



Boston University Study Abroad
London

London since 1666: Imperial Capital to World City

CAS HI 246 (*Core course for the History Track of the London History and Literature Programme*)

Co-requisite: CAS HI 432 Research Seminar and Tutorial in English History
[Semester] [Year]

This course is the required core course for the History Track of the London History & Literature Programme. It is taught in conjunction with CAS HI 432 Research Seminar and Tutorial in English History. Students on the History Track of the London History and Literature Programme are required to take both CAS HI 246 and CAS HI 432 in the same semester.

Instructor Information

A. Name	Dr Michael Peplar (course tutor) and Graduate Assistant
B. Day and Time	[Weekday] [Time]
C. Location	[Room], 43 Harrington Gardens
D. Telephone	0207 244 6255
E. Email	mpeplar@bu.edu
F. Office hours	By appointment

Course Description

The course aims to give students a sense of how London came to be the city it is today. It also aims to give students an appreciation of how a city's relative global position can change over time. It will do this by introducing students to the social, economic and cultural history of London since the Great Fire of 1666 and through comparison with other cities, both British (especially the city of Liverpool) and global. In particular, the course focuses on how London developed from being the modest-sized capital city of England to capital of the British Empire and World's largest city, before being eclipsed in size and importance by non-European cities, and then emerging as a modern, multi-cultural and multi-ethnic city within the European Union. In this course, students will also gain experience of analysing primary source documents.

The course is organised into three blocks of study:

Block One: The Making of an Imperial Capital: 1666-1877 looks at the period from the Great Fire to the declaration of Queen Victoria as Empress of India in 1877. The block charts the transition of London from capital of a small European nation to the world's largest city and capital of a huge empire. Historical comparisons are drawn between London and Liverpool, and between London and a range of global cities.

Block Two: Imperial Capital, Imperial Crisis? 1880-1945 explores some of the tensions within the imperial capital, focusing on issues of class, gender, race and ethnicity before turning to look at external threats to the imperial capital from international competition and conflict.

Block Three: From Imperial Capital to World City: 1945-Present Day looks at the transition of London from capital of a large empire to multi-cultural city within a globalising world. In the block we will consider London's experience as compared to that of Liverpool and a range of world cities. A concluding session considers continuity and change within London's history since 1666.

Course Objectives

A. General

1. Students will gain a sense of how London came to be the city it is today, by setting students' everyday experiences of the city into historical context.
2. Students will demonstrate an appreciation of how a city's relative global position – economically and culturally – can change over time

B. Hub Related

1. Students will begin to create historical narratives of London and the wider UK. (Historical Consciousness 1)
2. Students will develop the skill of interpreting primary source evidence (written, visual and aural). (Historical Consciousness 2)
3. Students will be able to demonstrate knowledge of religious traditions, forms of political organisation and socio-economic forces in London and the wider UK. (Historical Consciousness 3)
4. Students will demonstrate an understanding of the historical development of London in comparison to other British cities (e.g. Liverpool) and other global cities (e.g. Berlin and New York City). (Global Citizenship and Intercultural Literacy 1)
5. Students will demonstrate an understanding of the historical development of the British economy in comparison to other global economies (e.g. Germany and the U.S.A.). (Global Citizenship and Intercultural Literacy 1)
6. Students will develop the skill of searching for and selecting primary source documents from the London Library and elsewhere. (Research and Information Literacy 1)
7. Students will demonstrate an understanding of the overall research process and its component parts by being guided through the creation of a term research paper. (Research and Information Literacy 2)

Methodology (Teaching Pattern)

There will be a mix of lectures, seminars, primary source seminars, fieldtrips, individual tutorials and class assignments with short student presentations.

Attendance Policy

Classes

All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). The Authorised Absence Approval Request Form is available from: <http://www.bu.edu/london/report-absence/>

Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence.

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness): If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).**
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call the Student Affairs Office each day the student is ill. Students must also provide the Student Affairs Office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- **Special circumstances which have been approved by the Directors (see note below).**

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

Unauthorised Absence

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed.

This grade penalty will be applied by the Academic Affairs Office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Religious Holidays

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who

wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.’

Special Accommodations

Each student will need to contact the Office of Disability Services to request accommodations for the semester they are abroad. Students are advised by BU-ODS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from the BU-ODS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the ODS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.

