



RICHMOND
 THE AMERICAN INTERNATIONAL
UNIVERSITY
 IN LONDON

Department of Humanities & Social Sciences

COURSE: HST 301 HISTORY OF LONDON
SEMESTER: Spring 2008
INSTRUCTOR: Dr. John McEwan

Course Description

Welcome to the History of London! This course surveys the history of London from its foundation to the present day. Students will engage directly with the history of the city through visits to museums and places of historical importance. They will then extend their exploration of the social, architectural, cultural, and political history of the city through lectures and seminars. London has never existed in isolation and thus throughout the course care will be taken to set London in its broader English, European and world context. At the completion of the course, students will have acquired a greater understanding of London's history, and gained experience in the methods which scholars use to analyze urban communities.

Course Aims and Objectives

- To introduce you to a number of museums and sites of historical importance
- To help you analyze the strengths and limitations of different types of historical evidence
- To familiarize you with the key events in the spatial, social, political and cultural history of the city
- To enable you to evaluate London's wider historical significance
- To facilitate the development of your personal historical interests through an independent research project

Learning Outcomes

Students who successfully complete this course will be able to:

- Analyze, in terms of argument and evidence, both secondary readings and archaeological exhibits
- Identify the main changes in the spatial development of the city and offer explanations for these changes
- Identify the main changes in the social and political structure of the city and offer explanations for these changes
- Evaluate the nature and purpose of the cultural productions of the Londoners
- Reflect critically on the wider historical significance of London

Teaching Methods

This course is taught by lecture, seminar and external trips. Trips begin from the specified departure point and attendance will be taken at the start of every excursion.

Work Requirements

Participation

The participation grade is based on factors such as preparation, the quality of contributions to discussions, and participation in excursions and group work activities.

Presentation

Each student will make one ten minute presentation to the class. In the presentation the student will describe the life and discuss the historical significance of one Londoner. The students will select their Londoner from a shortlist provided by the tutor.

Examinations

There will be two exams. The mid-term will be 50 minutes long and will cover all course work (including the trips) up to the date of the test. The final exam will be two hours long and will cover all material in the course. The precise format of each exam will be announced shortly before the appointed date.

The Research Paper

Select two adjacent historical periods from the following list: Roman (50-400), Medieval (700-1499), Early Modern (1500-1699), Eighteenth Century, Nineteenth Century, or Twentieth Century. With reference to both periods, **IDENTIFY** an important change in the social, political, architectural or cultural history of the city, and evaluate the **CAUSE(S)** of the change. A list of suggested topics is appended at the end of the outline (APPENDIX A), or you may select your own, in consultation with the tutor.

The paper must be approximately 3000 words in length, contain references to at least seven different sources, including one primary source, and each internet source cited in the paper must be listed in a bibliographical appendix where the student briefly outlines why the internet source should be regarded as authoritative.

The Department of History's general guidelines for preparing and submitted essays are fully outlined in these four documents available on Blackboard:

The Basic Structure for History Essays

Referencing Written Work for History Courses

Using Internet Sources in Written Work for History Courses

Submission Policy for Research Essays in History

The paper must be submitted at the beginning of class on April 7 in a typed **HARDCOPY** form. Please note that no work will be accepted by email.

Assessment Policy

Participation: 10%

Presentation: 10%

Research Paper (3000 words): 25%

Mid Term: 15%

Final (date TBA): 40%

Required Reading

As noted in course schedule. All required readings are available in the college library, on EBSCO host, or will be available on Blackboard. You may wish to purchase a copy of Roy Porter's *London: A Social History* (London, 1994).

Recommended Reading

This course assumes that you will have a general understanding of the history of the British Isles. If you feel in need of some review, you might consider consulting a book such as Kenneth Morgan's *The Oxford Illustrated History of Britain* (1984).

Students who find that their research requires resources beyond those offered by the college library are encouraged to explore some of the other publicly accessible libraries in London. Two highlights are mentioned below:

The Guildhall Library has a first rate collection of books concerning the history of London, as well as more general volumes on English history. The library is open to the public six days a week, including Saturday, but texts cannot be borrowed. For more information see: http://www.cityoflondon.gov.uk/Corporation/leisure_heritage/libraries_archives_museums_galleries/city_london_libraries/enquiries.htm#guildhall.

The British Library possesses a superlative collection, but no books may be borrowed and students require a reader's ticket before they can access the collection. Students should ensure that they have all the correct documents before visiting the library as the admission officers are strict. For more information see: <http://www.bl.uk/services/reading/admissions.html>.

