

HSA020N981J: London: History, Society and Culture

Academic discipline: Humanities and Social Sciences

Module Convenor: Dr Mark Wilson

Credits: 20

Module information

This module provides an opportunity for students to develop a deeper understanding of the history of London and of some of its most celebrated monuments, heritage and historical sites. It offers a pathway for students to study London's history in greater depth and it internationalizes the learning experience. The module puts students in touch with various types of historical artefacts, namely London's architecture, monuments, painting and archaeological objects. It explores the past through various types of historical sources and approaches to studying. Students will develop a meaningful awareness of the particular character and challenges of London history through these visual and material sources as well as texts, both factual and fictional.

Teaching and learning methods

This module will be taught through a combination of the following methods:

- seven in-class sessions on the Roehampton campus
- three field trips to locations in central London
- five asynchronous e-tivities (each available for 24 hours) that will encourage you to reflect on the module's in-person content and develop tools to apply to your assessment

While attendance is not factored into the grade for this module, students who wish to perform well in their assessment should aim to attend all sessions and complete all tasks to achieve the best possible academic outcome. If you are unable to attend a session, please notify the module convenor and follow any instructions to catch up on content you have missed.

Module assessment

Assessment for this module consists of a 3,000 word essay, answering one of the questions chosen from the list below. There is the opportunity to modify an essay question depending upon student interest.

We will discuss the essay topics and how to research and write them up during an essay writing workshop on Day 2. This session will also provide you with information about structuring and referencing your essay. In addition to this session, you can also seek further advice on your essay from the module tutors. We will also hold essay tutorials on the last day of class.

To help complete your assessment you will undertake 5 e-tivities during the third week of the module (details below).

Essay questions

1. In what ways has the Roman and/or medieval settlement of London impacted upon the modern city? [Consider the long-term impact of urban topography, i.e. the 'footprint' of the city, incl. the walls, the port, the street grid and the location of different districts along with cultural factors, such as the status and functions of London as a capital city & the site of central government, the royal court, etc.]
2. How has the **river Thames** shaped London's social, economic and cultural history?
3. In what ways has **immigration** shaped London's society, economy, politics and culture?
4. London has been the **seat of central government** and **royal power** for centuries. In what ways have these roles shaped the history of the city?
5. What role did **theatre** play in London's history and in the lives of its visitors and residents?
6. What role did **religion** play in London's history and in the lives of Londoners?
7. How is London reflected in **literature**?
8. How did **WWII** affect London and the lives of its residents and how was this impact specific compared to other cities?

In-person teaching schedule

Session	Activity	Topics covered
1	Introduction: What is London?	<ol style="list-style-type: none"> 1. Roman London and its buildings (for general context, see video below) 2. Early Medieval London 3. The City of Westminster, Religion, Commemoration 3. The City of London & the Tower of London 4. Suburban expansion and migration
2	Wealth Inequality and the world of the suburbs	<ol style="list-style-type: none"> 1. Hearth Tax as a source 2. Charles Booth – Life and Labour of People in London 3. Wealth and poverty in Southwark 4. Wealth and poverty in the western suburbs 5. Maps as sources for London History 6. Essay tutorials and study skills
3	Field Trip: Londinium	In this session we will explore London's ancient past with a visit to the Roman Mithraeum, rediscovered in 1954, and the Guildhall Museum/Roman Ampitheatre.
4	Early Modern London	<p>This week, we look in some more detail at Early Modern London. This is the London of 1500-1700. The city of Henry VIII, William Shakespeare, Christopher Marlowe, Elizabeth I, John Stow, Samuel Pepys, Nell Gwynne and Sir Christopher Wren, to name a few.</p> <p>We will note the geographical and topographical</p>

