

Course Last Updated 3/27/2024



Analysing and Exploring the City: London

Section I: Course Overview

Course Code: SOC345LHR/CUL345LHR

Subject Area(s): Sociology, Cultural Studies, Geography

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

This course focuses on the development of one of the greatest global cities, London, from the nineteenth through to the twenty-first century and investigates the nature and implications of its 'globality' for its built environment and social geography. This includes an examination of how the city has been transformed by the forces of industrialisation, imperialism and globalisation and considers the ways in which London and its inhabitants have been shaped by their relationships with the rest of the world. Lectures, activities and field studies provide insight into London's changing identity as a world city, with a particular emphasis on analysis of the city's imperial, postcolonial and transatlantic connections; the ways in which past and present, local, and global intertwine in the capital; and comparative study of urban change worldwide. The course is organised chronologically: themes include the Victorian metropolis; London as an imperial space; representations of the city in media, film, and popular culture; multicultural London; London as a commercial centre of global capitalism; and the impact of the Olympics and other urban 'mega-events'.

Learning Objectives

- Describe the ways in which London's identity and function as a global city have evolved from the nineteenth century to the present day;
- Explain the relationships amongst the social dynamics of London and changing contexts of imperialism, postcolonialism, transnationalism and globalisation;

- Analyse the ways in which art and culture are showcased throughout the city and contribute to London's global impact and significance;
- Evaluate topical debates surrounding London's diversity, urban regeneration, and governance.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Urban Exploration Paper - 15%

London Communities Presentation - 15%

Field Study Analysis - 30%

Final Exam - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Urban Exploration Paper: London Communities (1000 words; 15%): This assignment is based on your analysis of personal exploration of a specific London community or neighbourhood (the same neighbourhood as for your in-class presentation in week 5). Students should spend time visiting their chosen location and incorporate their own experiences, observations and insights into their work. Papers will engage with course concepts and themes in order for you to analyse the character and significance of your chosen location in relation to London's identity as a global city. Your paper should provide insight into the relationship among the city, its inhabitants, and its global influences.

Papers should be analytical rather than descriptive and based on a clearly stated thesis. They should be approx. 1,000 words in length and should incorporate secondary research (min. 5 sources) as well as engage with ideas about the global city as examined in class. Papers will be evaluated with respect to strength of argument, complexity of ideas, detail and sophistication of examples, and engagement with secondary sources and course themes relating to London's global identity. Sources must be clearly identified and referenced in your text and in a final bibliography or works cited list.

Each paper will be based on a student's individual work and must not reproduce materials / content from another class or Activities Program event. Further guidelines can be found in Canvas.

Recommended locations include: The City / Square Mile; Bethnal Green; Brixton; Bloomsbury; Bow; Chelsea; Chiswick; Hackney; Peckham; Islington; Hammersmith; Soho; Stepney Green; Chinatown; Dulwich; Regent's Park; King's Cross; Nine Elms / Battersea; Finsbury Park; Lambeth; Richmond; Elephant & Castle; Kensington; Knightsbridge; Lewisham; Tottenham; Notting Hill; Wimbledon; Westminster; Wapping; Southbank and Bankside.

Note: Your presentation may focus on any part of London except those covered in the field studies: i.e., Victoria and Albert Museum, Greenwich; Tower Hamlets; Canary Wharf / Docklands; Whitechapel, Shoreditch & Brick Lane; Queen Elizabeth Olympic Park and Newham..

London Communities Presentation (15%): This assignment is based on an analysis of personal exploration of a specific London community or neighbourhood (the same location as the urban exploration paper). Students will present on their chosen neighbourhood with a partner. Students should spend time visiting their chosen location and incorporate their own observations, experiences, and insights into their analysis. Each presentation must be based on students' individual work and must not reproduce materials / content from another class or Activities Program event. Presentations should engage with specific details from the community which highlight its character and distinctive elements. You may also include photographs of the area, interviews with members of the local community, and a consideration of relevant community issues, such as the impact of government funding cuts, local development projects, and community programmes. Video material may be used but must be brief (2-3 mins). Presenters must include at least one question to engage the class and create discussion.

