THE HISTORY OF LONDON

Class code: HIST-UA 9127 - 001

Instructor Details: Dr Stephen Inwood

Class Details: Fall 2013

Monday 2pm to 5pm

Location to be confirmed.

Prerequisites: None

Class Description: This course examines the growth and importance of London from the Roman invasion of 43 AD to the present day. Students will learn about London’s changing economic and political role, and will understand how London grew to dominate the commerce, industry and culture of England. They will find out how London became the biggest city the world had ever known, and how it coped (or failed to cope) with the social and environmental problems created by its enormous size. The classroom sessions will be divided between a lecture and a class discussion. From week two onwards the class will begin with a discussion of the topic or period covered in the previous week’s lecture, in which students will be expected to use knowledge and ideas gathered from lectures and from their weekly reading. There will also be four walking tours of parts of London which relate to the period we are studying at a particular time. No preparatory reading is required for these walks, but students should dress sensibly, and arrive at the meeting point on time.

The course will consist of ten classroom sessions, made up of discussions, student presentations and lectures, and four field trips, walking tours of historic London.

Desired Outcomes: By taking this course students will gain a strong general understanding of the history and development of London, especially in its economic, social and cultural aspects. They will also achieve a deeper knowledge of the particular specific themes or topics they choose to focus on for their assignments. By studying the history of London, students will also achieve an understanding of three related areas, which are implicit in the study of a major capital city. First, they will learn a good deal about the history and development of England as a whole, because England’s history is so intimately associated with London’s. Second, they will understand more about the economic, social and political development of large cities in general, since in many respects London’s history anticipates and reflects that of many great metropolitan centres. Third, they will understand much more about the process of historical enquiry and reasoning. The course will not focus on the development of higher level research skills, but it will require students to discover information and ideas for themselves and use it in spoken and written argument. It will also introduce students to the idea that history is not a recitation of established facts, but a dynamic process involving interaction between research and synthesis, information and ideas. Students will be expected to show that they have absorbed the basics of the historical approach in their assignments. Finally, students will learn how to understand the streets and buildings of London as historians, rather than as tourists or shoppers, and will be able to see the city as the outcome of a long and complex process of growth and destruction. The cross-fertilization between the academic study of London and practical experience of exploring the city as it is today is an essential and enjoyable part of the course.

Assessment Components: 1. A spoken presentation, given in seminars, by groups of 2, 3 or 4 students (depending on the number
of students in the class). About 5 minutes per student. Presentations will take place throughout the semester. All students in the presenting group will receive the same mark. Weighting: 10%.

2. Three short (300 word) written answers (in your own time, not in class) on topics chosen from a list of about eight questions. Hand-in date: session 6. Weighting: 15%.

3. A 2000 word research paper on a question chosen from a list of about 20 questions. Hand-in date: week 14. Weighting: 35%.

4. An end of semester examination. Six answers from a list of about twenty questions, written in two hours. Weighting: 40%.

Failure to submit or fulfil any required course component results in failure of the class.

A good assignment should have the following qualities:

1. Information that is accurate, interesting, relevant to the topic or question, and adequate in its quantity to serve the needs of the argument being presented in the assignment.

2. A good sense of organisation and argument. If the assignment is an answer to a question it should address the question at all times, and avoid additional descriptive or chronological material that does not help to answer the question. The best papers have a strong argument which develops as the paper progresses, culminating in a logical and persuasive conclusion. Arguments should consist of points which emerge from and are supported by the factual material you are using, not unsupported assertions or personal prejudices. If the purpose of the piece is more descriptive, as it might be in a spoken presentation, there should still be a logical and clear structure, in which factual material serves an illustrative or explanatory purpose. Avoid factual snippets or anecdotes which distract from the central purpose of the paper.

3. An awareness of the broader historical context of the topic. A good paper or presentation should be based on a sense of the historical context of the topic it deals with, and of the historical debates and research that have contributed to our understanding of the topic. In assignment 3, the 1500-word paper, you should show your knowledge of sources and debates through footnotes or endnotes, and a bibliography of works you have used.

4. A clear, lucid, readable and grammatical style. History is an art as well as a social science, and reading it should be enjoyable as well as enlightening. Bad spelling, pretentious or inappropriate vocabulary, clichés and colloquialisms, poor grammar and clumsy or incomplete sentences are an impediment to enjoyment and understanding, and always lower the quality of a paper.

