-1918 Dr Atkinson will present an illustrated lecture: 'Keep the Home Fires Burning" Women's Work, 1914-1918 introducing the extraordinarily diverse range of roles women adopted to fight the War on the domestic front. A dozen photocopied images and texts of women's experiences in London will be discussed and analyzed in class. Screening of excerpts of <i>Voices from the First World War</i>, Imperial War Museum DVD, will focus on women's work in munitions and public transport, and the feminization of the London cityscape between 1914 and 1918.	Required Reading and Viewing Vera Brittain, <i>Chronicle Of Youth: Great War Diary 1913-1917</i>, London, Phoenix, 2002.pp.1-142 – Students discuss this reading in Week 12.

	Content	Assignments
Week 9	Siegfried Sassoon and trench warfare Julian Putkowski will lecture about Siegfried Sassoon and trench warfare. Captain Sassoon, awarded a Military Cross for gallantry, was convalescing from wounds in London when he publicly denounced wartime politicians. Instead of being disciplined, he was hospitalized with 'shellshock' (PTSD) but returned to combat and became a famous (anti-) war poet and author. The class will review conclusions about issues arising from the lecture and assigned reading about Sassoon and military personnel. After comparing battlefield stress to the experience of air raids on London the class will proceed to discuss collective dissent: military conscription, conscientious objection and experiences of London's minority communities. Screening - Shellshock: "Shellshock": WWI Neuroses War Archives (Seale Hayne Military Hospital), dir. unknown, 1917: https://www.youtube.com/watch?v=IWHbF5jGJY0 "Shellshock" medical treatment, <i>Regeneration</i>, dir. Gillies MacKinnon, 1997, extract (Part 7) https://www.youtube.com/watch?v=gWrKg8031kc	Captain Siegfried Sassoon, The National Army Museum, http://ww1.nam.ac.uk/stories/captain-siegfried-sassoon/#.XHW2Ti2cai4 The Sassoon Journals, Cambridge Digital Library, https://cudl.lib.cam.ac.uk/collections/sassoon/1 Siegfried Sassoon's Ant-War statement, The Norton Anthology of English Literature https://www.wwnorton.com/college/english/nael/20century/topic_1_05/ssassoon.htm The Battle of the Somme, Geoffrey Malins, 1916 https://www.youtube.com/watch?v=xQ_OZfaiUlc
Week 10	Visit to the Imperial War Museum Led by Dr Atkinson the class will visit the Imperial War Museum, Lambeth Rd, London SE1, to complete the assignment, 'Where are the Women?' Set in the context of the displays interpreting all the theatres of war, students will make an audit of the artefacts which discuss and describe the many different roles of women both on the home front and abroad and to be more fully discussed in Week 12. Discussion of the artefacts belonging to Elsie Knocker and Mairi Chisholm, the most highly-decorated British women of the First World War, on display in the Museum's First World War gallery.	Diane Atkinson, <i>Elsie and Mairi Go To War: Two Extraordinary Women on the Western Front</i>, London. Random House/Preface, 2009, pp. 190-238 (48 pages)

	Content	Assignments
Week 11	Changing the Capital – Men, War and Remembrance Julian Putkowski will conduct a guided walk to six memorial sites located in the West End and Central London. Students will have each been individually assigned to research a designated memorial, in front of which they will present their findings, and initiate discussion about the social, ethnic and gendered representation of the First World War and what associated values and beliefs it may communicate to observers. General Course Review Parts 1 & 2: Analysis and evaluation of historical evidence; periodization and turning points; key influences, issues and themes, conclusions.	Bushaway, Bob, "Name Upon Name: the Great War and Remembrance" in Porter, Roy, <u>Myths of the English</u>, London: Polity Press, 1992, pp. 136-167. (31 pages)
Week 12	The Great War, Electoral Reform and Women's Lives in the 1920s Dr Atkinson will present an illustrated lecture on The Great War, Electoral Reform and Women's Lives in the 1920s. The background to the granting of the first installment of women's suffrage in 1918, the role of women on the home front and the impact of the war on women and having the vote in the 1920s will be explored. Class discussion of the Vera Brittain reading (from week 8) and the post-war lives of Elsie Knocker and Mairi Chisholm, the most highly decorated British women of the First World War (week 10)	Pamela Horn, <i>Women in the 1920s</i>, Gloucester, Sutton Publishing, 1995, pp. 1-24 (24 pages)

COURSE-RELATED TRIPS:

- Visit to the Imperial War Museum
- Guided walk to memorial sites in the West End and Central London, as specified above.

REQUIRED READINGS:

As Above and detailed in the course outline.