Presenters will address the character, main points of interest, and significance of their location in terms of themes such as: society, arts and culture, architecture, historical development, environment, housing, demographics, multiculturalism, style, tourism, and industry and the economy. (Note: you should not address all of these themes, but should select those more relevant to your neighbourhood). Collectively, these presentations provide insight into the diverse nature of the city and its inhabitants and will allow us to identify points of comparison. Each pair's presentation should be approx. 10 minutes duration in total, and students are encouraged to be creative in their presentation technique through the use of audio/visual display etc. Students will be evaluated on their ability to creatively introduce and analyse their location, assess its significance for an understanding of London's character as a global city, connect the topic to the main themes of the course, and engage the class through the use of questions and discussion points.

Recommended locations include: The City / Square Mile; Bethnal Green; Brixton; Bloomsbury; Bow; Chelsea; Chiswick; Hackney; Peckham; Islington; Hammersmith; Soho; Stepney Green; Chinatown; Dulwich; Regent's Park; King's Cross; Nine Elms / Battersea; Finsbury Park; Lambeth; Richmond; Elephant & Castle; Kensington; Knightsbridge; Lewisham; Tottenham; Notting Hill; Wimbledon; Westminster; Wapping; Southbank and Bankside.

Note: Your presentation may focus on any part of London except those covered in the field studies: i.e., Victoria and Albert Museum, Greenwich; Tower Hamlets; Canary Wharf / Docklands; Whitechapel, Shoreditch & Brick Lane; Queen Elizabeth Olympic Park and Newham.

Sources: The primary source for the presentation should be your own observations of the area, supplemented by class readings, lecture and discussion material, and secondary research. Each presentation will be based on the student's individual work and must not reproduce materials/content from another class or Activities Program event. Further guidelines can be found on Canvas.

Related web resources include:

<http://www.london.gov.uk/>; <http://www.londontreasures.com/neighbourhoods.htm>

<http://data.london.gov.uk/>

<http://www.economist.com/blogs/graphicdetail/2012/06/london-figures-interactive-guide>;

<http://www.londonmapper.org.uk/>;

<http://mappinglondon.co.uk/>; <http://www.londononline.co.uk/>; <http://londonist.com>.

Field Study Analysis (2000 words, 30%): This assignment is based on an analysis of three course field classes. The aim of the field study assignment is to 'read' the sites you encounter in order to assess their significance for understanding London's development and character as a global city, and to write analytically about them. Your paper should be based on a specific theme linked to the field studies you have selected which relates to the nature of the global city and its development. Possible topics may include: the impact of migration and multiculturalism; urban change and regeneration; arts and culture; globalisation and the city's changing global connections; economic change; social dynamics; architecture and the built environment; heritage; tourism; community & identity; local politics and activism; fashion and style; and the role of the past in shaping the present. Your paper should specifically address the ways in which your chosen field studies enhance your understanding of global London in relation to your topic. Each paper should relate to the specific topics covered in class and demonstrate a firm understanding of the concepts and ideas discussed.

Papers should be analytical rather than descriptive and based on a clearly stated thesis and supported by specific details from the field studies, lecture material and readings. Papers must be original, based on Global London course content and should not reproduce content from other courses. Whilst the primary source will be students' own observations at the sites themselves and, where applicable, the guide's commentary, written analysis must be supported by a minimum of eight secondary sources, which should be cited in the text and in a final bibliography.

Students should also read further around the topics in preparation for their papers: relevant resources can be found in the CEA CAPA Resource Centre as well as through students' institutional online access to books and scholarly journals. Specific study materials and questions to consider will be provided before each field study. Students can also include an analysis of photographs, charts and any other relevant material from the visit in their papers. Please feel free to contact me for topic advice and suggestions.

You will write on THREE of the following field studies:

1. Victoria and Albert Museum
2. Greenwich & National Maritime Museum
3. Street Art and the East End
4. Docklands and Canary Wharf
5. Queen Elizabeth Olympic Park

NB. Students must have attended the field studies on which they are writing.