***Please note: Contingency Class Date – [date]** Should any class dates need to be rescheduled, students are obligated to keep this date free to attend classes.

***Please come to all classes involving a field trip with a sufficiently topped up Oyster Card.**

Grading

(From pages 5/6 of the 2016-2017 Academic Handbook)

The following Boston University table explains the grading system that is used by most faculty members on Boston University’s Study Abroad London Programmes.

Grade	Honour Points	Usual %
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

Grading Criteria

‘Incomplete’ or I grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **‘Audits’** (AU), **‘Withdrawals’** (W), or **‘Pass/Fail’** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student’s own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see relevant section in Academic Conduct Code)

Course Assessment

20% Attendance & Participation including successful completion of and engagement with formative class assignments. These include 1) ‘Using primary sources to understand the Aliens Act 1905’ (Locate a primary source in the London Library connected to the Aliens Act. Make copies or bring the document into class and explain the historical context and significance of the source and its relevance to debates about immigration for five minutes) and 2) ‘Liverpool Assignment’ (photograph three non-document primary source items and write a short photo-essay for each, explaining its significance to Liverpool’s history and comparing and contrasting with London). Formative feedback will be given in class on completion of presentations.

25% Mid-term Examination This exam comprises identifications, including one primary source identification, and a long essay which asks students to reflect on at least one topic from the first block of the course. The identification allows students to demonstrate skills developed in primary source seminars.

30% Research Paper 2,000-2,500 word analysis. Analytical historical research paper. Question must be agreed in advance. Students must attend at least two tutorials to discuss research process.

25% Final Examination This exam comprises identifications, including one primary source identification, and a long essay. The long essay, which is intended to be summative of the course as a whole, asks students to reflect historically across the time-period and themes of the course and to compare London with other British and world cities. The identification allows students to demonstrate skills developed in primary source seminars.

The course assessments relate to the Hub outcomes in the following ways:

Historical Consciousness 1

Students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments about London’s history. This will be assessed through the midterm and final exams and the research paper.

Historical Consciousness 2

Students will demonstrate an ability to interpret primary source material (textual and visual, e.g. suffrage postcards, Wordsworth and Blake poems) using a range of skills and situating the material in its historical and cultural context. This will be assessed formatively in class through primary source seminars and then at the exams through identification and analysis.

Historical Consciousness 3

Students will demonstrate knowledge of religious traditions, forms of political organisation or socio-economic forces and how these have changed over time. This will be assessed initially in class through formative questioning of students’ understandings of readings, lectures and primary sources and at the midterm and final exams, when students will be asked to identify and comment on religious traditions, political organisations or socio-economic forces and to discuss changes over time.

Global Citizenship and Intercultural Literacy 1

Students will comparatively analyse different cultures, religions, political systems and/or societies. This will be done initially in class. Lectures and readings will introduce students to relevant material. In seminars students will discuss comparisons between London and other national and world cities and between Britain, the US and Germany. Students will demonstrate understanding in formative assignments and these understandings will be examined in summative assessments.

There will also be an overnight fieldtrip to Liverpool in which students will compare and contrast Liverpool and London in a formative class assignment, which will be further discussed

in a primary source seminar which will count towards students' participation grade. Comparative analysis will be further assessed through essay questions in the final examination.

Research and Information Literacy 1

Guidance on how to search for, select, use and interpret primary sources ethically will be given in a London Library visit and in class before the primary source seminars. Students will be guided to ask questions such as where, when, how and by whom was the source produced? What was the intended audience? What is the relative cultural significance of the source (e.g. a published letter to *The Times* compared to a letter published in a regional newspaper)? What politics and ethics surround which documents are conserved and archived? For two of the primary source seminars, students will locate, bring into class and make a short presentation on a relevant primary source. These presentations will be formatively assessed as part of the grade for the successful completion and engagement with classwork. Further guidance on the use of sources will be given in the co-requisite course.

Research and Information Literacy 2

Students will be guided in class and individual tutorials to understand the overall research process and its components, such as identifying a topic, formulating a question, conducting a literature search, locating, selecting and using primary sources where appropriate, planning, gathering and analysing historical information, critiquing, interpreting and communicating findings, and drafting and editing the required research paper. Grading criteria will include demonstration of students' understanding of this process. Formative feedback is given in the tutorial in Session 11. Further guidance on research methods, ethics and practice will be given in the co-requisite course, including how to understand the 'bias' of a source and embracing bias for what it tells us about the past; different theoretical frameworks for understanding history; and when and how to cite primary and secondary sources.