CLASS SCHEDULE

Week 1: Jan 21

Lecture/ Seminar: **Introduction and London before London**

Excursion: *British Museum*

Further Reading

E.T. Cook, *Highways and Byways in London* (London, 1902), 333-342.

L.W. Cowie, 'Montagu House', *History Today*, 32 (May, 1982), 35-40.

Week 2: Jan 28

Lecture/ Seminar: **Roman London: Foundation, Growth and Decline**

Excursion: *Museum of London*

Required Reading

R. Porter, *London: A Social History* (London, 1994), 14-24.

G. Marsh and B. West, 'Skullduggery in Roman London?', *Transactions of the London and Middlesex Archaeological Society*, 32 (1981), 86-102.

Further Reading

D. Braund, 'Britain AD 1', *History Today*, 50 (Jan., 2000), 7-13.

P. Veyne, 'Pleasures and Excesses', in *A History of Private Life*, eds. P. Ariès and G. Duby, 5 vols. (Cambridge, Massachusetts, 1987), i, p.186-191.

Week 3: Feb 4

Lecture/ Seminar: **From Anglo-Saxon to Anglo-Norman London**

Excursion: *Docklands Museum*

Required Reading:

Porter, *London*, 24-36, 229-233.

William FitzStephen, 'Description of the City of London (1170-1183)', in *English Historical Documents: 1042-1189*, eds. D. C. Douglas and G. W. Greenaway (2nd edn., London, 1984), 1024-30.

Further Reading:

R. Hodges, 'Charlemagne's Elephant', *History Today*, 50 (Dec., 2000), 21-27.

L.W. Cowie, 'The Steelyard of London', *History Today*, 25 (Nov., 1975), 776-781.

Week 4: Feb 11

Lecture/ Seminar: **Plague and Economic Change in Later Medieval London**

Excursion: *Suburban Churches: St Bartholomew, Temple and St Etheldreda*

Required Reading

Porter, *London*, 37-44.

W. L. Langer, 'The Black Death', *Scientific American* (Feb., 1964); reprinted in K. Davis, ed., *Cities: Their Origin, Growth and Human Impact* (San Francisco, 1973), 106-111.

Caroline M. Barron, 'Women traders and artisans in London (act. c.1200–c.1500)', *Oxford Dictionary of National Biography*, Oxford University Press, Sept 2004.

Further Reading

C. Dyer, 'How Urban was Medieval England?', *History Today*, 47 (Jan., 1997), 37-43.

N. Orme, 'The Dead Beneath our Feet', *History Today*, 54 (Feb., 2004), 19-25.

Week 5: Feb 18

Lecture: **Social Control and Religious Upheaval in the Early Modern City**

Excursion: *Victoria and Albert Museum*

Required Reading:

Porter, *London*, 45-54, 62-75.

The Questioning of John Rykener, 1395:

<http://www.fordham.edu/halsall/source/1395rykener.html>

Further Reading:

N. Orme, 'The Reformation and the Red Light', *History Today*, 37 (March, 1987).

D. Gaimster, 'Fragments of the Reformation', *History Today*, 54 (May, 2004), 11-17.

J. Styles, 'Innovation and Design in Tudor and Stuart Britain', *History Today*, 51 (Dec., 2001), 44-51.

P. Contamine, 'The Bed', in *A History of Private Life*, eds. P. Ariès and G. Duby, 5 vols. (Cambridge, Massachusetts, 1987), ii, pp.489-499.

Week 6: Feb 25

Lecture/ Seminar: **Entertainment and Monarchy in Jacobean and Stuart London**

Excursion: *Southwark and Globe Theatre*

Required Reading:

P. Corfield, 'London and the Monarchy', *History Today*, 49 (Feb., 1999), 6-13.

Porter, *London*, 76-78, 88-99, 213-215.

Week 7: March 3**Mid Term Quiz**

Excursion: *Westminster Abbey*

Required Reading:

Porter, *London*, 85-86, 129-134, 154-56.

Week 8: March 10

Lecture/ Seminar: **Bursting the Walls: Population Growth and Town Planning**

Excursion: *St Paul's Cathedral*

Required Readings:

J. Lucas, 'Temple Bar Comes Home', *History Today*, 54 (Nov., 2004), 5-6.

Porter, *London*, 50-62, 79-88, 124-129.

Week 9: March 17

Break

Week 10: March 24

EASTER MONDAY—No Class

Excursion: *Tower of London*

Further Reading:

J. Ashbee, 'Torture at the Tower', *History Today*, 53 (May, 2003), 8-9.

L.W. Cowie, 'Kings in the Tower of London', *History Today*, 28 (Sep., 1978), 589-596.