Final Exam (20%): The exam is composed of an in-class presentation (8-10 mins.) based on an analysis of a specific activity or event in London undertaken independently by students during the

semester. In pairs, students will be required to attend a venue or event of their choice, such as a festival, exhibition, museum, gallery, performance, or other cultural activity. Presentations should be supported by specific details of your experiences at the event, provide analysis of the significance of the event, and refer directly to course themes, ideas and concepts to illustrate how the event provides insights into the character and dynamics of London as a global city. Students are encouraged to be creative with their presentation format and to engage the class through discussion. Note: Students must not present on course field studies from this or any other course, or Activities Program event, for this assignment. Specific guidelines for the presentation will be covered in class.

Suggested events/sites include: (free unless otherwise noted)

Tate Britain
British Library
Queer Britain (museum)
Natural History Museum
Richmond Park
Science Museum
Imperial War Museum
Kew Gardens (tickets)
London Sky Garden

Design Museum
National Gallery
Spitalfields City Farm
Short Film Festival (tickets)
Winter Lights Festival
Light Festival @ Battersea
Sir John Soane's Museum
Sculpture in the City 23-24
London Zoo (tickets)

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Victoria and Albert Museum
- Neighborhood tours

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Ackroyd, P. (2012): 'Maybe it's because I'm a Londoner', in his *London: The Concise Biography*, Vintage, London, 483-498

Ackroyd, P. (2000): 'Victorian Megalopolis', in *London: The Biography*, Vintage, London, 573-595

A.T. Kearney, *Global Cities Report (2023)*: <https://www.kenarney.com/service/global-business-policy-council/gcr/2023-full-report>

Bernstock, P. (2016): 'London Olympics has brought regeneration, but at a price locals can't afford', The Guardian Online, 30 August,

Brown, J. (2020) 'Is the rise of the "global city" coming to an end?' Centre for London.
<https://www.centreforlondon.org/blog/global-city/>

Cadogan, G. (2016): 'Walking While Black', Literary Hub, online, available at:
<https://lithub.com/walking-while-black/>

Cody, D. (n.d.): 'The British Empire: An Introduction', The Victorian Web

D. K. (2014): 'Chasing Cool: Gentrification in London', The Economist, April 8

Duncan, E. (2012): 'London: Special Report – On A High', The Economist, June 30th

Driver, F. & D. Gilbert (1998): 'Heart of empire? Landscape, space and performance in imperial London', Environment and Planning D: Society and Space 16: 11-28

The Economist (2012): 'Measuring Diversity: the London Effect', 15 December

Ganesh, J. (2015): 'Disunited Kingdom: London in a World of its Own', Financial Times, March 2

Hennig, B.D. & D. Dorling (2014): 'The London Bubble', Political Insight, April,

Hill, D. (2015); 'London's Olympic Legacy three years on: is the city really getting what it needed?', The Guardian Online, 23 July,

Kern, L. (2022): 'It's not all coffee shops and hipsters: what we get wrong about gentrification',

Kershen, A. & L. Vaughan (2013): "'there was a priest, a rabbi and an imam ...": an analysis of urban space and religious practice in London's East End, 1685-2010',

Khan, A. (2022): 'Towers Rise over London's Brick Lane, Clouding its Future', New York Times, Jan 15

Massey, D. (2007): 'The Future of Our World?', in her World City, Polity, Cambridge, 1-25

Mavrommatis, G. (2006): 'The New "Creative" Brick Lane: A Narrative Study of Local Multicultural Encounters', Ethnicities 6: 498-517

Moore, R. (2015). "The City that Ate Itself," The Observer,

Packer, D. (2010): "London: Heart of Empire and Global City, or How the City has Re-invented Itself", European Social Forum

Poynter, G. (2010): 'The 2012 Olympics and the reshaping of East London', in Rob Imrie, et al., eds. Regenerating London: Governance, Sustainability and Community in a Global City, New York: Routledge, 132-148

Sassen, S. (1996): 'Whose City is it? Globalization and the Formation of New Claims', Public Culture 8 (2), 205-223

Urban Age / LSE Cities Programme (2005): London: Europe's Global City?, available at
<http://lsecities.net/publications/conference-newspapers/london-europes-global-city/>

Sassen, S. (2005): 'The global city: introducing a concept', *Brown Journal of World Affairs* 11 (2), 27-43

World Cities Culture Forum: <http://www.worldcitiescultureforum.com/cities/london/>

Schneer, J. (2005): 'Staging the River', in *The Thames*, Yale University Press, New Haven: 57-80

