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 17th and 18th Century London p. 13
- Part 2, Elective C - Episodes of the First World War with Special Reference to London p. 17

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 (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 midterm (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).

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:
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<th>Week</th>
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| Week 1 | **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=QPfoYkgoBZQ](https://www.youtube.com/watch?v=QPfoYkgoBZQ))  
  - Laws of William the Conqueror, ([https://sourcebooks.fordham.edu/source/will1-lawsb.asp](https://sourcebooks.fordham.edu/source/will1-lawsb.asp))  
  - Lecture notes (JP)  
| Week 2 | **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:**  
  - Lecture Notes: Medieval London (JP)  
<p>|       |         | • Stephen Inwood. <em>A History of London, London</em>, Papermac, 2000, Ch.4 (pp.97-146) |</p>
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<tr>
<td>Week 3</td>
<td><strong>1485 – 1670: Tudor and Stuart London</strong></td>
<td>• Stephen Inwood. <em>A History of London</em>, London, Papermac, 2000, chs. 5, 8, part ch.9 (pp. 149-171; 216-245)</td>
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<td>• Wyngaerde’s Panorama of London (1550)</td>
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<td>• Dissolution of the Monasteries</td>
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<td>• John Stow’s ‘Survey’ of London</td>
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<td>• Civil War and Restoration London – Hollar’s depiction of mid-17th Century London</td>
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<td>• The Great Plague of 1665</td>
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<td>• The Fire of London – cause – progress – effects</td>
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<td>• Samuel Pepys’ diaries</td>
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<td>• Rebuilding London – Sir Christopher Wren &amp; St Paul’s Cathedral</td>
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<td><strong>Resources:</strong></td>
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<td>• Images of London: Wyngarde,</td>
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<td><a href="http://en.wikipedia.org/wiki/Anthony_van_den_Wynageerde">http://en.wikipedia.org/wiki/Anthony_van_den_Wynageerde</a></td>
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<td>• Pepys’ Diary: September 1666,</td>
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<td>• DVD: (extract) Fire &amp; Fever (1993)</td>
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<td>• Lecture Notes: Tudor &amp; Stuart London (JP)</td>
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| **Week 4** | **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=a4pweKehukg](https://www.youtube.com/watch?v=a4pweKehukg)  
- Images of London and Londoners: John Kip(circa1710)  
- John Rocque (1769)  
- William Hogarth  
- Lecture Notes: C18th Protest and Dissent (JP)  
  - In class Quiz (weeks 1-4) |

| **Week 5** | **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) The Great Stink [https://www.youtube.com/watch?v=BKTTx4Xq7Fo](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](https://www.gutenberg.org/files/57060/57060-h/57060-h.htm#i_011)  
- Gustav Dore, London, a pilgrimage (1872)  
  [https://www.bl.uk/collection-items/london-illustrations-by-gustave-dore](https://www.bl.uk/collection-items/london-illustrations-by-gustave-dore)  
- Charles Booth’s Survey of Poverty (1886-1903)  
  [https://booth.lse.ac.uk](https://booth.lse.ac.uk)  
- Lecture Notes: C18th & C19th Early Industrialisation (JP)  
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<td>• The First World War</td>
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<td>• Expansion: the suburbs</td>
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<td>• Social and economic challenges</td>
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<td>• Preparing for war</td>
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<td>• Second World War, the London Blitz</td>
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<td>• The Future: The Abercrombie Plan</td>
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**Resources:**
- Lecture Notes (JP)
- DVD (extract) *London can take it* (1940)
  https://www.youtube.com/watch?v=bLgfSDtHt8g

**REQUIRED READINGS:**

**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.

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.
- Term Paper (2000+ words) - 37.5%
  The paper will be on a subject of the students' choice to fall within the social history scope and time frame of the course. It must demonstrate wide reading around the subject and include reference to three primary sources.

LEARNING OUTCOMES:
The Learning outcomes are consistent with those detailed on p1.