RECOMMENDED READINGS:

- Atkinson, Diane, Elsie and Mairi Go To War: Two Extraordinary Women on the Western Front, London, Random House/Preface, 2009
- Braybon, Gail and Summerfield, Penny, 'Out of the Cage: Women's Work in Two World Wars, London, Pandora Press, 1987

Global brilliance begins here.*

Institute for the International Education of Students
 Africa | Asia Pacific | Europe | Latin America

- Brittain, Vera, Testament of Youth, London, Victor Gollancz, 1931 edition
- Brittain, Vera, Chronicle of Youth, London Phoenix, 2002
- Bush, Julia, Behind the Lines: East London Labour 1914-1919, London, Merlin Press, 1984
- Condell, Diana and Jean Liddiard, Jean, Working for Victory? Images of Women in the First World War 1914-1918, London, Routledge, Kegan and Paul, 1987
- Egremont, Max, Siegfried Sassoon – A life, New York, Farrar Straus & Giroux, 2005
- Ferguson, Niall, The Pity of War, London, Penguin, 1988
- Fussell, Paul, The Great War and Modern Memory, London, Oxford, Oxford University Press, 1975
- De Groot, Gerald, British Society in the Era of the Great War, London, Longman, 1996
- Haste, Cate, Keep the Home Fires Burning: Propaganda in the First World War, London, Allen Lane, 1977
- Horn, Pamela, Women in the 1920s, London, Sutton Publishing, 1995
- Pankhurst, E. Sylvia, The Home Front, London Hutchinson, 1932 edition
- Porter, Roy (ed.), Myths of the English, Cambridge, Polity Press, 1992
- Sassoon, Siegfried, Memoirs of an Infantry Officer, London, Faber & Faber, 1931
- Sassoon, Siegfried, Diaries 1915-1918, ed. Rupert Hart-Davies, London, Faber & Faber, 1930
- Shephard, Ben, A War of Nerves: Soldiers and Psychiatrists 1914-1994, London, Jonathan Cape, 2000
- Weller, Ken, Don't be a Soldier! The Radical Anti-War Movement in North London, London, Journeyman, 1985
- Winter, Jay M., The Great War and the British People, London, Macmillan, 1985
- Winter, Jay M. & Robert, Jean-Louis, Capital Cities at War, Cambridge, Cambridge University Press, 1997
- Winter, Jay M., The Experience of World War 1, London, Macmillan, 1988
- Jerry White, Zeppelin Nights – London in the First World War, London, Vintage, 2015

Films/videos:

- *The First World War*, BBC Education, 2003
- *The Great War*, BBC, 1964
- *Testament of Youth*, BBC, 1979
- *Voices of the First World War*, Imperial War Museum, 2014
- *War Women of Britain*, Imperial War Museum, 1991

PART 2, ELECTIVE D – VICTORIAN LONDON

DESCRIPTION:

This elective offers students the opportunity to explore in greater detail key developments that affected and influenced London between Queen Victoria's coronation in 1837 and her death in 1901. In addition to preparatory reading, research and classroom participation, field study visits will enable students to observe, examine and engage in discourse about the dynamic expansion of the metropolis as well as the Victorian values and beliefs informing institutional responses to social, political and economic issues.

METHOD OF PRESENTATION:

- Illustrated lectures
- Guided walks
- Films and DVDs
- Seminars
- Electronic resources on Moodle
- Course-related trip visits

REQUIRED WORK AND FORM OF ASSESSMENT:

This section represents 50% of the overall assessment for this course.

- Course Participation - 5%
- Presentation – 7.5%
- Final exam – 37.5%

LEARNING OUTCOMES:

The Learning outcomes are consistent with those detailed on p1.

CONTENT:

	Content	Assignments
Week 7	Introduction: Population and metropolitan development • Students will be orientated about the contents and requirements of the course • Illustrated lecture presenting an overview of Victorian London's diverse communities and identities: migrants and minorities; social class, gender; age; ethnicity; religion Discussion of issues arising from required reading	• Required reading: White, ch. III (pp. 66-98); Picard, chs.: 6, 8 • Recommended overview: https://www.youtube.com/watch?v=u2C469s4dgA

	Content	Assignments
Week 8	Controlling the Capital: Law and Order - Illustrated lecture reviewing civil disorder and crime in C19th London; and the institutional response, primarily the inauguration and development of the Metropolitan Police force; the role of the Magistracy and Judiciary - Field study visit to: Middle Temple; Royal Courts of Justice; Fleet Street; the Old Bailey - Discussion of issues arising from required reading and field study visit	- Required reading: White, ch. VIII (pp. 225-253), ch. XIII (pp. 383-392); Picard, ch. 2. - Recommended reading: J. Banerjee, <i>How safe was Victorian London?</i> https://www.victorianweb.org/victorian/history/crime/banerjee1.html W. J. Fishman, <i>East End 1888</i>, ch.7 (pp. 177-229) - Proceedings of the Old Bailey: https://www.oldbaileyonline.org/
Week 9	Gender and Social Class - Illustrated lecture by Julian Putkowski concerning C19th education; family; work, penury and prostitution - Remedial initiatives and agents of change: Angela Burdett Coutts - Sweated Labour and the Bryant & May Match Girls - In class discussion of issues arising from required reading and lecture topics - Briefing: class presentations	- Required reading: Picard, ch. 20; Gender in the Proceedings, https://www.oldbaileyonline.org/about/gender#separatespheres - Overview: Victorian Women — Social and Economic Status: Class & Occupation https://victorianweb.org/victorian/gender/femeconov.html - The Match Girls' Strike 1888: https://www.youtube.com/watch?v=wn659U-WYKc
Week 10	Poverty – “City of Dreadful Night - Illustrated lecture: Slums, Common lodging houses, sewage and sanitation - Working class housing: the deserving poor and the underclass - Philanthropic sensibilities and political reform - Charles Booth’s survey - Civic responsibility, the LCC and Arnold Circus/Boundary Estate - Class presentations	- Required reading: Fishman, W., ch.2 (pp. 25 – 48); White, ch. XI (pp. 323 – 349). - Browse: <i>Charles Booth’s London</i> : https://booth.lse.ac.uk/ - Recommended Overview: <i>Arnold Circus – London</i> https://www.youtube.com/watch?v=GqJJOHBwWAE

