HIST-UA 9127 – 001
A History of London

NYU London: Spring 2020

Instructor Information

- 4-4.30 pm, in our teaching room

Course Information

- Class time: Mondays, 1pm to 4pm
  - Location: 104
- There are no prerequisites for this class.

Course Overview and Goals

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.

Upon Completion of this Course, students will be able to:

- Demonstrate a good 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.

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

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<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tr>
<td>Group class presentation]</td>
<td>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. All students in the presenting group will receive the same mark.</td>
<td>10</td>
<td>Presentations will take place throughout the semester</td>
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<tr>
<td>Short answers</td>
<td>Three short (300 word) written answers (in your own time, not in class) on topics chosen from a list of about twelve questions.</td>
<td>15</td>
<td>March 2</td>
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<tr>
<td>Long essay</td>
<td>A 2000 word research paper on a question chosen from a list of about 20 questions.</td>
<td>35</td>
<td>May 11</td>
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<tr>
<td>Final examination</td>
<td>Six essays from a list of about twenty questions, written in two hours.</td>
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Failure to submit or fulfill any required course component results in failure of the class.

Grades

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 evidence 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 subject. In assignment 3, the 2000-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.

Letter grades for the entire course will be assigned as follows:

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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Example: 93.5% and higher</td>
<td>An assignment which has all the above qualities, and some of them to a high degree.</td>
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<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td>An assignment which has all or most of the above qualities, but at a more modest standard, falling short of excellence.</td>
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<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td>An assignment which has some of the above qualities in a modest degree, but fails to achieve others.</td>
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<td>D</td>
<td>Example: 62.5% - 67.49</td>
<td>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.</td>
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<td>F</td>
<td>Example: 59.99% and lower</td>
<td>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.</td>
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**Course Materials**

**Required Textbooks & Materials**


OR Cathy Ross, John Clark (eds), *London; The Illustrated History*, Allen Lane, 2008 (9781848141256)

**Optional Textbooks & Materials**

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**.


Ackroyd, P. *London, the Biography*, Vintage, 2001 (ISBN-10: 0099422581). A highly-praised best-seller, but after the first few chapters it is more a collection of thematic historical essays (on violence, maps, food, music, gambling, suicide, beggars, fog, and so on), some idiosyncratic, some brilliant, than a coherent history. See Amazon reviews for the range of reactions it evokes.

