

HIS 235

London 1500-1900

The history of a business city

|  |  |
| --- | --- |
| UNDERGRADUATE SCHOOL Fall 2017 |  |
| INSTRUCTOR Alan Hertz |  |
|  |  |
| CLASS ROOM AND SCHEDULE Please see your myCourses page for the room assignment and schedule of classes. Any changes will be indicated on myCourses. |  |
| OFFICE HOURS Please see your myCourses page. You should take full advantage of this opportunity to meet with your professor outside the prescribed class period. |  |
|  |  |
| EMAIL alan.hertz@faculty.hult.edu |  |



**CONTEXT & DESCRIPTION**

HIS 235 meets the History and Society core requirement of our General Education program. It familiarizes students with the rich complexity of human societies, and shows how this complexity is studied by scholars in history and the social sciences. So it introduces history as a mode of thought and an academic discipline, provides a working knowledge of some key concepts and techniques of historical study, surveys different types of history -- cultural, social, economic, political – and the relationships between them, and gives practice in historical research, selection, analysis, and synthesis.

To make this interesting to business students, the emphasis is on the history of business, and this course also functions as an introduction to the historical study of the business environment. It explores how changing geographical, cultural, economic, technological conditions affected the way Londoners did business and eventually shaped much of modern business culture.

Between 1500 and 1900, London was transformed from a backwater on the periphery of Europe into the biggest and richest city in history, the first modern metropolis, the heart of the most extensive empire the world had ever seen, and a pioneer of modern business practice. The story of this change is interesting in itself; it also allows us to address some important issues. These include:

* The relationship between geography and history
* The relationship between political power and economic and cultural change
* The development of modern financial institutions and corporate structures
* The long history of globalization
* The long history of the creative industries
* The rise of bourgeois culture and mass consumption
* The transformation of retailing and marketing

The course has one additional objetive: to enrich students’ appreciation, use and enjoyment of London as a place in which to live and study. It involves lots of visits and walks, so it provides students new to London with an introduction to their temporary home.



**OBJECTIVES**

This course is designed to

* Develop an understanding of the academic study of history;
* Reveal the historical foundations of modern business culture and practice;
* Foster an appreciation of the resources of London as a place to live, study, and work.

Topics and discussion areas include . . .

|  |  |
| --- | --- |
| 1 | How historians think |
| 2 | The benchmark: London in 1500 |
| 3 | Tudor London: from the Reformation to Shakespeare and the East India Company |
| 4 | The traumas of the 17th century |
| 5 | 18th century transformations: industrial manufacture, bourgeois consumerism, mercantile capitalism |
| 6 | Mass transportation and the expansion of London |
| 7 | London and the Empire |
| 8 | Governing the ungovernable city |



**SPECIFIC LEARNING OUTCOMES**

On completion of this course, students should be able to:

|  |  |
| --- | --- |
| CLO1 | Explain how historians think and construct historical narratives and arguments |
| CLO2 | Describe the history of London from the Reformation to the death of Queen Victoria |
| CLO3 | Explain the historical background of modern business practice and consumer culture |



**TEACHING AND LEARNING**

The course meets for a single three-hour session every week. This allows sufficient time for field trips, which will take place roughly every other week.

The classroom sessions are informal lecture/discussions. They do not cover all the course material; rather they supplement the reading, exploring topics and themes in depth. The field trips are largely illustrative; they use places and objects to make the course material come to life. They also help students get to know London.

I try to make these sessions lively, entertaining, and informative, but . . . If you don’t do the required reading on time, the course will not make sense, and you cannot do well. Likewise, if you don’t pay attention in class and on field trips, the course will not make sense, and you cannot do well.



**METHOD AND WEIGHTING OF ASSESSMENT**

**Assignment 1:** Reading Portfolio

**Due Date:** Weeks 4, 7, 10

**Weighting (% of final grade):** 50% [16.7% each]

**Learning Outcome(s) Assessed: 1,2,3**

**Description of Assignment:** Three sets of short answer questions [4 or 5 questions, requiring answers of 1 or 2 paragraphs, in each set]

**Grading Criteria (What constitutes a good assignment?):** The best grades will go to students who: do the reading carefully; think about and understand what they have read; relate it to classroom material and their lives in London; respond to the questions fully and without digressions; write clearly and elegantly; and present their work attractively. A full rubric is available on our myCourses page and as an appendix to this document.



