

MODULE PROFORMA		
<i>5HIST004W Jack the Ripper: Myth, Reality, Culture and Popular History</i>		
Module code: 5HIST004W	Credit level: 5	Length: one semester
UK credit value: 20	ECTS credit value: 10	
Faculty and Department: Social Sciences and Humanities / History, Sociology and Criminology		
Module Leader(s): Dr Helen Glew		
Extension: 69053	Email: H.Glew@westminster.ac.uk	
Host course and course leader: BA (hons) History, Dr Katja Seidel		
Status: Option		
Subject Board: HSC Level 5/6		
Pre-requisites: None	Co-requisites: None	
Study abroad: Yes		
Special features: London field walk.		
Access restrictions: None		
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: 'Jack the Ripper' murders; Whitechapel in 1888; police investigation; role of the press; victims and the context of prostitution; popular culture in 1888, specifically Jekyll & Hyde and the rise of detective fiction; public "appetite" for crime stories"; cultural reinterpretations of the murders since 1888 in novels, film, theatre; Ripperology.		

Learning outcomes

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

1. demonstrate command of a significant body of historical knowledge of late nineteenth-century London and the ways in which popular understandings of this period have emerged and evolved over the ensuing century and a half (Course Learning Outcome 5.1);
2. demonstrate an ability to interrogate, read, analyse and critically reflect upon a range of contemporary texts, other primary sources, and subsequent cultural reinterpretations of the period (Course Learning Outcome 5.2);
3. demonstrate an understanding of the varieties of approaches to understanding, constructing and interpreting the past (Course Learning Outcome 5.3);
4. demonstrate an awareness of continuity and change over extended time periods (Course Learning Outcome 5.4);
5. demonstrate an awareness of the differences between historical research methods and those generally used in Ripperology (Course Learning Outcome 5.5).

Course outcomes the module contributes to: 5.1; 5.2; 5.3; 5.4; 5.5

Indicative syllabus content

- The Whitechapel murders of 1888 and the victims;
- The police investigation and the suspects;
- The context of poverty, society and the economy in Whitechapel;
- Contemporaneous debates surrounding prostitution and reform;
- The press, its coverage of the murders and the concomitant rise of 'new journalism';
- Reactions to the murders in the context of detective fiction and the fascination with crime stories;
- The emergence and development of Ripperology;
- Cultural reinterpretations of Jack the Ripper since 1888;
- Jack the Ripper in popular culture today.

Teaching and learning methods

This module will be taught via weekly lectures and three hours of seminar time, divided into a one-hour seminar where readings will be discussed and a two-hour seminar which will have more emphasis on group work, analysis of primary sources or discussion and elaboration of pre-prepared tasks. There will also be a field walk to the murder sites to allow reflection on Whitechapel in 1888 and in the present, including a discussion of the legacy of the murders in the area and the effects of 'Ripper tourism'. Students will supplement their in-class learning through independent reading and study, film viewings and preparation for assessment.

Independent study is an important part of the degree. Through independent study students learn to work on their own, adopt enquiry-led approaches to learning, develop their individual learning habits and become self-aware about their learning capabilities, so that they graduate as lifelong learners. Reading and other study material will be suggested by the

module leader to assist students meet the module learning outcomes, and will include the provision of extracts from texts and/or journal articles with questions to guide and direct student engagement and outcomes; the provision of mock documentary analysis exercises with questions designed to help students master the fundamental skill of interpreting historical texts.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	11
Seminar	Scheduled	31
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	4
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	2
Work based learning	Scheduled	
Total Scheduled		48
Placement	Placement	
Independent study	Independent	156
Total student learning and teaching hours		200

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

Assessment rationale

The essay will allow students to reflect at length on an in-depth aspect of the murders and their context, developing students' research, critical analysis and writing skills. The source analysis will complement the second half of the module which seeks to interrogate popular reinterpretations of the murders and to consider why the dominant representations of Jack the Ripper have come to take their current form.

In the analysis of the work of fiction/film, students are expected to demonstrate that they can:

- explain what the work of fiction/film is and the circumstances surrounding its production, including when it was written/produced relative to other significant cultural interpretations of the Whitechapel murders;
- highlight and analyse the most significant and meaningful points, references and allusions in the text/film with particular reference to the ways in which myths or 'untruths' about 1888 have emerged in the course of the twentieth and twenty-first centuries;
- identify and analyse the key perspectives of the writer/director on the Whitechapel murders and their significance;
- consider the genre and medium of the chosen piece for analysis and the significance of this;

- appreciate the value of the source as a popular cultural interpretation or a re-imagining of the Whitechapel murders and therefore its value to the student of Jack the Ripper in popular culture;
- communicate in good, fluid written English using appropriate academic apparatus and conventions.

The module includes elements of ‘formative’ assessment, via online tests in Blackboard, quizzes and debates in seminars, and short written exercises. Through these formative assessments, students will receive feedback on their progress, allowing students and staff to take action to help improve performance and engagement with the module.

Assessment criteria

For the essay, refer to the separate booklet “Generic Assessment Criteria for Westminster History modules”.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Essay	70	35		Essay (2,500 words)
Analysis of a film or work of fiction based on the murders	30	35		Source analysis (1,500 words)

Synoptic assessment

Not applicable.

Sources

Essential Reading

Crone, Rosalind,		<i>Violent Victorians: popular entertainment in nineteenth century London</i> , (Manchester: Manchester University Press, 2012)
Flanders, Judith		<i>The Invention of Murder: How the Victorians Revelled in Death and Detection and Created Modern Crime</i> , (London: HarperCollins, 2011)
Gray, Drew D.		<i>London’s Shadows: The Dark Side of the Victorian City</i> ,

		(London: Continuum, 2010)
Walkowitz, Judith		<i>City of Dreadful Delight</i> , (Chicago: Chicago University Press, 1992)
Warwick, Alexandra and Martin Willis (eds.)		<i>Jack the Ripper: Media, Culture, History</i> , (Manchester: Manchester University Press, 2007)
Werner, Alex (ed.)		<i>Jack the Ripper and the East End</i> , (London: Chatto & Windus/Museum of London, 2008)

Date of initial validation: June 2015

Dates of approved modifications:

Date of re-validation/review: