

<b>Module title</b>	HIS404 History of London	<b>Level</b>	4
<b>Module Author</b>		<b>Credit value</b>	12
		<b>ECTS* Credits</b>	6
<b>Module type</b>	<i>Core for History major</i> <i>Elective for others</i>	<b>Notional learning hours</b>	120

### 1. Module aims

This module will explore the history of London, from the time of its foundation in the first century AD to the twenty-first century. The module aims to give students a sense of the chronology of London, from Roman to medieval, and from early modern to the present day. It also aims to give a sense of the diversity of historical evidence: buildings, artefacts and images as well as traditional documents. We will cover themes such as religion, architecture and disease, and look at the varied experience of ordinary Londoners.

### 2. Pre-requisite modules or specified entry requirements

None

### 3. Intended level learning outcomes

#### a) Knowledge and understanding

*At the end of the module, learners will be expected to:*

- A3 Demonstrate development of discrimination between relevant historical information sources in the library, on the internet and 'in the field' (in London). Be able to show an ability to search, locate and collate appropriate information.
- A4 Demonstrate an ability to synthesise data from different sources and of differing natures. Be able to communicate findings and conclusions derived from the historical evidence, in other words how to marshal the evidence into a historical narrative or analysis.

#### b) Cognitive skills

*At the end of the module learners will be expected to:*

- B2 Effectively enter into debate with different historical viewpoints, theories and approaches. Demonstrate a growing ability to deploy academic and historical discourse in written and oral intellectual debate.

### c) Practical and professional skills

*At the end of the module, learners will be expected to:*

- C1 Demonstrate an ability to reflect on how knowledge gained in the classroom may be applied in broader context, for example how diverse historical evidence can be used to understand other cities and places besides London.

### d) Key transferable skills

*At the end of the module, learners will be expected to:*

- D1 Write essays and answer questions based on the synthesis of a large amount of complex information.
- D2 Work independently in libraries and online in searching out new sources to answer complex historical problems.

## 4. Indicative content

We will study the history of London and Londoners by looking at the varied historical evidence, with different types of evidence being more appropriate or informative for different periods. For Roman London, for example, we will look at the primary evidence of Roman artefacts (discovered by archaeologists). For medieval London we will consider the religious beliefs of the day and visit a surviving medieval church. To understand the Great Fire of 1666 we will read contemporary accounts and go and look at buildings from before and after the Fire. For London in the twentieth century we will look at images and film of the Second World War and consider the impact that war had on ordinary Londoners.

## 5. Assessment strategy, assessment methods and their relative weightings

Assessment 1: 1,500-word Essay 50% (week 7)

Written assignment of 1,500–words based on a question relevant to the course, requiring the student to consult a variety of historical sources.

Assessment 2: 90-minute Test 50% (week 12 or exam week)

Unseen written tests of 90 minutes consisting of one question requiring reading of a historical document or text and one essay answer. Questions will be drawn from material not covered in essay choices and will test knowledge and understanding of the readings, concepts and events studied as well as of visits made during the module.

## 12 credit module - 120 learning hours

Directed learning	TBC hours
Lectures	
Seminars	
Collaborative Learning	TBC hours

Tutorials (1:1 and group)	
<b>Self-directed learning</b>	<b>TBC hours</b>
Preparation for class	
Self-study after class	
Preparation for assessments	
Assessment	
<b>Total</b>	TBC

## 6. Mapping of assessment tasks to level learning outcomes

Assessment tasks	Level Learning outcomes					
	A3	A4	B2	C1	D1	D2
Essay	9	9	9	9	9	9
Exam		9	9		9	

## 7. Teaching staff associated with the module

Tutor's name and contact details	Contact hours
Dr Nick Holder - <a href="mailto:holdern@regents.ac.uk">holdern@regents.ac.uk</a>	36

## 8. Key reading list

### Required Text:

R. Porter, London: A Social History, Penguin, 2000

### Recommended Reading:

P. Whitfield, London: A Life in Maps, British Library, 2006

J. Clark and C. Ross, London: The Illustrated History, Allen Lane, 2008

A. Sutcliffe, London: An Architectural History, Yale University Press, 2006

S. Bradley & N. Pevsner London 1: The City of London, Yale University Press, 1999

### And for lighter reading

M. Green, A Travel Guide through Time (Penguin 2016) (2 copies)

### And for essays

S. Ireland, Roman Britain: A Sourcebook (Routledge 1996)

D. Perring Roman London (Seaby 1991)

N. Bateman London's Roman Amphitheatre (Museum of London 2011)

B. Barber, C. Thomas and B. Watson Religion in Medieval London: Archaeology and Belief. (Museum of London 2013)

S. Brigden London and the Reformation (OUP 1994)

E. Duffy The Stripping of the Altars: Traditional Religion in Britain 1400-1580 (Yale UP 1992)

N. Holder The Friaries of Medieval London from Foundation to Dissolution (Boydell and Brewer 2017)

I. Mortimer The Time Traveller's Guide to Medieval England (Vintage 2009)

D. Webb Pilgrimage in Medieval England Hambledon 2007

J. Bate and D. Thornton, Shakespeare: Staging the World.

J Bowsher's Shakespeare's London Theatreland.

Lawrence Manley's London in the Age of Shakespeare

I. Mortimer The Time Traveller's Guide to Elizabethan England (Vintage 2013)

L. Picard Elizabeth's London: everyday life in Elizabethan London (Phoenix 2003)

A. Prockter and R. Taylor The A to Z of Elizabethan London (London Topographical Society 1979)