Shaxson, Nicholas (2013): 'A Tale of Two Londons',

Sholes, L. (2016): 'Flâneuse by Lurn Elkin review – wandering women', *The Guardian*, 25 July,

Slater, T. (2013): 'Gentrification of the City', in G. Bridge & S. Watson, eds., *The New Blackwell Companion to the City*, 571-585

Swinney, P. (2021). "Is London too Successful?" Centre for Cities

Thapar, C. (2017): 'A view from Brixton: how to bridge gentrification's stark divides',

White, E. (2001): *The Flâneur* (pps. 34-49)

Whitehead, R. (2021): "London Futures: What will London's place in the world look like in 2050?", Centre for London, 31 March,

Wilkinson, T. (2014): 'Olympic afterlife: the real legacy of the London Games for Stratford', *The Guardian*

Selected Web Resources:

London: Another Country? BBC Online:

<http://www.bbc.co.uk/radio4/features/london-season/>

London – The World in One City, Guardian Unlimited Online:

<http://www.guardian.co.uk/flash/0,5860,1398299,00.html> - maps of the distribution of London's religious and ethnic communities

BBC Online London Archive: <http://www.bbc.co.uk/bbcfour/collections/p00synd3/london>

Guardian Online London Blog: <http://www.theguardian.com/uk/davehillblog>

Museum of London website: <http://www.museumoflondon.org.uk/>

London: A Life in Maps, British Library Online Exhibition:

<http://www.bl.uk/onlinegallery/features/londoninmaps/exhibition.html>

London, Capital of the World: *The Independent Online* (22 Dec 2007):

<http://www.independent.co.uk/news/uk/home-news/london-capital-of-the-world-766661.html>

London Mapper: <http://www.londonmapper.org.uk/> a social atlas of London

Londonist website: <http://londonist.com> alternative, offbeat aspects of urban culture

Little London Observationist: <http://londonobservationist.wordpress.com/>

Smoke: A London Peculiar: <http://smokealondonpeculiar.co.uk/>.

Recommended Reading(s)

Ackroyd, P. (2000): *London: The Biography*, Vintage, London

- Akala (2018): *Natives: Race & Class in the Ruins of Empire Two Roads*
- Al Naib, S. K., Ed. (1986): *Dockland: An illustrated historical survey of life and work in East London*, North East London Polytechnic / GLC, London
- Al Naib, S. K. (2003): *London Canary Wharf and Docklands*, Research Books, Romford
- Anderson, D. (2015): *Imaginary Cities*, Influx Press, London
- Berk, L. & R. Kolsky (2016): *Whitechapel in 50 Buildings*, Amberley, Stroud
- Berkoff, S. & Bell, L. (2012): *East End Photographs*, Dewi Lewis, London
- Beward, C. (2004): *Fashioning London: Clothing and the Modern Metropolis* Berg, Oxford
- Bridge, G. & S. Watson, eds. (2013): *The New Blackwell Companion to the City*, Wiley-Blackwell, Chichester
- Bulley, D., J. Edkins & N. El-Enany, eds. (2019): *After Grenfell: Violence, Resistance and Response*, Pluto Press, London
- Butler, T. & C. Hamnett (2013): *Ethnicity, Class and Aspiration: Understanding London's New East End*, Policy Press, Bristol
- Butler, T. & G. Robson (2003): *London Calling: The Middle Classes and the Remaking of Inner London*, Berg, Oxford
- Cameron-Cooper, G. (2005): *Walking London's Docks, Rivers and Canals*, New Holland, London
- Campkin, B. (2013): *Remaking London: Decline and Regeneration in Urban Culture*, I.B. Tauris, London
- Cannadine, D. (2014): 'Introduction: "A Case of [Mistaken?] Identity": Conan Doyle, Sherlock Holmes and Fin de Siècle London', in A. Werner, ed., *Sherlock Holmes: The Man Who Never Lived and Will Never Die*, Ebury Press, London
- Clark, G. (2017): *Global Cities: A Short History*, Brookings Institution, Washington, DC
- Clark, G. & Moonen, T. (2017): *World Cities and Nation States*, Wiley-Blackwell, Chichester
- Dench, G., K. Gavron, et al. (2006): *The New East End: Kinship, Race and Conflict*, Profile, London
- Dennis, R. (2008): *Cities in Modernity: Representations and Productions of Metropolitan Space, 1840-1930*, Cambridge University Press, Cambridge
- Driver, F. (2001): "'Exploring Darkest England": Mapping the Heart of Empire', in his *Geography Militant*, Blackwell, Oxford, pps.170-198
- Du Noyer, P. (2010): *In the City: A Celebration of London Music*, London: Virgin
- Eade, J. (1997): *Living in the Global City: Globalisation as Local Process*, Routledge, London
- Eade, J. (2000): *Placing London: From Imperial Capital to Global City*, Berghahn, New York, NY
- Florida, R. (2000): *The Rise of the Creative Class and How It's Transforming Work, Life, Community and Everyday Life*, Basic Books, New York, NY
- Florida, R. (2017): *The New Urban Crisis: Gentrification, Housing Bubbles, Growing Inequality, and What We Can Do About It*, Oneworld, London
- Garrett, B. (2013): *Explore Everything: Place-Hacking the City*, Verso, London
- Gristwood, A. & M. Woolf, eds. (2012): *The City as Text: Urban Environments as the Classroom in Education Abroad*, CAPA Occasional Publications 1
- Hill, D. (2018): *Olympic Park: When Britain Built Something Big*, OnLondon Books