Course Chronology

BLOCK ONE: The Making of an Imperial Capital: 1666-1877

Session One: London in 1666 (*Three hour class*)

(please note there is also an afternoon session today)

Reading: Heyck, *The People of the British Isles from 1688-1870, Vol II*, (Chicago: Lyceum, 2002). Read **Chapter 1 pp3-12** (to the end of the 'England' section); **Chapter 2 pp25-36** (to the end of 'William III and Revolution in England'). For an informal introduction to Tudor and Stuart London, please see Bruce Robinson, 'London: Brighter Lights, Bigger City', BBC History http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml

Introduction: Introduction to the course and to Block One

Lecture 1: London's Population, Economy and Physical Extent in 1666. This lecture introduces students to London's population, economy and physical extent before and after the Great Fire of London. Comparisons are made between London and other British cities (including Liverpool), and between London and a range of global cities.

Seminar: Review Heyck readings. The purpose of this seminar is to check students' understandings of, and to discuss arguments made in, the required reading.

Lunch Break

Session Two (same date): Visit to the Museum of London (*Three hour class*)

Fieldtrip: Museum of London ‘Fire’ and ‘Expanding City’ Galleries. The purpose of this fieldtrip is to familiarise students with the museum and specifically to introduce students to objects relating to the expansion of London in the eighteenth century.

Session Three: Developing the Imperial Nation (*Three hour class*)

Reading: 1. Linda Colley, *Britons – Forging the Nation 1707-1837*, 2nd edition, Pimlico Press, London, 2003, Chapter 1 ‘Protestants’

Lecture 2: 1688 and 1707: Constitutional Developments and their Impact on London. This lecture introduces students to the ‘Glorious Revolution’ and the Union of England and Scotland and the impact of these events on London. Comparison of England and Scotland, and of London and Edinburgh.

Seminar Discussion: Colley, *Britons – Forging the Nation 1707-1837*, Chapter 1. The purpose of this seminar is to check students’ understandings of and to discuss arguments made in the required reading. Students gain insight into the significance of Protestantism and Catholicism in understanding British history in this period and into similarities and differences between England, Scotland and France at this time in respect of religion.

Primary Source Seminar: The British Flag. Introduction to evolving national flags plus introduction to primary source seminars, how they will work and the skills students will develop.

Session Four: London, British Industrial Revolution, and Repercussions (*Three hour class*)

Reading 1: Heyck, *The People of the British Isles from 1688-1870, Vol II*, (Chicago: Lyceum, 2002). Read Chapter 10, “The Triple Revolution.”

Reading 2: (primary sources) a) William Wordsworth, *Composed upon Westminster Bridge, September 3rd 1802* b) William Blake, *Jerusalem* (1804)

Lecture 3: Industrial Revolution & the Economic & Physical Expansion of London. This lecture introduces students to the move to an industrial economy and to a more urban culture in Britain and the resultant physical expansion of London in the period up to c. 1800.

Seminar: On Heyck, Chapter 10. The purpose of this seminar is to check students’ understandings of and to discuss arguments made in the required reading.

Primary Source Seminar: Wordsworth and Blake poems. For the co-requisite course CAS HI 432 this week, students will be introduced to the *Dictionary of National Biography*. In preparation for the CAS HI 246 primary source seminar this week, please look up Wordsworth and Blake in the *DNB*.

Lecture 4: Rights, Rebellions, and Reforms in the Capital. This lecture introduces students to debates about the impact of industrialisation, urbanisation and the expansion of the city.

Session Five: Imperial Capital: London and the British Empire (*Three hour class*)

Reading/Assignment:

1. Heyck, *The People of the British Isles from 1688-1870, Vol II*, (Chicago: Lyceum, 2002). Read Chapter 16, "Mid-Victorian Society..."
2. Heyck, *The People of the British Isles from 1870-Present, Vol III* (Chicago: Lyceum, 2002). Read Chapter 5, "Empire and Diplomacy..."
3. Please complete assignment on Blackboard: Assignments: 1851assignment_HI246.pdf)

Lecture 5: The 'First' and 'Second' British Empires (Guest lecturer, Dr Richard Weight). This lecture introduces students to the first and second waves of British imperial history and to the impact of the development of empire on London.