		growth of the city, and the rise in population as London became one of the largest cities in the World by 1700. We shall also investigate it's culture, society, architecture and economic development over this time.
5	Field trip: Waking tour of the Great Fire of London.	Meet outside Tower Hill Underground Station at 11am. The stopping points are as follows: <ol style="list-style-type: none"> 1. Pudding Lane 2. Monument (option to visit and ascend the Monument) 3. St Magnus The Martyr/London Bridge 4. Site of St Laurence Poultney/Corpus Christi College/Manor of the Rose 5. Cheapside/St Mary Le Bow 6. St Paul's Cathedral/Churchyard 7. Pye Corner and St Bart's 8. Smithfield 9. St Bartholomew The Great
6	Shakespeare's London	Today, we will consider early modern London in more depth, exploring the expanding and vibrant metropolis that Shakespeare knew. We will reflect upon the role that theatre played in London's history and in the lives of its visitors and residents in the seventeenth century. We will work to explore current understandings and assumptions of early modern theatre and performance as we explore topics including bear baiting and female performance.
7	Westminster and Politics	This session will provide an overview of the parliamentary and constitutional systems that operate from the United Kingdom's political centre in Westminster. This will include a detailed examination of UK politics since 2019 and the nature of the national executive office.
8	From Westminster to Temple	The stopping points are as follows: <ol style="list-style-type: none"> 1. Jewel House 2. Houses of Parliament and Parliament Square 3. Westminster Abbey 4. Downing Street 5. Banqueting House 6. National Portrait Gallery 7. Savoy 8. St Clement Danes 9. Inner Temple Hall 10. Temple Church
9	The Blitz In London	On 7 th September 1940, the German Luftwaffe began 57 nights of continuous, heavy bombardment of London. This began a period known as 'The Blitz'. The session will focus on London's experience during the Blitz years, focusing largely on the intense first 9

		months from September 1940. We will investigate why London was targeted for so much intensive bombing and also how the Luftwaffe planned the raids. We shall understand how London and the Londoners coped and responded through the War and what experiences of the bombing raids they had. We shall also analyse the extent of the destruction of London's infrastructure and iconic buildings and the effect this had on the Capital City's population.
10	Essay tutorials	As the in-person portion of the module draws to a close, you will have an opportunity to schedule a one-on-one essay tutorial. Along with the e-learning activities scheduled in week 3, this session will provide you with guidance and tools to succeed in your assessment.

Online learning schedule

Session	Objective
1	Introduce yourself to peers, familiarize yourself with Moodle and the discussion boards, and share your thoughts reflecting on your visit to London.
2	Learn to navigate the Library catalogue, find electronic resources and examples of referencing standards at your disposal and select relevant sources for your essay.
3	Learn how to incorporate cultural heritage resources into your essay. Building on our field trips and class discussions, you will demonstrate how to use your knowledge of material culture, urban and art history to think about a historical question creatively. Through this, you will show independence of thought and the skills associated with problem-based learning.
4	Understand how to incorporate historical arguments in your writing. You will gain experience in extracting relevant information from your sources which will help you construct an argument and provide a detailed answer to your essay question.
5	Set your plans for writing and receive feedback. You will start organizing your thoughts about your essay and constructing a central argument to answer your question. You will receive helpful suggestions about this from your module tutor.

Reading list

Core reading

Porter, R. (1996) *London: A Social History*, London: Penguin.

This is widely available, and we strongly recommend you buy yourself a copy, to read as you proceed through the module. Porter (who sadly died young) was a brilliant writer, and captured scenes and insights into the city with great verve. There are several copies of various editions of the text in the library, too.

Other General Histories & Reference

Ackroyd, P. (2000), *London: the Biography*, London: Chatto & Windus

Inwood, S. (2000) *A History of London*, London: Macmillan

Sheppard, F.H.W. (2000) *London: A History*, Oxford: OUP

Sutcliffe, A. (2006) *London: An Architectural History*, New Haven: Yale UP





Weinreb, B. & Hibbert, C. (1983) *The London Encyclopaedia*, London: Macmillan

Whitfield, P. (2006) *London: a Life in Maps*, London: British Library Publications

The Times London History Atlas (1997), London: Times Publications

Grading scale

The below table is intended to aid Study Abroad students and partner institutions in calculating the conversion of UK percentage marks to the relevant grading system for their home country. The information listed below is an approximation. Final grade conversions are the responsibility of each student's home institution. Calculations may vary by institution. Students should consult their home advisors for information on exactly how their credits and grades will be transferred.

 UK Classification / Percentage		 US Grade / GPA		 Australia Grade / Percentage		 ECTS Grade
First	80-100	A+	4.3	High Distinction	85-100	A
	70-79	A	4.0			
Upper Second	65-69	A-	3.7	Distinction	75-84	B
	60-64	B+	3.3			
Lower Second	55-59	B	3.0	Credit	65-74	C
	50-54	B-	2.7			
Third	46-49	C+	2.3	Pass	50-64	D
	43-45	C	2.0			D/E
	40-42	C-	1.7			
Fail	35-39	D	1.0	Fail	0-50	E/F
	0-34	F	F			F