

MODULE PROFORMA		
Full module title: Black London: Black History in London from Tudors to Today		
Module code: 4HUMS001X	Credit level: 4	Length: semester-long Semester 1; Semester 2; Liberal Arts summer programme
UK credit value: 20	ECTS value: 10	
College and School: LAS / Humanities		
Module Leader(s): Itay Lotem		
Extension: 64657	Email: I.Lotem@westminster.ac.uk	
Host course and course leader: Cross-College suite of credited Study Abroad modules		
Status: Study Abroad / Summer Programme module		
Subject Board: LAS Study Abroad and Exchange PAB		
Pre-requisites: none	Co-requisites: none	
Study abroad: yes		
Special features: Study Abroad module		
Access restrictions: Study Abroad / Summer Programme only		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. - No		
<p>Summary of module content</p> <p>This module places communities of colour, often marginalised, at the very centre of London's history from the Tudors to today. It explores the long and rich history of black and brown communities in London, from immigrant communities originating from Africa, South-East Asia and the Caribbean, to colonial and African-American soldiers in the modern period. In doing so, it raises important question about race, diversity and multi-culturalism. It looks at questions of exclusion and racism; agency and activism; diversity and multi-culturalism. Crucially, it shows students how black and brown communities have shaped – and continue to shape – London.</p>		

Learning outcomes

By the end of the module, students will be able to:

1. Demonstrate understanding of the history of black and brown communities in London;
2. Identify places, objects and people which are key in understanding the history of black and brown communities in London;
3. Identify, and engage with, theories and discussions of race, ethnicity and migration;
4. Understand how including voices 'from below' changes the way students engage with, and understand, London.

Course outcomes the module contributes to

List of modules available to Study Abroad students.

Indicative syllabus content

Topics include:

- Black Tudors
- Abolitionist movement
- Race and racism
- Multiculturalism
- Colonialism
- Pan-Africanism
- African-American soldiers
- Migration
- Music
- Race Riots
- Commemorations

Exploration of these topics will include study visits and/or walks to relevant sites, including the Docklands Museum; Notting Hill; George Padmore Archives; Black Cultural Archives, among others.

Teaching and learning methods

Semester-based

The methods used in the delivery of this module are student-centred and highly interactive and combine classroom-based teaching with site visits and/or field walks. They are designed to support students in their analysis of and reflection on the histories of black and brown communities in London. They are also meant to inspire them to further develop their understanding of race, ethnicity and migration and how including voices 'from below' changes the way we engage with, and understand, London. All supporting learning materials will be made available via Blackboard.

Block-mode (Summer Programme)

When this module is delivered as part of the London International Summer Programme, it will be taught in block-mode. 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 learning materials and the classroom and field activities have been chosen to be flexible and adaptable, to suit different delivery types.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	22
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work-based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
Total Scheduled		22

Placement	Placement	
Independent study <ul style="list-style-type: none"> • 78 hours reading for class • 75 hours assessments • 25 hours engaging beyond the curriculum (independent exploration of films, novels, museums, neighbourhoods, exhibitions, galleries) 	Independent	178
Total student learning and teaching hours		200

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

Assessment rationale

The two summative assessments for this module are designed to allow students to demonstrate their acquired knowledge and understanding of black history in London in non-timed conditions. They are also intended to allow students to demonstrate key skills of interpretation, analysis, and literacy, as well as the ability to argue a case and make an original contribution in written form.

Coursework 1: (40% of overall module mark)

A book review, evaluates students' ability to read a text closely, put it in context, analyse it critically, and understand its overarching contribution.

For the book review, students write a total of 1,000 words on an academic book or article agreed with the tutor. The book review specifically assesses Learning Outcomes 1, 3 and 4.

Coursework 2: (60% of overall module mark)

The portfolio, evaluates student's ability to select relevant sites and/or artefacts and put together a portfolio of four site- or object-specific pieces of writing that are accurate and well-researched but also engaging and accessible to a non-specialist audience. Both assessments will evaluate a range of written skills, the former being aimed at specific academic audiences and the latter being aimed at wider audiences.