Lecture 6: The Great Exhibition of 1851. This lecture introduces students to the Great Exhibition of 1851, which was physically located in the South Kensington area, and which can be seen to represent a high point to that date of the British Industrial Revolution and imperial expansion.

Seminar Discussion: On Heyck readings and assignment. The purpose of this seminar is to check students' understandings of and to discuss arguments made in the required reading and to hear, discuss and comment on students' presentations on primary sources relating to the Great Exhibition.

Session Six: - Liverpool Fieldtrip (*Four hour class*)

Preparatory Viewing: Please watch the short clips on Hillsborough and Slavery before the trip to Liverpool (located on Blackboard).

Complete assignment on Liverpool after visit (due [date] via email by 5 pm to MP and [Graduate Assistant]). This assignment will help us to see where help may be needed in writing, research, comprehension, and citation usage. Successful completion counts towards your participation grade.

Liverpool Trip Assignment

I. The Graduate Assistant will lead a discussion on understanding Liverpool prior to arrival in the city. In preparation for that discussion, ask yourself before this visit what you know about Liverpool. Who lives there? What is it known for? Write a few notes for yourself so that after our visit you can reassess your impressions of the city.

Before we visit look up:

1. History of Liverpool (https://en.wikipedia.org/wiki/History_of_Liverpool)
2. Scouse (<https://en.wikipedia.org/wiki/Scouse>)
3. Hillsborough Incident, 1989
4. Catholic & Protestant sectarian violence
5. Merseybeat
6. Liverpool and the Triangular Trade

7. Immigration and Emigration to Liverpool
8. King Cotton and Mining in the Northwest
9. European Capitals of Culture
10. "You'll never walk alone"

To do this, you will find the following links helpful:

- <https://www.youtube.com/watch?v=aQFL-5xf55c>
- <https://www.youtube.com/watch?v=bUuSHrhPQyk>
- https://www.youtube.com/watch?v=OV5_LQArLa0
- <https://www.youtube.com/watch?v=08083BNaYcA>
- <https://www.youtube.com/watch?v=STIvNjWobzA>
- <http://www.britishempire.co.uk/maproom/worldmap1897.htm>

II. Some theorists argue that spaces and places can be read in the same way as a book or artist's canvas. These are considered non-traditional primary sources by historians, but can provide a window onto the past that more traditional sources (newspapers, legal documents, paintings etc) don't allow.

We would like you to look at Liverpool in a similar way.

After our visit, please submit a series of three short photo essays analysing non-traditional primary sources in Liverpool. You might choose to take a photograph of a building, a monument, a shop/pub, a person - anything that you see during our trip that isn't a text or a painting could be a potential source.

Please choose three sources (with accompanying photos) that allow you to tell us something about how events in Liverpool's past were communicated to you by the source in question. For example, "On Street W, I saw this frieze on Building X. It depicts Y. This shows us that Liverpudlians of the 19th century recognised Z to be central to the prosperity of the city..." "Essays" on each image should be about one paragraph in length and well-written and historical. 'Historical' means that the object is described/discussed as part of a time period. Be sure to know who designed/wrote/invented the object/place and give analysis of how it portrays a moment in Liverpool's history.

Note: A paragraph is comprised of at least 5 sentences.

Semester Break: [dates]

[Date]: Mid Term Exam (*Two hour class*)

Time and location TBC

BLOCK TWO: Imperial Capital, Imperial Crisis? c.1880-1945

Session Seven: Poverty and Wealth/ East and West: Tensions in Race, Ethnicity, and Class Part I (*Three hour class plus one hour tutorial*)

Reading/Assignment:

1. Heyck, *The People of the British Isles from 1870-Present, Vol III* (Chicago: Lyceum, 2002). Read Chapter 1, “Troubles in Economy...”
2. Nick Merriman, *The Peopling of London* extracts on Jewish migration to London
3. Aliens Act of 1905- SEE ASSIGNMENT SECTION on BlackBoard

Recap Block One: Including Review of Liverpool Trip in which students will be asked to compare and contrast what they have experienced of the physical scale, economies, and cultures of London and Liverpool.

