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| MODULE PROFORMA | | |
| Full module title: Murder, Media and Morality in Victorian London | | |
| Module code: 4HIST008X | Credit level: 4 | Length: Three Weeks |
| UK credit value: 20 | ECTS value: 10 | |
| Faculty and Department: SSH / History, Sociology and Criminology | | |
| Module Leader(s): Dr Helen Glew | | |
| Extension: | Email: glewh@westminster.ac.uk | |
| Host course and course leader: London International Summer School | | |
| Status: Option | | |
| Subject Board: HSC Summer School and Progression | | |
| Pre-requisites: none | Co-requisites: none | |
| Study abroad: yes | | |
| Special features: Field walks | | |
| Access restrictions: Westminster International Summer School only | | |
| Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. No | | |
| Summary of module content:<br>The 'Jack the Ripper' murders; social history of the East End; London in the late Victorian era; the representation of the killings in the media, in film and literature; the historiography of the murders. | | |

**Learning outcomes**

By the end of the module the successful student will be able to:

- show knowledge and understanding of the main social, cultural and economic characteristics of late Victorian London;
- demonstrate awareness of the immediate myths and representations attaching to the 'Jack the Ripper 'murders;
- begin to recognise the complexity of historical processes and relationships at work in interpretations of historical events;
- make use of theoretical concepts as tools of historical understanding;
- utilise and interpret primary historical sources, considering their reliability, value and significance;
- use historical evidence and argument, to reach and support reasonable conclusions;
- communicate effectively in written English, using recognised academic apparatus.

**Course outcomes the module contributes to:** not applicable

**Indicative syllabus content**

The class addresses a number of significant issues and episodes in the history of late Victorian London and the Ripper murders, including:

- wealth and poverty;
- London as an imperial city;
- the social geography of London and class relations;
- the economy of Victorian London;
- the nature and impact of the Ripper murders;
- representations of the murders then and since.

**Teaching and learning methods**

The class is delivered via lectures, seminars and field walks. Lectures give the essential framework for the class by providing key knowledge and interpretation upon which students are expected to build with their own reading. Seminars allow informal student-led discussion of the issues raised in lectures, opportunities for supervised group work and are also used to allow practice in the key skills of interpretation and analysis of primary historical sources.

| **Activity type** | Category | Student learning and teaching hours* |
|---|---|---|
| Lecture | Scheduled | 10 |
| Seminar | Scheduled | 20 |
| Tutorial | Scheduled | |
| Project supervisor | Scheduled | |
| Demonstration | Scheduled | |
| Practical Classes and workshops | Scheduled | 6 |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | 6 |
| External visits | Scheduled | 6 |
| Work based learning | Scheduled | |
| **Total Scheduled** | | 48 |
| | | |
| Placement | Placement | |
| Independent study | Independent | 152 |
| **Total student learning and teaching hours** | | 200 |

*the hours per activity type are indicative and subject to change.

**Assessment rationale**

The class is assessed via coursework and a two-hour seen exam.

Coursework consists of a group presentation. You will each speak for 5 minutes, and provide an individual written report on your research.

In the examination, students will answer one essay questions and attempt a documentary analysis exercise. Documents are provided in advance of the examination, and students will choose one.

Assessment is designed to allow students to demonstrate their acquired knowledge and understanding of late Victorian London and the context for the Ripper atrocities. In addition, it is intended to allow students to demonstrate the key skills of literacy and ability to argue a case, of historical interpretation and analysis, of synthesis and evaluation of evidence and the use of primary historical sources. Students will also demonstrate their ability to communicate knowledge and understanding in a time-constrained environment.

**Assessment criteria**

In the **group presentation** students are expected to demonstrate they can:

- formulate a question for the group to investigate and present to the whole seminar class
- make links between events, people, relevant factors, etc, to provide a comprehensive explanation
- work as part of a small group
- provide evidence of research utilising both primary and secondary sources
- use appropriate information and communication technology
- communicate effectively in good oral English

In the **individual presentation log** students are expected to:

- represent, reflect upon and evaluate their own contribution to the work of the group
- make rational judgements on how the group could have performed more effectively
- communicate effectively in good written English

In the **documentary analysis exercise** in the exam, students are expected to demonstrate that they can:

- explain what the document is;
- place it in its historical context;
- comment upon and explain the significant points, references and allusions in the text;
- understand and explain the reliability or otherwise of the documents as a historical primary source;
- summarise its value to the student of late-Victorian London and the Whitechapel murders;
- communicate in good written English.

In the **examination questions**, students are expected to demonstrate:

- broadly-based knowledge and understanding of late-Victorian London society and history
- a critical understanding of the Whitechapel murders and the historiography of the subject
- the ability to work unassisted in a time-constrained environment
- the ability to communicate effectively in written English

**Assessment methods and weightings**

| **Assessment name** | **Weighting %** | **Qualifying mark %** | **Qualifying set** | **Assessment type (e.g. essay, presentation, open exam or closed exam)** |
|---|---|---|---|---|
| ***Group Presentation*** | *20* | *30* | | *Presentation* |
| ***Individual report*** | *10* | *30* | | *Report* |
| ***Exam*** | *70* | *30* | | *Exam* |

## Sources

### Essential reading list

Ackroyd, P. *London: The Biography* (2002)
Inwood, S. *A History of London* (1998); *City of Cities: London 1870-1914* (2005)
Jones, G. S. *Outcast London* (1971)
White, Jerry *Nineteenth Century London* (2007)

Ackroyd P. 'Introduction' in *Jack the Ripper and the East End* (2008)
Begg P. *Jack the Ripper: The Definitive History* (2002)
Walkowitz, Judith *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (1992)

Warwick, A. and Willis, M. *Jack the Ripper: Media, Culture, History* (2007)

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**Date of initial validation:** April 2016

**Dates of approved modifications:**

**Date of re-validation/review:**