**Resources**

- **Access your course materials**: [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more**: [Bobst Library](library.nyu.edu)
- **NYUL Library Collection**: [Senate House Library](catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing**: [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance**: [IT Help Desk](nyu.edu/it/servicedesk)
# Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tr>
<td>Session 1:</td>
<td>Roman and Anglo-Saxon London, AD 43-1066. Trip to British Museum.</td>
<td>Sheppard chapters 1-4 and/or Inwood chapters 1-2, Black ch.1-2.</td>
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<tr>
<td>February 3</td>
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<tr>
<td>Session 2:</td>
<td><strong>Discussion:</strong> Roman and Anglo-Saxon London.</td>
<td><strong>Porter chapter 2, Sheppard chapters 5-6 and/or Inwood chapters 3-4, Black, ch.3</strong></td>
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<tr>
<td>February 10</td>
<td><strong>Lecture:</strong> Medieval London, 1066-1500. Trip to British Museum.</td>
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<tr>
<td>Session 3:</td>
<td>A Guided Walk around Roman and Medieval London (the City and Smithfield)</td>
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<tr>
<td>February 17</td>
<td>Meet 1pm at junction of Charterhouse St, St John St and Cowcross St.</td>
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<tr>
<td>Session 4:</td>
<td><strong>Discussion:</strong> Medieval London. <strong>Lecture:</strong> Tudor London, 1500-1603.</td>
<td><strong>Porter ch 3, Sheppard chs 7-8, Black, ch.4 and/or Inwood chapters 5-7.</strong></td>
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<td>February 24</td>
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<tr>
<td>Session 5:</td>
<td><strong>Discussion:</strong> Tudor London. <strong>Lecture:</strong> Seventeenth-century London.</td>
<td>Porter ch 4, Sheppard chs 9-12, Black ch 5 and/or Inwood pp 216-56.</td>
<td>Three short (300 word) essays from a list of questions</td>
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<td>March 2</td>
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<tr>
<td>Session 6:</td>
<td><strong>Field trip:</strong> A guided walk round 16th and 17th century London: the Inns of Court, Fleet Street and St Paul’s. Meet 1pm Chancery Lane Tube exit, south side.</td>
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<td>March 9</td>
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<tr>
<td>Session 7:</td>
<td><strong>Discussion:</strong> Seventeenth-Century London. <strong>Lecture:</strong> Eighteenth-century London: Growth and Population.</td>
<td>Porter ch 5, Sheppard ch 13, Black ch.6 and/or Inwood chs 9,10.</td>
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<td>March 16</td>
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<tr>
<td>Session 8:</td>
<td><strong>Discussion:</strong> Eighteenth-century London: Growth and Population. <strong>Lecture:</strong> Eighteenth-century London: Economy and Culture.</td>
<td>Porter chs 6-7, Sheppard chs 14-15, Black ch.6 and/or Inwood chapters 11,12.</td>
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<td>March 23</td>
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<tr>
<td>Session/Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
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<tr>
<td>Session 9:</td>
<td><strong>Field Trip:</strong> a Guided Walk around eighteenth-century London (the</td>
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<td>March 30</td>
<td>West End). Meet 1pm Embankment station, north exit, Villiers St.</td>
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<td>Session 10:</td>
<td><strong>Discussion:</strong> Eighteenth-century London: Culture and Society. <strong>Lecture:</strong> Nineteenth-century London: population and</td>
<td>Porter chs 8-9, Sheppard chs 18-19, Black ch 7 and/or Inwood chapters 15-16</td>
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<tr>
<td>April 6</td>
<td>culture and economy.</td>
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<tr>
<td>Session 11:</td>
<td><strong>Discussion:</strong> Nineteenth-century London: population and economy.</td>
<td>Porter chs 10-11, Sheppard ch 17, Black ch 7 and/or Inwood chapters 17-19.</td>
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<tr>
<td>April 20</td>
<td><strong>Lecture:</strong> Nineteenth-century London: transport and social problems.</td>
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<td>Session 12:</td>
<td><strong>Field Trip:</strong> A guided walk round nineteenth-century London: City</td>
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<td>April 27</td>
<td>and Bermondsey. Meet at 1pm outside Royal Exchange, Bank Tube exit (by</td>
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<td>Duke of Wellington statue).</td>
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<tr>
<td>Session 13:</td>
<td><strong>Discussion:</strong> Nineteenth-century London: transport and social</td>
<td>Porter chs 13-4, Sheppard chs 20-1, Black ch.8 and/or Inwood chs 23-4</td>
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<tr>
<td>May 4</td>
<td>problems. <strong>Lecture:</strong> London in War and Peace (1900-1945).</td>
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<tr>
<td>Session 14:</td>
<td><strong>Discussion:</strong> London in War and Peace (1900-1945). <strong>Lecture:</strong> London</td>
<td>Porter chs 15-6, Sheppard chs 22-3, Black ch.9 and/or Inwood chapters 25-6</td>
<td>2,000 word</td>
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<td>May 11</td>
<td>since 1945.</td>
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<td>essay</td>
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<td>Final</td>
<td><strong>Assessment:</strong> An end of semester examination. Six answers from a list</td>
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<tr>
<td>Assessment:</td>
<td>of about twenty questions, written in two hours.</td>
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**Co-Curricular Activities**

- There will be four compulsory field trips, on February 17, March 9, March 30 and April 27.
• It is important that you visit the Museum of London, which has an excellent account of London’s history, and it would be a very good idea to go to the British Library Ritblat Gallery, Euston Road, to the Victoria and Albert Museum in South Kensington, and the Temple of Mithras in the Bloomberg centre in the City of London.
• Go on your own walks around historic London, using a guidebook like Stephen Inwood, *Historic London, An Explorer’s Companion* (Macmillan, 2008), which is also on NYU Classes. This book was updated for a Chinese translation in January 2020.
• Visit and use the Guildhall reference library, in the City of London.
• Check the Museum of London website (museumoflondon.org.uk) for events, lectures and special exhibitions.
• 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. And visit London’s more interesting suburbs, such as Hampstead, Richmond, Brixton, Chiswick or Whitechapel.
• 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 £20 ($26)

**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. I might ask you to close them if they are not needed for these purposes.

No casual chatter while the class is in progress, please, but ask questions or make comments whenever you like.

**NYUL Academic Policies**

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

**Assignments, Plagiarism, and Late Work**
- You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).
Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Student Conduct Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

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 and (in progress) Chinese. He has been a consultant to the Museum of London, the Victoria and Albert Museum and Boris Johnson (As 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 four grandchildren.

ASSIGNMENT THREE: THE MAIN ESSAY.