	Content	Assignments
Week 11	Politics, Infrastructure and Communications - Field study visit commencing at the statue of suffragist Millicent Fawcett, St. Stephen's Green, Westminster and Joseph Bazalgette's embankment - Visit to Docklands Museum: directed exploration and discussion of the politics of trade, commerce and spatial development - Discussion: The political, economic and cohesive importance of infrastructural development	- Required reading: White, ch. II (pp.37-65), ch. VIII (pp. 225- 253); Picard, chs., 1, 3, 4. - Recommended reading: Banerjee, J., <i>Mind the Gap – the Underground Railway</i>, https://victorianweb.org/technology/railways/underground.html
Week 12	Imperial Legacy - Metropolitan public spaces, social control, the monarchy and imperial propaganda - Field study visit: directed exploration of Trafalgar Square; Horse Guards' Parade, Admiralty Arch; Waterloo Place; the Mall; Queen Victoria's statue and Buckingham Palace - Class presentations - Briefing: end of elective exam	- Required reading: Picard, chs. 10, 11, 20 - Smith, T., "'A grand work of noble conception': the Victoria Memorial and imperial London," <i>Imperial Cities</i> (MUP, Manchester, 2017), pp. 21-3. - Fellman, M., <i>Bloody Sunday and "News from Nowhere"</i>, pp. 9-12, https://morrisociety.org/wp-content/uploads/SP90.8.4.Fellman.pdf - Schneer, J. , <i>London 1900</i>, pp. 17-36; 93-100; 114-115

COURSE-RELATED TRIPS:

- Visits to: Middle Temple; Royal Courts of Justice; Fleet Street; the Old Bailey; St. Stephen's Green; Westminster; Victoria Embankment, Docklands Museum; Trafalgar Square; Horse Guards' Parade, Admiralty Arch; Waterloo Place; the Mall; Queen Victoria's statue and Buckingham Palace

REQUIRED READINGS:

- J. Banerjee, How Safe was Victorian London? (online: Victorian Web)
- J. Davis, A Poor man's "A Poor Man's System of Justice: The London Police Courts in the Second Half of the Nineteenth Century." *The Historical Journal*, vol. 27, no. 2, 1984, pp. 309–35
- M. Fellman,, *Bloody Sunday and "News from Nowhere"*
- W. Fishman, *East End 1888* (Philadelphia, Temple University Press, 1998)
- L. Picard, *Victorian London* (London. Phoenix, 2005 / Kindle)
- J. Schneer, *London 1900* (New Haven, Yale University Press, 1999)

- T. Smith, "'A grand work of noble conception': the Victoria Memorial and imperial London," *Imperial Cities* (MUP, Manchester, 2017), pp. 21-3.
- J. White, *London in the Nineteenth Century* (London, Random House, 2008 / Kindle)

RECOMMENDED READINGS:

- S.D. Chapman (ed.), *The History of Working Class Housing* (London, 1971 Davis, Jennifer).
- J. Digby, *Victorian Values and Women in Public and Private*, <https://www.thebritishacademy.ac.uk/documents/4031/78p195.pdfG>. Dore, *London, A Pilgrimage* (London, Dover Fine Art, 2004)
- C. Emsley, *The English Police: A political and Social History* (London, Routledge, 1996)
- E. Healey, *Lady Unknown: The Life of Angela Burdett Coutts* (London, Sidgwick & Jackson, 1978)
- L. Jackson, *Dictionary of Victorian London*, <https://www.victorianlondon.org/index-2012.htm>
- J.M. Mackenzie, *Propaganda and Empire – the manipulation of British Public Opinion 1880-1960* (Manchester, MUP, 1994)
- H. Mayhew, *London Labour and the London Poor*. 4 vols. 1861-2 (repr. New York: Dover Publications, 1968)
- R. Livesey (1999) *Women, class and social action in late-Victorian and Edwardian London*. PhD thesis, University of Warwick, <https://wrap.warwick.ac.uk/36339/>
- London Transport Museum, *Public Transport in Victorian London*, <https://www.ltmuseum.co.uk/visit/museum-guide/19th-century-london-and-victorian-transport>