**Assignment 2:** Final exam

**Due Date:** Week 15

**Weighting (% of final grade):** 50%

**Learning Outcome(s) Assessed: 1,2,3**

**Description of Assignment:** A two-hour formal examination in which students write 3 essays of 500-750 words each.

**Grading Criteria (What constitutes a good assignment?):** The best grades will go to students who: show a good command of the facts of the history of London; can generalize persuasively about patterns and trends in London’s history; back up their generalizations with specific evidence; answer the questions fully and without digressions; organize their essays logically; write clearly and elegantly. A long-list of questions will be discussed at our first class, and a full rubric is available on our myCourses page and as an appendix to this document.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASSIGNMENT SUMMARY** |  | **EVALUATION CRITERIA** | |  |  |
|  |  | **Description** | **Grade** | **Grade Points** | **Percent Scale** | |
| Reading Portfolio 50% |  | **Very High Quality** | **A** | **4.00** | **90-100** | |
|  |  | **Good** | **B** | **3.00** | **80-89** | |
| Final exam 50% |  | **Adequate (Pass)** | **C** | **2.00** | **70-79** | |
|  |  | **Inadequate** | **D** | **1.00** | **60-69** | |
|  |  | **Fail** | **F** | **0.00** | **0-59** | |



**SPECIAL POLICIES FOR THIS COURSE**

You should read the Student Handbook to ensure you understand the School’s policies and procedures. Remember that:

* Students arriving more than five minutes late will not be admitted to class
* A late assignment will be penalized 10% per day, including weekends.
* If a student has below 70% attendance by the end of the semester, and if there are no approved mitigating circumstances, the student will receive an F grade on his or her final exam.

You are also expected to conduct yourself in a professional manner. That means mobile phones must be switched off and in your bags. You must be prepared to take notes, whether on a laptop or on paper, and should bring paper and pen to class for this purpose. The professor reserves the right to ask you to close your laptop at any time.

The learning environment is delicate and easily disrupted, so:

* I will begin class with announcements—if you miss them, do not pester me or blame me for your confusion.
* You must not leave class in the middle except at break time. Eat, drink, smoke and excrete before class starts or after it ends.
* You must not conduct private conversations in class, or use electronic devices for anything other than classwork.
* All assessed work must be submitted as .doc or .docx documents through the appropriate channel of our myCourses page. The filename must include your name. I will not mark or grade work submitted in any other format or through any other channel, including e-mail.
* Plagiarised work will be reported to the Academic Integrity Committee, which will assign a failing grade.
* We will have regular field trips. The following rules apply:
  + We will not meet at Hult, but at the start of our excursion.
  + I will announce the plans in advance and post reminders, instructions, and directions on our myCourses page
  + Wherever we are meeting, be on time! We will not wait for you.
  + A class outside the classroom is still a class! Stay with the group; pay attention; do not hold private conversations or make phone calls.



**ESSENTIAL READING**

You must buy these books:

* Jeremy Black, *London: a history*. A good general survey
* Robert Bucholz and Joseph Ward, *London: 1550-1700.* An excellent exploration of themes and patterns in the history of London.
* Leo Hollis, *The Stones of London*. This looks at themes in the history of London using 12 buildings as starting points.