Your main assignment is to write an essay of about 2000 words on one of the questions from this list. The essay should include footnotes/endnotes, and a bibliography. Use a good selection of books and articles. Ask me for advice if you have problems. The books in parentheses are just ones I think will be useful. It is not obligatory to read them, and many other books would also be useful. My endnote references in A History of London and the reading lists on NYU Classes will lead you to many of the best sources. To build a bibliography, try the Bibliography of British and Irish History, accessible (with a library card) through the Senate House’s list of databases, or search the Senate House library online catalogue by the BLISS classmark of a book whose relevance to the desired subject you already know. This shows you books in the reserve collection (or Stack) as well as those on the shelves.

The aim of this essay is to encourage you to research a specialised topic or issue in some depth, and to synthesise your answer from a wide range of sources, usually including some
primary sources. You should focus on argument, explanation, analysis and debate, rather than straightforward description or narrative. Do not simply paraphrase your answer from one source.

Remember to write about London, not about England or Britain as a whole, bearing in mind that London’s experience might be very different from the nation’s.

Marks will be awarded for clarity of expression, logical organisation, good use of evidence, independent thought, and relevance to the question asked. There are no extra marks for sheer bulk, and marks are deducted for irrelevance. **Weighting: 35%**.

1. What evidence is there that the importance and prosperity of Roman London declined in the 3rd and 4th Centuries? Why did it happen? (See books at Senate House Library classmark MWDB4; and *The Ending of Roman Britain*, by A.S. Esmonde Cleary.)


3. What were the main features of London’s commercial and manufacturing economy between 1200 and 1500? (C. Barron, *London in the Later Middle Ages*, part 2, is important. D. Palliser (ed), *The Cambridge urban history of Britain*, vol.1, chapters 15 and 17)


5. What sort of people governed medieval London between 1200 and 1500, and what general aims guided their administration? Was their power ever seriously challenged by other social groups? (C. Barron, *London in the Later Middle Ages*, chapters 2, 6-8, is important; D. Palliser (ed), *The Cambridge urban history of Britain*, vol.1, chapters 9, 13, 17)
MAIN ESSAY QUESTIONS (continued).

6. Where did London draw its food supplies from in the period from around 1300 to 1750? How did London’s demand affect the supplying regions, and how was supply ensured? (See London Journal, 1989, article by Keene; article by Fisher in E.Carus-Wilson, Essays in Economic History, vol 1; Agrarian History of England, vols 3-5; Past and Present, vol 37, 1967, article by Wrigley; C. Barron, London in the Later Middle Ages, chapter 3 and pages 76-83; D.Palliser (ed), The Cambridge Urban History of Britain, vol.1, chapters 14 and 22a. If you prefer to cover a shorter period (say 1300 to 1600, or 1500 to 1750) you can, but make this clear in the essay title.

7. How important was the support of London to medieval monarchs in gaining and retaining power? Use some examples from between 1066 and 1500, especially William I, Stephen, Richard I, John, Richard II, Henry III, Edward II and Henry VI, but do not try to cover the whole period in a chronological narrative. (C.Barron, London in the Later Middle Ages, ch.1, for an overview, and its footnoted sources for detail. R.R.Sharpe, London and the Kingdom, vol 1, is very old but informative, and available online, in Gutenberg. Also, article by McKisack in Studies in Medieval History presented to FM Powicke, in Senate House MVB Stu, and article by Barron in The Reign of Richard II, at MVI mac)

8. What impact did the Reformation and Dissolution of the monasteries have on London? (John Stow’s Survey of London is a contemporary account. S.Brigan, London and the Reformation, is essential; P.Clark (ed), The Cambridge urban history of Britain, vol.2, chapters 8 and 10; R. Seton-Watson (ed), Tudor Studies presented to AF Pollard, article by E.J.Davis (MVL Pol); C.Barron and M. Davies, The Religious Houses of London and Middlesex, introduction; J.F.Merrit, The Social World of Early Modern Westminster, 1525-1640)


10. Examine the effects of the plague on London’s demographic history (ie, mortality and fertility patterns and trends in population growth) between 1348 and 1665. Did London take any effective measures against it? (For medieval period, see C.Platt, King Death; Wellcome Trust, Pestilential complexities : understanding medieval plague; J.Hatcher, Plague, population and the English economy, 1348-1530. For 16th and 17th centuries, see books and articles by Paul Slack; Beier and Finlay, London 1500-1700; important article by Sutherland in D.Glass, Population and Social Change; books by S.Porter; books with HQDB classmark)

11. What part did London play in the causing the Civil War of 1642-6, and in bringing about the King’s defeat? (V.Pearl, London and the Outbreak of the Puritan Revolution; B.Manning, The People and the English Revolution; C.Firth, Cromwell’s Army; Keith Lindley, Popular politics and religion in Civil War London; S.Porter, London and the Civil War.)

