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.

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 5. 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.

Assessment Expectations

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.

Choose one or two of the following general histories:

**Required Text(s)**

**Supplemental Text(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 Nineteenth Century*, Vintage, 2008 (9780712600309 hbk or 0712600302 pbk)
Jerry White, *London in the Eighteenth Century*, Bodley Head (978-1847921802) or pbk Vintage (978-0712600422)
Stephen Inwood, *City of Cities: the Birth of Modern London*, Macmillan (0 333 78287 9), **full text on NYU Classes.**

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 Required Equipment**

None

**Session 1**

**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**

**Discussion:** Roman and Anglo-Saxon London. **Lecture:** Medieval London, 1066-1500. Trip to British Museum.

**Required Readings:** Porter chapter 2, Sheppard chapters 5-6 and/or Inwood chapters 3-4, Black, ch.3

**Independent visit:** British Library, Sir John Ritblat Gallery (Treasures of the Library)
**Session 3**

**Field Trip:** a Guided Walk around Roman and Medieval London (the City, Smithfield and Clerkenwell). Meet 1 pm on Clerkenwell Road, at its junction with Farringdon Road.

**Session 4**

**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**

**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**

**Discussion:** Seventeenth-Century London. **Lecture:** Eighteenth-century London: Growth and Population.

**Required Readings:** Porter ch 5, Sheppard ch 13, Black ch.6 and/or Inwood chs 9,10.

**Session 7**

**Field trip:** A guided walk round 16th and 17th century London: the Inns of Court, Fleet Street and Bankside. Meet 1 pm Chancery Lane Tube exit, North side.

**Session 8**

**Discussion:** Eighteenth-century London: Growth and Population. **Lecture:** Eighteenth-century London: Economy and Culture.

**Required Readings:** Porter chs 6-7, Sheppard chs 14-15, Black ch.6 and/or Inwood chapters 11,12.

**Session 9**

**Field Trip:** a Guided Walk around eighteenth-century London (the West End). Meet 1 pm Green Park tube exit, north side.

**Session 10**

**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**

**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 chapters17-19.

**Session 12**

**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 23-4

**Session 13**

**Field Trip:** A guided walk round nineteenth-century London: City and Bermondsey. Meet at 1 pm outside Royal Exchange, Bank Tube exit (by Duke of Wellington statue).

**Session 14**

**Discussion:** London in War and Peace (1900-1945). **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%.
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, but ask questions or make comments whenever you like.

Required Co-curricular Activities

- At least one independent visit to the Museum of London. Visit the British Library Ritblat Gallery, Euston Road.
- Most of our field trip destinations are walkable, but if you prefer to reach the more distant ones by bus or underground the total cost of the four trips, using an 18+ Student Oyster photocard (half the price of a ticket bought with cash), would be about £15 ($18.50).

Estimated Travel Costs

- 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.

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 the scientist and polymath Robert Hooke); *City of Cities* (a study of London between 1883 and 1914); and *Historic London: an Explorer’s Companion*. His books have been translated into several European languages. He has been a consultant to the Museum of London, the Victoria and Albert Museum and the Mayor of London, and a consultant or participant in many television and radio programmes on London’s history in Britain, Europe and the USA. He is married to a head teacher (now retired), and has three sons and three grand-daughters.

NYU GLOBAL ACADEMIC POLICIES

Policies and procedures for Global Academic Centres, including policies on **academic integrity and the Study Away Standard**, can be found here: [https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html)

**Absences:** Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found here: [http://www.nyu.edu/london/academics/attendance-policy.html](http://www.nyu.edu/london/academics/attendance-policy.html)

**NYU London work submission policies** can be found here: [http://www.nyu.edu/london/academics/academic-policies.html](http://www.nyu.edu/london/academics/academic-policies.html)