For the portfolio, students write 4x500-word pieces based on 4 sites and/or artefacts which reflect aspects of black history in London. The portfolio is intended for a non-specialist audience visiting London and interested in alternative histories of the city. The portfolio assesses Learning Outcomes 1, 2 and 4.

Formative Assessment

Over the course of this module, students will have the opportunity to receive feedback on a range of formative tasks set in preparation for individual sessions.

Assessment criteria

Detailed and specific criteria for each assessment element are provided under 'Assessment Criteria' on the Blackboard site for this module. In general terms, students will be assessed on:

Book review:

Their ability to conduct independent research; understand intellectual nuances and academic debates; and express themselves clearly, accurately and engagingly in written form.

Portfolio:

Their ability to select relevant and varied sources; to demonstrate their significance; and to convey information in a way which is both accurate and engaging.

Marks are awarded as follows, level of performance to be determined on the basis of criteria as outlined above:

80-100 An outstanding piece of work: All assessment criteria have been met at an exceptionally high standard

- Demonstrates exceptional independent thought and reflection in relation to complex ideas and concepts.
- Provides creative analysis of techniques/knowledge.
- Critically analyses information sources, techniques and approaches to analysis.
- Demonstrates extensive research across a range of sources.
- Communicates ideas and complexity with confidence, using appropriate format and excellent presentation.

70-79 An excellent piece of work: All assessment criteria have been met at a high standard.

- Takes a confident approach to critical analysis/reflection across a range of techniques/knowledge.
- Shows in-depth understanding of ideas and concepts.
- Demonstrates insightful/independent contextualisation and implications of theories/practices.
- Synthesises independent research across a range of authoritative sources.
- Communicates with clarity using appropriate format and excellent presentation.

60-69 A good piece of work: All assessment criteria have been met at a good standard.

- Demonstrates systematic understanding across a range of techniques/knowledge in specialised area.
- Demonstrates confident analysis/reflection on key concepts/frameworks.
- Explores relationship of theories/practices within the wider context.
- Provides additional independent research across a range of authoritative sources.
- Communicates clearly, using appropriate format and with sound presentation.

50-59 A sound piece of work: All assessment criteria have clearly been met.

- Demonstrates clear understanding of techniques/knowledge in specialised area.
- Demonstrates some independent synthesis and reflective analysis across key concepts/ frameworks.
- Provides evidence of research across a range of resources provided within the module.
- Communicates using appropriate format with satisfactory presentation.

40-49 An adequate piece of work: All assessment criteria have just been met.

- Demonstrates descriptive understanding of techniques/knowledge.
- Provides limited evaluation of ideas and concepts.
- Undertakes minimal research within module content.
- Communicates work using appropriate format with some weaknesses of presentation.

30-39 FAIL: An inadequate piece of work: One or more relevant assessment criteria are not met

- Applies techniques/knowledge with limited with some weaknesses/omissions.
- Demonstrates inadequate knowledge of key concepts and principles.
- Uses a minimal amount of relevant information from within the module.
- Communication is unclear with poor standard of presentation.

0-29 FAIL: A poor piece of work: Most of the relevant assessment criteria area not been met.

- Applies techniques/knowledge with significant weaknesses and omissions.
- Demonstrates major inaccuracies and/or misunderstandings flaws of key concepts and principles.
- Uses inadequate information sources from within the module.
- Communication is unclear with poor standard of presentation.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Book Review (1,000 words)	40			Coursework
Portfolio (4x500 words)	60			Portfolio

Synoptic assessment

n/a

Sources

Adi, H. (2019) *Black British History: New Perspectives*, London: Zed Books.

Hammond, K. (2015) *London Is The Place For Me: Black Britons, Citizenship, and the Politics of Race*, New York: Oxford University Press.

Kauffmann, M. (2017) *Black Tudors: the untold story*, London: Oneworld Publications.

Olusoga, D., (2017) *Black and British*, London: Pan Books.

Schofield, S. and Jones, B. (2019) '“Whatever Community Is, This Is Not It”: Notting Hill and the Reconstruction of “Race” in Britain after 1958', *The Journal of British Studies*, 58 (1) 142-173.

[Link to the online reading list](#)