1. **Module Leader**

Nicholas Fuqua

**Biography.** Based in the Department of History, I recently submitted my PhD thesis which was a comparative study of the architecture of Liverpool and Charleston, South Carolina during the transatlantic slave trade from c. 1740-1807. My thesis looked at visual and textual sources such as paintings and diaries to understand the ways in which the system of slavery shaped the architectural landscape of these cities. I have an interest in how ideologies shape space and how architecture serves as a vehicle for disseminating social values and political agendas.

2. **Module Description**

This module will use the architecture of Liverpool to explore the unique social history of the city. We take a chronological approach to the city’s history, explored through different types of buildings exemplifying each era. These will be studied in association with the functions they fulfilled and the activities they housed. As well as looking at buildings from a functional perspective, we will consider their representational role, exploring how they functioned as signs and how they might be read. Students will learn to engage with different types of evidence, including primary textual sources, secondary sources and surviving buildings.

3. **Module Aims**

This module aims to:
- Develop confidence in understanding and communicating complex ideas in written and spoken language.
• Develop skills in research, collaborative learning and preparation of a group presentation.
• To introduce students to the social history of Liverpool from an architectural perspective.

4. Content

The following topics will be considered on the module:
• History of Liverpool from the Middle Ages to the present
• Significant buildings in Liverpool
• Architectural styles and their chronological development
• Building types – the relationship between form and function
• Skills for historical research
• Skills for architectural description and analysis
• The role of heritage in the modern city

5. Module structure

The module will be delivered over a three-week period in six two hour sessions (four hours per week, total 12 hours contact time). The final block will be an assessment session.

Students will be provided with maps and itineraries for a series of walks which will each take up to two hours. Students will be expected to undertake the walk in their own time in advance of the associated class or classes. This ‘flipped classroom’ approach requires students to prepare in advance for the sessions, and so students should be aware that in order to fully benefit from the face-to-face classroom sessions, they will need to have done the preparation work assigned beforehand.

Each classroom session will take the form of an interactive seminar or workshop, focusing on a specific period of Liverpool’s history and the associated buildings. The teacher will encourage discussion of the relationship between the sites visited and their historical context and will provide a series of primary sources for students to analyse in groups. There will also be some opportunities to visit nearby buildings as a group. Students will be expected to participate fully and actively throughout the sessions.

In addition, it is expected that students will spend 38 study hours outside the classroom contact hours on activities including the walks, assigned reading, optional reading on areas of personal interest, homework tasks, web research and preparation for assessment.

6. Teaching methods

The teaching approach will include the following:
• Taught sessions
• Flipped classroom – preparation work
• Self-led walking tours
• Small group working
• Group discussions
• Presentations
• Field trips
7. **Assessment:**

Assessment will be by:
- Group presentation (worth 50% of the overall mark)
- Multi-choice/short answer paper (2 x 10 questions) (worth 50% of the overall mark)

**Standard University policies apply with regard to late submission of assessments. There is no re-assessment opportunity.**

8. **Course structure:**

The course will be shaped around a series of walks (itineraries and maps provided) which students will be expected to undertake in their own time in advance of the classes. These will introduce students to key sites to be discussed in class and will familiarise students with core concepts and terminology. Class sessions will include analysis of the buildings visited and discussion of their historical context, including use of other primary sources.

The Indicative schedule is as follows:

**Session 1**
The origins of Liverpool: medieval and early modern (St Nicholas’s Church, the ‘seven streets’, Liverpool Castle, Birkenhead Priory)

**Session 2**
Georgian Liverpool (the Old Dock, new docks and the slave trade, Town Hall, Bluecoats, Lyceum Library, Wellington Rooms, Thomas Parr’s House and the Georgian Quarter)

**Session 3**
The Public Face of Victorian Liverpool: commercial and ‘polite’ structures and infrastructure (St George’s Hall, Lime Street Station, the Albert Dock, the University, places of worship, warehouses and commercial buildings)

**Session 4**
Victorian Liverpool: social problems and architectural solutions (slums, pubs, hospitals, prisons, schools, parks)

**Session 5**
Liverpool from c.1900 to the Second World War (the Three Graces, the Anglican Cathedral, the first Catholic Cathedral, commercial redevelopment, slum clearance and suburban development)

**Session 6**
The Second World War and Post-War Liverpool (war damage and reconstruction,
including the city plan; the architecture of the Welfare State; the music scene and its architectural settings; rediscovery of Liverpool’s architectural heritage; C21st development)

9. Learning outcomes

On completion of this module, students will be able to:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment component which assesses this learning outcome</th>
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<tbody>
<tr>
<td>Understand and communicate complex ideas in written and spoken language.</td>
<td>Group presentation Multi-choice/short answer paper (2 x 10 questions)</td>
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<tr>
<td>Research a topic within the subject area, be better able to work collaboratively in this research and to produce an individual piece of work based on that research.</td>
<td>Group presentation Multi-choice/short answer paper (2 x 10 questions)</td>
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<tr>
<td>Demonstrate knowledge of Liverpool’s history and how this can be understood through its architecture</td>
<td>Group presentation Multi-choice/short answer paper (2 x 10 questions)</td>
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10. Skills

Key skills that will be developed:

<table>
<thead>
<tr>
<th>Skill</th>
<th>How this skill is developed</th>
<th>Mode of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Group discussions, activities and tasks in class</td>
<td>Group presentation</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Orally in group discussions, activities and tasks in class, in writing by production of assessed assignment</td>
<td>Group presentation Multi-choice/short answer paper (2 x 10 questions)</td>
</tr>
<tr>
<td>Research skills</td>
<td>Through preparation for classes, activities in class and for assessed assignments</td>
<td>Group presentation Multi-choice/short answer paper (2 x 10 questions)</td>
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11. Books, ebooks and websites:

The University Website at [www.liv.ac.uk/library](http://www.liv.ac.uk/library) provides access to many relevant books and electronic books, as well as academic journals and databases.

**Recommended Pre-Course Reading**


Belchem, J. (ed.), *Liverpool 800* (Liverpool, 2006)


If you are not familiar with the English grammatical system, it would be advisable to also buy or borrow a good grammar reference book and/or a learner’s dictionary.

Examples include:


Other books you may find useful:

**Books about Liverpool history:**


**Books about Liverpool architecture:**


Cossons, N. and M. Jenkins, *Liverpool: Seaport City* (Hersham, 2011)


**Books about architecture:**