5. Individuality. True originality of information and argument is rare, though not impossible, in a paper, but the sense that a written or spoken piece is your own work, in terms of language, selection and arrangement of material, viewpoint and diversity of sources, is not.

6. Appropriate length. A talk which lasts much too long, and a paper or short answer which greatly exceeds its word limit, have not fulfilled the criteria for the assignment. There is virtue in precise and economical expression, and none in verbosity. Students should not expect to get extra marks because their paper or presentation is very long, but rather the reverse. In the case of the examination there is of course no word limit, and excessive brevity will be considered a weakness.

My assessment of a presentation or paper will take all these qualities into account, but will not allocate a specific share of the grade to each quality. Strength in one quality may compensate for weakness in another.
Grade A: An assignment which has all the above qualities, and some of them to a high degree.

Grade B: An assignment which has all or most of the above qualities, but at a more modest standard, falling short of excellence.

Grade C: An assignment which has some of the above qualities in a modest degree, but fails to achieve others.

Grade D: An assignment which does not display the above qualities to a modest degree, but which manages to demonstrate some slight evidence of effort and understanding.

Grade F: An assignment which displays very little effort or understanding, or which contains no material relevant to the task set. Plagiarism (copying), incomprehensibility and complete irrelevance, perhaps alone and certainly in combination, would earn an F grade.

Grade conversion

NYU in London uses the following scale of numerical equivalents to letter grades:

A=94-100
A-=90-93
B+=87-89
B=84-86
B-=80-83
C+=77-79
C=74-76
C-=70-73
D+=67-69
D=65-66
F=below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

Grading Policy

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

Attendance Policy

NYUL has a strict policy about course attendance. No unexcused absences are permitted. While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill-health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL's staff.
Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester. See also section 11.1 - Make up days.

Absence reporting for an absence due to illness

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expeditiously at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at http://bit.ly/NuCl5K. You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.

Absence requests for non-illness reasons

Absence requests for non-illness reasons must be discussed with the Academic Office prior to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

Further information regarding absences

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.
Late Submission of Work

Written work due in class must be submitted during the class time to the professor. Late work should be submitted in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.

Plagiarism Policy

Plagiarism: the presentation of another piece of work or words, ideas, judgements, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission

The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. **Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class.** NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

**Required Text(s)**

Choose one or two of the following general histories:

**Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)**

- Jerry White, *London in the Twentieth Century*, Viking 2001 (0670891398 hbk or 1845951263 pbk)
- Jerry White, *London in the Eighteenth Century*, Bodley Head (978-1847921802) or pbk Vintage (978-0712600422)
- B. Weinreb, C. Hibbert (eds), *The London Encyclopaedia* (978-1405049245)
- C.Ross, J.Clark (eds), *London; The Illustrated History*, Allen Lane, 2008 (9781848141256)

**Internet Research Guidelines**

Will be given in class.

**Additional Requirements**

You may be expected to travel independently to certain meeting points for walking tours using public transportation. Estimated costs are £8.40.

**Session 1**

2 September

**Lecture**: Roman and Anglo-Saxon London, AD 43-1066. Trip to British Museum.

**Required Readings**: Sheppard chapters 1-4 and/or Inwood chapters 1-2, Black ch.1-2.
Session 2  
9 September  
**Discussion**: Roman and Anglo-Saxon London.  
**Lecture**: Medieval London, 1066-1500. Trip to Soho and Covent Garden.  
**Required Readings**: Porter chapter 2, Sheppard chapters 5-6 and/or Inwood chapters 3-4, Black, ch.3  

Session 3  
16 September  
**Field Trip**: a Guided Walk around Roman and Medieval London (the City, Smithfield and Clerkenwell).

Session 4  
23 September  
**Discussion**: Medieval London.  
**Lecture**: Tudor London, 1500-1603.  
**Required Readings**: Porter ch 3, Sheppard chs 7-8, Black, ch.4 and/or Inwood chapters 5-7.

