

## Jack the Ripper's London: Myth, Reality, and the London Victorian Metropolis

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Module Code	4HIST008X
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	20% Group Presentation, 10% Individual Report, 70% Exam

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### Special features

Students will visit the Museum of London, Tate Britain, The Royal London Hospital, The Metropolitan Police Heritage Centre, Sir John Soane's Museum, The Bishopsgate Institute, The Museum of London Docklands. The students will also go on a walking tour to 'map' the Ripper murders and get to grips with the geography of the East End. Note: these visits are subject to change.

### Summary of module content

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 Ripper 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	
<b>Total scheduled</b>		48
Placement	Placement	
Independent study	Independent	152
<b>Total student learning and teaching hours</b>		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 two 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 Ripper 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		Closed exam

### Sources

#### Essential reading list

Ackroyd, P., *London: The Biography* (2002)

Inwood, S., *A History of London* (1998) and *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)