Introduction to Block Two: Issues of gender, race and class in London during this period; comparisons between east and west London; introduction to using a novel as an historical source.

Lecture 8: The Concept of ‘Race’ in Victorian England (Guest lecturer Dr Richard Weight). This lecture introduces students to the development of ideas about ‘race’ in Victorian England and related developments within the history of London.

Seminar Discussion: Reading and Assignment on 1905/6 Aliens Act. The purpose of this seminar is to check students’ understandings of and to discuss arguments made in the required reading and to hear, discuss and comment on students’ presentations on primary sources relating to the Aliens Act.

Please note: This week students must meet with the Graduate Assistant to finalise the topic and research question for the Research Paper.

Session Eight: Navigating Gender Roles in Modern London (*Three hour class*)

Reading: Janet Howarth, “Gender, Domesticity, and Sexual Politics,” in *The 19th Century: Short Oxford History of the British Isles* (Oxford: Oxford UP, 2000), 164-193.

Lecture 7 and discussion of readings: Separate Spheres and ‘The Women Question’ (guest lecturer Dr Diane Atkinson). The purpose of this lecture is to introduce students to the concept of ‘separate spheres’ and debates about gender in nineteenth and early twentieth century London.

Seminar Discussion on Primary Sources: Gender in Late Victorian and Edwardian London Primary sources on suffrage to be distributed in class. The purpose of this seminar is to further develop students’ primary source analysis skills.

Session Nine: Poverty and Wealth/ East and West: Tensions in Race, Ethnicity, and Class Part II (*Three hour class*)

Reading:

1. Oscar Wilde, *The Picture of Dorian Gray*, (London, 1891)
2. Stephen Inwood, *City of Cities*, 2005, Chapter 4, ‘The Discovery of Poverty’

Lecture 9: 'Into Darkest London': Exploring the East End. The purpose of this lecture is to introduce students to debates about the East End of London in the nineteenth century and to draw comparisons with the West.

Seminar Discussion: *The Picture of Dorian Gray* and Inwood chapter. The purpose of this seminar is to check students' understandings of and to discuss arguments made in the Inwood reading and to discuss ideas in *Dorian Gray* and how the novel can be used as a primary source.

Session Ten: Competition, Conflict and Postwar Re-building (Three hour class)

Reading:

1. Heyck, *The People of the British Isles from 1870-Present, Vol III* (Chicago: Lyceum, 2002). Read Chapters 6, 10, 11.

Lecture 10: Economic Competition and World Wars I and II. The purpose of this lecture is to introduce students to issues connected to London, economic competition, and conflict in late nineteenth and twentieth century London. Comparison is made between London and other world cities, e.g. New York City for relative size of population and Paris for comparisons of post-war re-building. The historical development of the British economy is compared to that of Germany and the USA.

Seminar: Heyck chapters (especially Chapter 11). The purpose of this seminar is to check students' understandings of and to discuss arguments made in the required reading.

Class discussion: Progress on research papers

[Date] Research Paper preparation and Individual Tutorials (One hour per student)

Students will meet with the course tutor to discuss progress with the research paper and next steps. By this stage students must have gathered and begun to analyse historical sources (both primary and secondary) relevant to their research question. At the tutorial students will be asked to apply the knowledge of historical research skills which they have acquired in the co-requisite course CAS HI 432 Research Seminar and Tutorial in English History to their research topic for CAS HI 246.

BLOCK THREE:

From Imperial Capital to World City: 1945-present day

[Date] - Session Eleven: Multicultural London and Youth Culture London (Four hour class)

Reading:

1. Colin McInnes, *Absolute Beginners* (1959)
2. Look again at Heyck Chapter 11 (in the context of reading *Absolute Beginners*)

Recap Block Two

Introduction to Block Three including introducing the question ‘what is a world city?’.

Seminar Discussion: Colin McInnes, *Absolute Beginners*. The purpose of this seminar is to check students’ understandings of and to discuss arguments made in the required reading; also to discuss *Absolute Beginners* and how the novel can be used as a primary source.

Field Visit: Walking Tour of Soho. The purpose of this fieldtrip is to introduce students to this part of London which is especially associated with immigration into London and with the development of youth culture in London. Comparisons will be made between the historical development of youth culture in London and Liverpool.