P.D. Thomas, 'The Tower of London's Royal Menagerie', *History Today*, 46 (Aug., 1996), 29-35.

H. Tomlinson, 'Ordinance Building at the Tower of London', *History Today*, 32 (Apr., 1982), 43-47.

Week 11: March 31

Lecture/ Seminar: **Plague and Fire in the Late Seventeenth Century**

Excursion: *Kew Palace and Gardens*

Required Reading:

Porter, *London*, 99-114, 115-123.

A. Roberts, 'The Plague in England', *History Today*, 30 (April, 1980), 29-34.

Further Reading:

P. Slack, 'The Disappearance of Plague: An Alternative View', *The Economic History Review*, New Series, Vol. 34, No. 3. (Aug., 1981), 469-476.

S. Porter, *The Great Fire of London* (Thrupp, 1996).

Week 12: April 7

Lecture/ Seminar: **Wealth, Trade and Consumption in the Eighteenth Century**

Essay Due

Excursion: *Somerset House, Covent Garden and Lincoln's Inn Fields*

Required Readings:

Porter, *London*, 59-62, 144-149, 157-181, 241-247.

H.V. Bowen, '400 Years of the East India Company', *History Today*, 50 (July, 2000), 47-53.

Further Readings:

D. Wilson, 'The Tudor Palace at Somerset House', *History Today* (Sep., 2001), 3-5.

Wrigley, E. A., 'A Simple Model of London's Importance in Changing English Society and Economy 1650-1750', *Past and Present*, 37 (1967), pp. 44-70.

Week 13: April 14

Lecture/ Seminar: **Suburbs and Mass Transit in the Nineteenth Century**

Excursion: *Greenwich and the Queens' House*

Required Reading:

Porter, *London*, 225-229, 252-253, 259, 271-287, 315-326, 334-338.

Further Reading:

M. Girouard, 'London and the Growth of the Suburbs', in *Cities and People* (Yale, 1985), 211-284.

J. Polasky, 'Transplanting and Rooting Workers in London and Brussels: A Comparative History', *The Journal of Modern History*, Vol. 73, No. 3. (Sep., 2001), 528-560.

Week 14: April 21

Lecture/ Seminar: **London and Modern War**

Excursion: *Imperial War Museum*

Required Reading:

Porter, *London*, 413-418.

Week 15: April 28

Study Days and Final Exam Period

APPENDIX A

Research Paper Topics*The Question:*

Select **TWO** adjacent historical periods from the following list: Roman (50-400), Medieval (700-1499), Early Modern (1500-1699), Eighteenth Century, Nineteenth Century, or Twentieth Century. With reference to both periods, **IDENTIFY** an important change in the social, political, architectural or cultural history of the city, and evaluate the **CAUSE(S)** of the change.

You are free to select your own subject matter for the research paper, in consultation with the tutor, but here a few ideas to get you started:

With respect to your chosen periods

Politics and Government

... compare London's role, as a capital city, in the affairs of Britain. When was the city at its most influential, and why?

... identify the most important change to the organization of local government. Why did this change occur?

Public Health

... identify the most important change to the manner in which public authorities restrained the spread of infectious disease. Why did the approach change?

... consider which were the most noxious industrial activities in the city. How did the manner in which the public authorities regulate these industries change?

Economy

... establish what were the most important changes to the geographic scope of London's overseas trade. Why did these changes occur?

... consider how the economic opportunities available to women changed. Why did these changes occur?

... identify the sort of person who was most successful in business. How and why did this change between your historical periods?

Urban Design

... describe the types of public spaces available to the Londoners. Compare and contrast the manner in which the Londoners used these spaces.

... determine how Londoners shopped. What were the most important changes to the organization of the retail trades and why did these changes occur?

... how densely inhabited was the city? Compare and contrast the most important factors which in each period determined the density of settlement?

Religion

... to what extent were religious minorities welcome in the city? Were the Londoners more (or less) tolerant in certain periods and why?

... identify the prevailing methods used to dispose of the dead and explain continuities and changes.

Culture

... what types of public entertainment did the Londoners favour? How and why did the popularity of these pastimes shift?

... consider methods used to punish criminals. Identify an important change and describe the factors which contributed to this change.

... describe an important change in the experience of childhood. Why did this change occur? You might want to limit your discussion by focussing on apprentices, orphans, school boys, or children of a particular economic group.

If you want to develop a different topic, or discuss any of the suggested topics, please consult with the tutor.