Hunt, T. (2004): Building Jerusalem: The Rise and Fall of the Victorian City, Weidenfeld & Nicolson London

Inwood, S. (2005): City of Cities: The Birth of Modern London, Macmillan, London

Jacobs, J. (1996): Edge of Empire: Postcolonialism and the City, Routledge, London

Jerrold, B. (1872): London: A Pilgrimage, Anthem, London

Judah, B. (2016): This is London: Life and Death in the World City, Picador, London

Kern, L. (2022): Gentrification is Inevitable and Other Lies, Verso, London

Kolsky R. & L. Berg (2016): Whitechapel in 50 Buildings Stroud, Amberley

Kolsky, R. (2018): Women's London – A Tour Guide to Great Lives, IMM Lifestyle

Lees, L., T. Slater & E. Wyly (2007): Gentrification, Routledge, London

Lees, L., T. Slater & E. Wyly, eds. (2010): The Gentrification Reader, Routledge, London

Lichtenstein, R. (2013): Diamond Street: The Hidden World of Hatton Garden, Penguin, Harmondsworth

Livingstone, I. et.al. (2001): 'Observations: London – A Sustainable City?', Area 33 (1): 77-106

Massey, D. (2007): World City, Polity, Cambridge

McMillan, C. (2019): The London Dream: Migration and the Mythology of the City, John Hunt, London

Minton, A. (2017): Big Capital: Who is London For?, Penguin, London

Moore, R. (2017): Slow Burn City: London in the Twenty-First Century, Picador, London

Phillips M. & T. Phillips (1999): Windrush: The Irresistible Rise of Multi-Racial Britain, HarperCollins, London

Porter, R. (1994): London: A Social History, Hamish Hamilton, London

Sandhu, S. (2003): London Calling: How Black and Asian Writers Imagined a City, HarperCollins, London

Sassen, S. (2001): The Global City: New York, London, Tokyo Princeton University Press, Princeton, NJ

Schneer, J. (1999): London 1900: The Imperial Metropolis, Yale UP, New Haven, CT

Schneer, J. (2005): The Thames: England's River, Abacus, London

Taylor, C. (2011): Londoners, Granta, Cambridge

Taylor, R. (2001): Walks Through History: Exploring the East End, Breedon Derby

Time Out (2008): London Calling: High Art and Low Life in the Capital since 1968

Walkowitz, J.R. (2013): Nights Out: Life in Cosmopolitan London, Yale UP, New Haven, CT

White, J. (2007): London in the Nineteenth Century, Vintage, London

White, J. (2008). London in the Twentieth Century, Vintage, London.