[Date]- Session Twelve: London, World City (*Three hour class*)

Preparatory Reading: 1. ‘Swinging London’ *Time*, 15 April 1966
2. Doreen Massey, *World City* extracts

Seminar Discussion: *Time* article and Massey extracts. The purpose of this seminar is to check students’ understandings of and to discuss arguments made in the required reading. Follow-up on the question ‘what is a world city? Students compare and contrast possible ‘world cities’.

Lecture 11: London after 1960. ‘Swinging London’ to World City. The purpose of this lecture is to introduce students to the idea of London becoming a ‘world city’ since the 1960s. Comparison will be made with other British cities (e.g. Liverpool), and other world cities.

Seminar Discussion: London continuities and changes since 1666

Recap Block Three & Course: Course Review & Exam preparation

Final EXAM: [Date] (Time and Location TBC)

Course Set Texts

All available to borrow in the BU London Library.

Thomas William Heyck, *A History of the Peoples of the British Isles*, vols. II & III., 2002

Oscar Wilde, *The Picture of Dorian Gray*, London, 1891

Colin McInnes, *Absolute Beginners*, 1959.

Indicative Supplementary and Secondary Reading

The following texts are useful for expanding upon the required reading, for researching research papers and for preparing for the final exam.

Texts in **bold** are especially useful for Global Citizenship and Intercultural Literacy. Extracts from a number of these texts are included in the required weekly reading.

All books are available to borrow in the BU London Library.

Peter Ackroyd, *London: The Biography*, Vintage, London, 2001

C A Bayly, *Imperial Meridian – The British Empire and the World 1780-1830*, Longman, London, 1989

C A Bayly, *The Birth of the Modern World, 1780-1914*, Blackwell, Oxford, 2004

Matthew Beaumont, *Night Walking – A Nocturnal History of London*, Verso, London & New York, 2015

Asa Briggs, *The Age of Improvement*, Pearson Education, London, 1959

Peter Clark (ed) *The Oxford Handbook of Cities in World History*, OUP, Oxford, 2013

Peter Clark & Raymond Gillespie (eds), *Two Capitals: London and Dublin 1500-1840*, OUP, Oxford, 2001

Linda Colley, *Britons – Forging the Nation 1707-1837*, 2nd edition, Pimlico Press, London, 2003

Leonore Davidoff & Catherine Hall, *Family Fortunes*, Routledge, London, 2002

David Feldman, and Gareth Steadman Jones, *Metropolis London*, Routledge, London, 1989

Simon Foxell, *Mapping London: Making Sense of the City*, Black Dog, London, 2007

Vic Gatrell, *The First Bohemians – Life and Art in London's Golden Age*, Allen Lane, London, 2013

Paul Griffiths & SR Jenner (eds), *Londonopolis: Essays in the Culture and Social History of Early Modern London c. 1500-1750*, Manchester University Press, 2001

Derek Keene, 'Growth, modernisation and control: The transformation of London's landscape, c.1500-1760' in Peter Clark & Raymond Gillespie (eds), *Two Capitals: London and Dublin 1500-1840*, Oxford University Press, 2001

Joe Kerr & Andrew Gibson (eds), *London – From Punk to Blair*, Reaktion Books, London 2003

Lucy Inglis, *Georgian London – Into the Streets*, Viking, London 2013

Stephen Inwood, *A History of London*, Macmillan, London 1998

Stephen Inwood, *City of Cities – The Birth of Modern London*, Macmillan, London, 2005

Doreen Massey, *World City*, Polity, Cambridge, 2007

Nick Merriman, *The Peopling of London*, Museum of London Press, London 1993

Julia Merritt (ed), *Imagining Early Modern London: Perceptions, and Portrayals of the City from Stow to Strype, 1598-1720*, Cambridge University Press, 2007

David Morley & Kevin Robins (eds), *British Cultural Studies* OUP, Oxford, 2001

Sheila O'Connell (ed), *London 1753*, British Museum Press, London, 2003

Miles Ogborn, *Spaces of Modernity: London's Geographies, 1680-1780*, Guilford Press, London and New York, 1998

Lena Cowen Orlin (ed) *Material London*, U Penn Press, 2000

Roy Porter, *English Society in the Eighteenth Century*, Pelican Books, London, 1992

Roy Porter, *London: A Social History*, Harvard University Press, Cambridge MA, 1994

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