Monarchy – A Royal History of London

Module Code       4HIST007X
Module Level      4
Length            Session One and Two, Three Weeks
Site              Central London
Host Course       London International Summer Programme
Pre-Requisite     None
Assessment        40% Oral Presentation, 60% Written Coursework

Special features

This module may include additional costs for museum tickets.

Site visits: as a part of the module, students will be visiting The British Museum, British Library, National Portrait Gallery, the Museum of London, Imperial War Museum. The students will also tour important royal sites in London. Note: these visits are subject to change.

Summary of module content

This course examines London as the historical setting for monarchy and national ceremonial. As such the course considers Royalty’s central place in British life and examines how its purpose and function have changed over the centuries. It also investigates Royalty’s influence on British history and society and its impact on government, culture and science. Finally the course will consider how the monarchy has adapted – and continues to adapt – to changing times and how critics react to it.

Learning outcomes

On successful completion of this module, a student will be able to:

1. Explain how key moments in history have affected the role of the monarchy
2. Identify and evaluate how the monarchy has changed and adapted over time in response to national and international issues
3. Identify the extent to which the monarchy’s influence on diplomacy, international relations, society, culture and science have shaped the United Kingdom and its place on the world stage
4. Relate places and objects in and around London to key moments in the history of the monarchy.

Course outcomes the module contributes to:

List of modules available to Study Abroad students.
Indicative syllabus content

- Study of the role of individual rulers and royal families during key periods in British history, for example, Alfred the Great, the Normans, the Plantagenets, the Tudors, the Stuarts, the Hanoverians and the Windsors

- Consideration of the influence of the monarchy on key themes: diplomacy, international relations, society, culture and science and the UK’s place on the world stage

- Study the historical significance of objects such as the Domesday Book and the Magna Carta

- Visits to historical locations, for example, the Tower of London, Windsor Castle, Whitehall Palace, and Westminster Hall

- Walks in and around London to highlight historically relevant buildings, the events associated with them and their significance in historical developments.

Teaching and learning methods

Semester-based (48 contact hours in total over 12 weeks):
The methods used in the delivery of the module are student-centred and highly interactive. They are designed to support the students in their analysis of and reflection on significant historical periods as seen through relevant objects and locations in London. The course will contain a combination of lectures and interactive workshops. Different learning styles will be addressed through the use of visual media as well as tasks to research and complete online. Student learning will be enhanced through work in pairs and groups. Two weeks (weeks 6 and 12) of non-traditional teaching are scheduled, which will involve visits and walks around historic London. An additional walk will take place to fit in with the course.

Block-mode (summer Programme)

Block-mode delivery is aimed at aiding progression between years of University of Westminster students and as an option in the London International Summer Programme. The content covered and the assessment profile will be the same. What changes in the block-mode delivery is the length of classes and the more concentrated time for reflection and reading between classes. Based on this, both the theory for the lectures and the workshop activities have been chosen to be flexible and adaptable, to suit different delivery types. At the same time the reading will be frontloaded to or before the beginning of the course.

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Category</th>
<th>Student learning and teaching hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
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<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>36</td>
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<tr>
<td>Tutorial</td>
<td>Scheduled</td>
<td>3</td>
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<tr>
<td>Project/coursework supervisor</td>
<td>Scheduled</td>
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<tr>
<td>Demonstration</td>
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<tr>
<td>Practical classes and workshops</td>
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<tr>
<td>Supervised time in studio/workshop</td>
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<tr>
<td>Fieldwork</td>
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<tr>
<td>External visits</td>
<td>Scheduled</td>
<td>9</td>
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<tr>
<td>Work-based learning</td>
<td>Scheduled</td>
<td></td>
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<tr>
<td><strong>Total scheduled</strong></td>
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<td><strong>48</strong></td>
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The assessment criteria are as follows:

- Ability to demonstrate understanding of and evaluate a number of key turning points in history
- Ability to critically evaluate the impact of individual monarchs and/or royal families on key themes within British history and the UK’s place on the world stage
- Ability to show understanding of the significance of key places and objects in particular historical moments
- Ability to communicate ideas both orally and in writing with emphasis on research, relevance, argument, structure and presentation.

**Assessment methods and weightings**

<table>
<thead>
<tr>
<th>Assessment name</th>
<th>Weighting %</th>
<th>Qualifying mark %</th>
<th>Qualifying set</th>
<th>Assessment type (e.g. essay, presentation, open exam or closed exam)</th>
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<tbody>
<tr>
<td>Coursework 1</td>
<td>40%</td>
<td>30%</td>
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<td>Oral presentation</td>
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<tr>
<td>Coursework 2</td>
<td>60%</td>
<td>30%</td>
<td>Written coursework</td>
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</tbody>
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Synoptic assessment
NA

Sources

Hibbert, Christopher: *The Court at Windsor*. Penguin, 1977

Hibbert, Christopher: *The Court of St James*. Weidenfeld & Nicholson, 1979

Lacey, Robert: *Majesty, Elizabeth II and the House of Windsor*. Harcourt, Brace, Janovich, 1977


Seward, Ingrid: *Royal Style*. St Martin’s Press, 1988

Weir, Alison: *Henry VIII, King and Court*. Jonathan Cape, 2001


Also important, because they are concise and informative, are Pitkin Guides. Especially:

Ashdown, Dulcie, *The Royal Line of Succession*

Essential reading list


Additional materials provided in the student handbook (relevant journal articles) etc.

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