Session 5  
30 September  
**Discussion**: Tudor London.  
**Lecture**: Seventeenth-century London.  
**Required Readings**: Porter ch 4, Sheppard chs 9-12, Black ch 5 and/or Inwood pp.216-56.  
**Hand in assignment 2**: three short (300 word) essays from a list of questions.

Session 6  
**Field Trip**: a Guided Walk around Tudor and Stuart London (Inns of Court and Bankside).

FRIDAY 4 October  
Session 7  
7 October  
**Discussion**: Seventeenth-Century London.  
**Lecture**: Eighteenth-century London: Growth and Economy.  
Required Readings: Porter chs 5-6, Sheppard chs 13-14, Black ch.6 and/or Inwood chs 9,10,12.

Session 8  
14 October  
**Discussion**: Eighteenth-century London: Growth and Economy.  
**Lecture**: Eighteenth-century London: Culture and Society.  
**Required Readings**: Porter ch 7, Sheppard chs 15-16, Black ch.6 and/or Inwood chapters 11,13.

Session 9  
21 October  
**Field Trip**: a Guided Walk round eighteenth-century London (the West End)

Session 10  
28 October  
**Discussion**: Eighteenth-century London: Culture and Society.  
**Lecture**: Nineteenth-century London: population and economy.  
**Required Readings**: Porter chs 8-9, Sheppard chs 18-19, Black ch 7 and/or Inwood chapters 15-16

Session 11  
11 November  
**Field Trip**: a Guided Walk around nineteenth-century London (the East End).

Session 12  
**Discussion**: Nineteenth-century London: population and economy.  
**Lecture**: Nineteenth-century London: transport and social problems.  
**Required Readings**: Porter chs 10-11, Sheppard ch 17, Black ch. 7 and/or Inwood chapters 17-19,21
18 November

**Session 13**

**Discussion:** Nineteenth-century London: transport and social problems. **Lecture:** London in War and Peace (1900-1945).

**Required Readings:** Porter chs 13-4, Sheppard chs 20-1, Black ch.8 and/or Inwood chs 22-4

25 November

**Discussion:** Nineteenth-century London: transport and social problems. **Lecture:** London in War and Peace (1900-1945).

**Required Readings:** Porter chs 13-4, Sheppard chs 20-1, Black ch.8 and/or Inwood chs 22-4

**Hand in assignment 3, 2,000 word essay.**

Session 14

**Discussion:** Nineteenth-century London: transport and social problems. **Lecture:** London in War and Peace (1900-1945).

Required Readings: Porter chs 15-6, Sheppard chs 22-3, Black ch.9 and/or Inwood chapters 25-6

2 December

**Discussion:** Nineteenth-century London: transport and social problems. **Lecture:** London since 1945.

Required Readings: Porter chs 15-6, Sheppard chs 22-3, Black ch.9 and/or Inwood chapters 25-6

**Hand in assignment 3, 2,000 word essay.**

Session 15

An end of semester examination. Six answers from a list of about twenty questions, written in two hours. Weighting: 40%.

9 December

**Classroom Etiquette**

Mobile phones should be set on silent and should not be used in class except for emergencies.

Laptops can be used, but only for taking notes on the class or for research that is relevant to our discussions.

No casual chatter while the class is in progress, please.

**Required Co-curricular Activities**

At least one independent visit to the Museum of London. Visit the British Library Ritblat Gallery, Euston Road

**Suggested Co-curricular Activities**


Visit British Museum special exhibitions, using student and 2 for 1 discounts.

Visit Greenwich, preferably using the Thames Clipper boat service in one direction, if a group visit is not arranged. Advice on what to see there is posted on NYU Classes.

**Your Instructor**

Dr Stephen Inwood was born in 1947, and was educated at Balliol College, Oxford, and St Antony’s College, Oxford, where he gained a D.Phil (Ph.D) in Modern History. He was a university lecturer in history for about thirty years, and then became an almost full-time writer, continuing to teach only at NYU in London. The four books he published (all with Macmillan) in those years are *A History of London; The Man Who Knew Too Much* (a biography of Robert Hooke); *City of Cities* (a study of London between 1883 and 1914); and *Historic London: an Explorer’s Companion*. He assisted Boris Johnson, the Mayor of London, with his book, *Johnson’s Life of London*, and he was praised by the Mayor as the best historian of London. He is married to a head teacher, and has three sons.