**RECOMMENDED READING**

I encourage you to supplement the required reading and will reward evidence that you have done so when I grade your written work. However, supplement does not mean substitute; the materials below may help you, but you must still buy and read the required texts. Here are some reliable and interesting books on our subject:

Peter Ackroyd, *London: the biography*

Peter Barber, *London: a history in maps*

Matthew Beaumont, *Nightwalking: a nocturnal history of London*

Judith Flanders, *Victorian City*

Stephen Halliday, *Making the Metropolis*

Leo Hollis, *The Phoenix*

Lucy Inglis, *Georgian London*

Stephen Inwood, A *History of London*

*City of Cities*

John Marriott, *Beyond the Tower*

Liza Picard, *Elizabeth’s London*

*Restoration London*

*Dr Johnson’s London*

*Victorian London*

Roy Porter, *London: a social history*

Stephen Porter, *Pepys’s London*

Alex Werner and Tony Williams, *Dickens’s Victorian London*

Jerry White, *London in the eighteenth century*

*London in the nineteenth century*

Peter Whitfield, *London: a life in maps*



**OTHER USEFUL MATERIAL**

Some helpful websites:

General

<http://www.history.co.uk/explore-history/history-of-london.html>

Georgian London

<http://www.georgianlondon.com/>

Two enormous treasure chests about Victorian London

<http://www.victorianlondon.org/>

<http://www.victorianweb.org/>

Museums

<http://www.museumoflondon.org.uk/>

<http://www.museumoflondon.org.uk/Docklands/default.htm>

<http://www.sciencemuseum.org.uk/>

<http://www.vam.ac.uk/>

A wonderful local blogger

<http://www.spitalfieldslife.org>

**COURSE SCHEDULE**

This timetable is tentative and will undoubtedly change. The assigned reading is packed into the early part of the term, when – I hope – your workload in other courses is relatively light.



**Week 1**

Course introduction

How historians think

Urban history/Business history

Our key questions

London in 1500

Legacies of a troubled past

A changing world

The English Reformation

**Homework for week 2**

Read Black, Ch 4

Bucholz/Ward, Introduction, Ch 1

Hollis, Ch 3



**Week 2**

A walk from St Paul’s to the Tower

*Meeting point: the Pillar, Paternoster Square*

The secularization of business

**Homework for week 3**

Read Bucholz/Ward, Chs, 2-5



**Week 3**

Court culture v.1

London in Europe

Shakespeare the entrepreneur

Tudor Bankside

From England to Britain

The trouble with religion

The beginnings of Empire

**Homework for week 4**

Reading questions 1



**Week 4**

***Reading questions 1 due***

*A* walk from London Bridge to Westminster Bridge

*Meeting point: the Monument*

City/Southwark/Westminster

**Homework for week 5**

Read Black, Ch 5

Bucholz/Ward, Chs 6-8

Hollis, Ch 4



**Week 5**

The terrible 60s: Restoration, War, Plague, Fire

Commercial transformations

Constitutions and parties

The development of development

Urban order and disorder

Defoe, Handel, Hogarth, Harris

**Homework for week 6**

Read Black, Ch 6

Bucholz/Ward, Conclusion

Hollis, Ch 5



**Week 6**

Walk: the East End

*Meeting point: HHE lobby*

Living on the edge: poverty, diversity, dynamism

**Homework for week 7**

Reading questions 2



**Week 7**

***Reading questions 2 due***

Mercantilism and London

Industrialization and consumerism

A nation of shopkeepers

**Homework for week 9**

Read Black, Ch 7

Hollis, Ch 6



**Week 8**

Visit: the British Gallery, Victoria and Albert Museum

*Meeting point: main lobby, Victorial and Albert Museum*

Material culture: 1500-1900

**Homework for week 9**

Read Hollis, Chs 7-9



**Week 9**

Visit: Science Museum

*Meeting point: James Watt display, Energy Hall, Science Museum*

Science, technology, industry, modernity

**Homework for week 10**

Reading questions 3



**Week 10**

***Reading questions 3 due***

Transportation transformations

The New West End and the rise of the suburb

The new port and international trade

A nation of shopkeepers



**Week 11**

***Reading week***



**Week 12**

Visit: Museum of London, Docklands

*Meeting point: main lobby, Museum of London, Docklands*

The new port and international trade



**Week 13**

Entertaining and informing

Dickens and Morris

The rise of the modern corporation

Governing the ungovernable city



**Week 14**

Visit: Museum of London

Daily Life: 1500-1900

Course review



**Week 15**

**Final exam**

The exam schedule is made available at the beginning of term. Please check myHult for further information.