CONTENT:
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<th>Week</th>
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<td><strong>Week 8</strong></td>
<td><strong>Field Study Visit to the Tower of London</strong>&lt;br&gt;• The Tower of London - fortress: palace, prison, armoury, mint, and royal menagerie&lt;br&gt;• the power of the medieval monarchy&lt;br&gt;• Stephen &amp; Matilda&lt;br&gt;&lt;br&gt;<strong>Student Presentations:</strong>&lt;br&gt;• Military Equipment and Siege Engines&lt;br&gt;• The Great Anarchy 1135-1153</td>
<td>• Caroline M. Barron, ‘The Government of London: the formative phase, 1300-1500’, <em>London Journal</em>, 26 (1) (2001): 9-18.&lt;br&gt;• Julian Putkowski, ‘Medieval London Course-related trip Visit Notes: The Tower of London’ (11 pages) (20 pages)</td>
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| **Week 10** | Westminster | • Julian Putkowski, ‘Medieval London Course-related trip Visit Notes: Westminster Abbey’ (1 page)  
• ‘History of Medieval London notes: Origins of the Peasants’ Revolt’ (inc. 10-page excerpt from Froissart’s Chronicles for in-class analysis). (10 pages) |
| | Term Paper Update | | |
• 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) |
| | | • Visit: St Bartholomew’s Hospital  
• Visit: St. Bartholomew-the-Great Church  
• Visit: Temple Church  
• The Reformation and the dissolution of the monasteries |
| **Week 12** | The Peasants Revolt | • ‘History of Medieval London notes: Origins of the Peasants’ Revolt’ (inc. 10-page excerpt from Froissart’s)  
• Chronicles for in-class analysis) (10 pages)  
• **Deadline for term paper** |
| | General Course Review Parts 1 & 2. | • Texts and Historical Evidence  
• Reconstruction and Interpretation of Events  
• Analysis and evaluation of historical evidence; periodization and turning points, key influences, issues and themes, conclusions |
| | Deadline for Research Paper | | |

**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:

• 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)
• Stow, J. (Revised edn. 1603/1997) *A survey of London written in the year 1598* (Sutton, Stroud)
• Thrupp, S.L. (1948) *The merchant class of Medieval London* (University of Michigan)
• 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%
- Term Paper (2000+ words) - 37.5%
  On a subject of the students’ choice to fall within the social history scope and time frame of the course. It must demonstrate wide reading around the subject and include reference to three primary sources.

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

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<td>Week 7</td>
<td>Introduction and visit to The Monument</td>
<td>Research possible topic for a 1,500-word paper which will include the use of 3 primary sources</td>
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<td>• Students will be orientated to the contents and requirements of the course</td>
<td>• REMINDER: Students to email the professor with their choice of paper topic and 3 primary sources they intend exploring BEFORE the class in Week 9</td>
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<td>• 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</td>
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<td>• Discussion of 6 photocopied images which will introduce students to the key themes of the course and present possible topics for a research paper</td>
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<td>• 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</td>
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<td>• Led by the professor the students will walk to the Museum of London and study the 17th and 18th century galleries. They will complete the assignment, ‘Living and Dying in 17th and 18th century London’ which directs them to historical artefacts and displays relating to the themes of the course</td>
<td>• Gustav Milne, <em>The Great Fire of London</em>, London, Historical Publications Ltd, 1986, pp.26-89</td>
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<td>• Discussion of the readings on Moodle will take place at the end of the session in the Museum’s 18th century gallery</td>
<td>• Stephen Porter, <em>The Great Plague</em>, Gloucester, Sutton Publishing, 1999, pp.34-76 (182 pages)</td>
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<td>• An illustrated lecture, ‘Medicines and Mortalities in 17th and 18th century London’</td>
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<td>• Students to share their responses to the story of the ‘Irish Giant’, Charles Byrne, on Moodle</td>
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<td>• Guided by the professor the class will visit the Hunterian Museum, Royal College of Surgeons, Lincoln’s Inn Fields, London WC2, to complete the assignment, ‘John Hunter, the Philosophical Surgeon’. Students will be presented with many of the human and animal specimens dissected by John Hunter during his distinguished and groundbreaker surgical career</td>
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<td>• Students are to present the professor with their choice of research paper topic and 3 primary sources they intend using in today’s class</td>
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<td>Week 10</td>
<td>Research visit to Guildhall Library</td>
<td>• No reading will be assigned this week in order to allow students time to progress the research on their papers</td>
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<td>• Students will meet the professor at the Guildhall Library, Aldemanbury, London EC3, where research will be undertaken on their paper topics. Secondary reading and primary sources in the form of hard copy and electronic resources are easily accessible</td>
<td>• REMINDER: students are to bring paper plan of research paper to class in week 11</td>
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<td>• <strong>REMINDER:</strong> Students are to present the working title of their research paper in class today</td>
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<td>Week 11</td>
<td>Thomas Coram and the founding of the Foundling Hospital and visit to the hospital</td>
<td>• ODNB: Thomas Coram, 2004, online, on Moodle</td>
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<td>• Illustrated lecture on the importance of Thomas Coram and the founding of the Foundling Hospital</td>
<td>• <strong>REMINDER:</strong> Students to bring their research papers to class in Week 12 to hand in to the professor</td>
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<td>• 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’</td>
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<td>• Tutorial on ‘Unruly Women’ presentations</td>
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<td>• Professor signs off all paper plans</td>
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<td>Week 12</td>
<td>Conclusion: ‘Unruly Women’</td>
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<td>- Seminar to draw together all the</td>
<td>Elizabeth Brownrigg:</td>
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<td>- Discussion of findings from the</td>
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<td>at the Foundling Museum</td>
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<td>- Presentation of ‘Unruly Women’ case</td>
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<td>- General Course Review Parts 1 &amp;</td>
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<td>- Research papers to be handed in</td>
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**COURSE-RELATED TRIPS:**
- Visits to the Monument, Museum of London, Guildhall Library, Hunterian Museum, and Foundling Hospital, as specified above.