12. Examine the nature and development of shops and retailing in London, EITHER between 1660 and 1800, OR between 1800 and 1914. (D.David, A History of Shopping; N.Cox, The Complete Tradesman, 1550-1820; N.Cox, Perceptions of Retailing; N.Alexander, The Emergence of Modern Retailing; J.Benson, L.Ugolini, A Nation of Shopkeepers; others with TJU and TJUD classmark)
MAIN ESSAY QUESTIONS (Continued).


16. Examine the development of *London* as a manufacturing centre between 1780 and 1900. What were its special qualities, and did it experience an Industrial Revolution? (L.Schwarz, *London in the Age of Industrialisation, 1700-1850*; M.Ball and D.Sutherland. *An Economic History of London, 1800-1914*; Inwood, *City of Cities*.)


21. “London women needed to earn a living, but the work available to them was poorly-paid, unattractive and narrow in range.” Was this true in the years 1830-1914, and did the situation change much in that period? (Black, C. ed., *Married women’s work*; A.V.John, *Unequal Opportunities: Women’s Employment in England, 1800-1918*; E.Jordan, *The Women’s Movement and Women’s Employment in Nineteenth Century Britain*; Inwood, *City of Cities*; other books at classmark QWS. Write about *London*, not the UK as a whole.
MAIN ESSAY QUESTIONS (Continued).

22. Despite the invention of the steam train, horse transport remained central to the life and economy of Victorian London (1837-1901). Why was this, and what were its consequences for London? (See course reading list for nineteenth-century London; and F.M.L. Thompson, Nineteenth-century Horse Sense, in Economic History Review, 1976; T. Barker, M. Robbins, History of London Transport, vol.1)


25. Why did London’s area grow so rapidly between 1880 and 1939, and how was this growth stopped after 1945? (P. Abercrombie, Greater London Plan, 1944, chs 1-2; A. Jackson, Semi-Detached London; Barker and Robbins, History of London Transport, vol.2)

26. How severe was the impact of bombing on London and Londoners during the Second World War? Why was bombing less damaging than experts it had predicted? (R. Titmuss, Problems of Social Policy, T.H. O’Brien, Civil Defence. These are volumes in the Official History of the Second World War, in Senate House. All of Titmuss and some of O’Brien are available online.).

27. Were the ‘Swinging Sixties’ a time of special significance in London’s history, or merely an over-publicised phase in the long-term growth of a freer and more affluent city in the post-1945 decades? (A. Marwick, The Sixties, D. Sandbrook, White Heat; Articles in London Journal, July 2006, online through NYU or Senate House)

28. How successful was London in adjusting to the inflow of large immigrant populations between about 1950 and 1990? (Scarman, The Brixton Disorders; J. Benyon, Scarman and After; R. Glass, Newcomers; S. Patterson, Dark Strangers; D. Hiro, Black British, White British; Pilkington, Edward, Beyond the Mother Country; other books at classmark MUGV in Senate House; London Journal vol.33, July 2008, H. Carter, Building the Divided City – Southwark, 1945-95)


A HISTORY OF LONDON: DISCUSSION QUESTIONS AND WALKS.

In your preparatory reading before each class, try to find out the answers to these questions, so that you are equipped to participate in our class discussions. You should find most of the answers in the books by Sheppard or Inwood, but use other readings if you wish. Each week, we will discuss the period or topic introduced in the previous week’s lecture. When I lead the walks, I will carry a mobile phone so that latecomers can get in touch and find the group. Its number is 07305 055220.

Week 2: Roman and Anglo-Saxon London. 10 February.

Why was the site chosen by the Romans for Londinium such a good one?
What was Londinium’s role and purpose in the 1st and 2nd centuries?
Why did Londinium decline in the 3rd and 4th Centuries?
What happened to London between 410 and 800?
What part did Alfred the Great and his immediate successors play in the history of London?

Week 3. Walk, starting at the junction of Charterhouse St, Cowcross St and St John St 1pm, 17 February.

We will walk from Smithfield through the western half of the City, ending on Cheapside or at Queenhithe. If you are late, try to find us in the church of St Bartholomew the Great, in Smithfield.


What important information about London in the 1170s does FitzStephen’s account give us? (handout)
When and how did Westminster become England’s political capital in the middle ages?
Who governed the City of London in the 13th and 14th Centuries? Who chose its leaders?
Why were there so many churches and church properties in Medieval London?
What were the main aims and purposes of medieval guilds? (handout)
Who were London's aliens, and why were they unpopular?


Why did London’s population grow so fast in the 16th Century?
How did the Dissolution of the Monasteries affect London?
Why did the theatre thrive in London between about 1570 and 1630?
Why did those in authority fear the growth of London in the 16th century? Were their fears misplaced? (handout)

What sort of work did working Londoners do in the sixteenth century?

Why is John Stow’s Survey of London such an important historical source?

Your short answers are due on March 2.

Week 6. Walk, starting at Chancery Lane Tube station, south exit, 1pm, 9 March.

We will go through Staple Inn and into London’s legal quarter: Lincoln’s Inn, Middle and Inner Temple. Then along Strand and Fleet Street, probably ending in the crypt of St Paul’s Cathedral. If late, go to Lincoln’s Inn (NOT Lincoln’s Inn Fields).

Week 7: Seventeenth-century London. 16 March.

Why did London side with Parliament against the King in 1642?

Did London’s rulers deal effectively with the problem of the plague? Why did it disappear?

How did the Great Fire of 1666 affect the growth and development of London?

How did the nature and pattern of London’s overseas trade change in the seventeenth century?

What were the main features of the cultural life of Restoration London (the 1660s and 1670s)?

England’s most famous diarist, Samuel Pepys, wrote in the 1660s. But how useful a source is one man’s diary?


Though the plague was gone, death rates in eighteenth-century London were still very high. Why?

Why did the West End of London grow so fast in the eighteenth century? Who built it, and for whom?

In the British Industrial Revolution, was London a ‘spectator’, or an active participant?

How and why did London become a major financial centre in the eighteenth century?

What features of London life are highlighted in the works of William Hogarth?

Week 9: Walk, starting at Embankment Tube station, north exit, on Villiers St, 1pm, 30 March.

The old and new West End: We will see the Adelphi, Covent Garden, Soho, Regent Street and the Royal Academy. Then we walk around St James’, and end at St James’ Palace. If late, wait on the Strand, on the corner of Adam St, or in the churchyard of St Paul’s Covent Garden (NOT St Paul’s Cathedral!).

What issues aroused the London crowd in the eighteenth century?
Why did crime and violence flourish in London?
Why is Samuel Johnson the most famous 18th-century Londoner? (use DNB)
How, and how well, was eighteenth-century London governed?
Was London the pioneer of a new commercial culture?


Where did London’s migrants come from, and what attracted them to London?
Why were there so many servants in nineteenth-century London?
What were the distinctive characteristics of London’s manufacturing economy? Was it an industrial city?
What part did the City of London play in the world economy?
How did shopping change in the nineteenth century?

Week 12. Walk: The City and Bermondsey. Meet near Bank Tube Station, in front of the Royal Exchange, by the statue of Wellington on horseback, 1pm, 27 April.

We will go through the Cornhill Alleys to Leadenhall Market. Then to the Tower and St Katherine’s Dock, and over Tower Bridge to Bermondsey, finishing at London Bridge station or Borough High Street. If late, wait in Leadenhall Market.


How did new forms of transport change the social and physical shape of London?
Why was London’s housing problem so severe, and so hard to solve?
How, and to what extent, did the Victorians solve the problem of urban health and hygiene?
In what respects are the source materials for Victorian London fuller and richer than earlier sources?


How did the motor car and motor bus change the shape and character of London?
Why did London escape the worst effects of the interwar Depression?

Why were the effects of bombing less catastrophic than expected in the Second World War?

Was there a special ‘wartime spirit’ in London during the Blitz or was it all a propaganda invention?

**Your third assignment, the 2,000-word essay, is due in week 14, on 11 May.**

**Final topic: London since 1945.**

There will not be a discussion session on this, but these are the questions you should consider.

Why were there so many ‘Plans’ for London in the 1940s? Did their main aims ever come into effect?

Why did London lose 2 million people 1939-85 and regain them 1986-2017?

What has happened to London’s economy since 1960?

Why did London become a ‘global city’, and was its status really new?

What impact did mass immigration have on London since about 1960?

**Exam:** You will be given a list of the exam topics (but not the questions) a week before the exam.

Your first assessment, due on **2 March**, is to write three 300-word answers to any three questions chosen from the seminar discussion questions in your course handbook – the questions on Roman, Saxon, medieval or Tudor London. The three answers should not exceed 1000 words, in total. Your main essay is due on **11 May**.

**Some useful reading. See NYU classes for fuller weekly lists.**


Creaton, H. *Bibliography of Printed Works on London History to 1939.*


Jenkins, S. *A Short History of London* (2019)