**REQUIRED READINGS:**
As specified above.

**RECOMMENDED READINGS:**
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 ion 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%
- Term Paper (2000+ words) - 37.5%

LEARNING OUTCOMES:
The Learning outcomes are consistent with those detailed on p1.

CONTENT:

<table>
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<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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- 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
- List of term paper topics circulated to students
- 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
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<tr>
<th>Week 8</th>
<th>Content</th>
<th>Assignments</th>
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| ‘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 analysed in class  
- Screening of excerpts of *Voices from the First World War*, Imperial War Museum DVD, will focus on women’s work in munitions and public transport, and the feminisation of the London cityscape between 1914 and 1918 | - Vera Brittain, *Chronicle Of Youth: Great War Diary 1913-1917*, London, Phoenix, 2002. pp.1-142 – Students discuss this reading in Week 12  
- **BEFORE** Week 10: Students to consider their paper topic and communicate with both professors for further guidance |
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<th>Week 9</th>
<th>Siegfried Sassoon and trench warfare</th>
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| • 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=lWHbF5jGIY0  
• 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  
• Panayi, Panikos, Racial Violence in Britain in the Nineteenth and Twentieth Centuries, Leicester: Leicester University Press, 1996, pp. 63-91  
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<th>Assignments</th>
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<td><strong>Week 10</strong></td>
<td><strong>Visit to the Imperial War Museum</strong>&lt;br&gt;• 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&lt;br&gt;• 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</td>
<td>• Diane Atkinson, <em>Elsie and Mairi Go To War: Two Extraordinary Women on the Western Front</em>, London. Random House/Preface, 2009, pp. 190-238 (48 pages)</td>
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<td><strong>Week 11</strong></td>
<td><strong>The Great War, Electoral Reform and Women’s Lives in the 1920s</strong>&lt;br&gt;• 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&lt;br&gt;• 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)</td>
<td>• Pamela Horn, <em>Women in the 1920s</em>, Gloucester, Sutton Publishing, 1995, pp. 1-24 (24 pages)</td>
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**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:**
- Brittain, Vera, *Chronicle of Youth*, London Phoenix, 2002
- Sassoon, Siegfried, *Memoirs of an Infantry Officer*, London, Faber & Faber, 1931
- Sassoon, Siegfried, *Diaries 1915-1918, ed.* Rupert Hart-Davies, London, Faber & Faber, 1930

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