Course Calendar

Session 1	
Topics	INTRODUCING LONDON – MAPPING THE CITY

Activity	Lecture: Introducing London: introduction to the course, themes and concepts. First impressions; London's historical identity, changing skyline and urban geography.
Readings and Assignments	<p>Readings: Brown, J. (2020) 'Is the rise of the "global city" coming to an end?' Centre for London. https://www.centreforlondon.org/blog/global-city/</p> <p>Sassen, S. (1996): 'Whose City is it? Globalization and the Formation of New Claims', Public Culture 8 (2), 205-223 Urban Age / LSE Cities Programme (2005): London: Europe's Global City?, available at http://lsecities.net/publications/conference-newspapers/london-europes-global-city/</p> <p>Assignments: Canvas Discussion Post: London Photography, Time Out https://www.timeout.com/london/art/the-40-best-photos-of-london-ever-taken</p>

Session 2	
Topics	WHAT IS A GLOBAL CITY?
Activity	Lecture & Discussion: What are the characteristics which make London 'global'? What is the significance of London's identity as a global city? How is London's 'global' identity experienced and presented in the city today?
Readings and Assignments	<p>Readings: Global Cities – The Rise of Urban Networks https://www.youtube.com/watch?v=bfUH2DKUoeI</p> <p>A.T. Kearney, Global Cities Report (2023): https://www.kearney.com/service/global-business-policy-council/gcr/2023-full-report</p> <p>Duncan, E. (2012): 'London: Special Report – On A High', The Economist, June 30th</p> <p>Massey, D. (2007): 'The Future of Our World?', in her World City, Polity, Cambridge, 1-25</p> <p>Sassen, S. (2005): 'The global city: introducing a concept', Brown Journal of World Affairs 11 (2), 27-43 World Cities Culture Forum: http://www.worldcitiescultureforum.com/cities/london/</p> <p>Assignments: Independent Screening: Doreen Massey On London, https://www.youtube.com/watch?v=zhHeelvwENO</p>

Session 3	
Topics	VICTORIAN AND IMPERIAL LONDON
Activity	Lecture and Discussion: The creation of London as imperial capital; the Victorian city as spectacle; the distribution of imperial commodities and ideals.

	Field Study: Victoria and Albert Museum (The field study will take place in the final part of class)
Readings and Assignments	<p>Readings: Ackroyd, P. (2000): 'Victorian Megalopolis', in London: The Biography, Vintage, London, 573-595 Driver, F. & D. Gilbert (1998): 'Heart of empire? Landscape, space and performance in imperial London', Environment and Planning D: Society and Space 16: 11-28 Recommended Reading: Cody, D. (n.d.): 'The British Empire: An Introduction', The Victorian Web http://www.victorianweb.org/history/empire/Empire.html</p> <p>FIELD STUDY: The Victoria & Albert Museum https://www.vam.ac.uk/</p> <p>Assignments: Canvas Discussion Post: V&A</p>

Session 4	
Topics	FIELD STUDY: GREENWICH - EMPIRE OF TIME & SPACE
Activity	Tour of Maritime Greenwich and the National Maritime Museum
Readings and Assignments	<p>Readings: Greenwich Field Study Guide Maritime Greenwich (UNESCO) http://whc.unesco.org/en/list/795 National Maritime Museum: https://www.rmg.co.uk/national-maritime-museum Packer, D. (2010): "London: Heart of Empire and Global City, or How the City has Re-invented Itself", European Social Forum Schneer, J. (2005): 'Staging the River', in The Thames, Yale University Press, New Haven: 57-80</p> <p>Assignments: Urban Exploration Paper due by 2pm via Turnitin in Canvas</p>

Session 5	
Topics	URBAN NEIGHBOURHOOD EXPLORATIONS
Activity	Student London Communities Presentations
Readings and Assignments	<p>Assignments: Class Presentations. Upload submissions to CANVAS by noon See CANVAS for further information and guidelines for this assignment.</p>

Session 6	
Topics	COSMOPOLIS: THE POSTCOLONIAL CITY
Activity	Lecture and Discussion: London as a postcolonial city; immigration and the impacts of multiculturalism, race relations, racism and super-diversity

	Screening & Discussion: Salt Beef and Rye (2016), A Night on Brick Lane (2008)
Readings and Assignments	<p>Readings: Ackroyd, P. (2012): 'Maybe it's because I'm a Londoner', in his London: The Concise Biography, Vintage, London, 483-498 The Economist (2012): 'Measuring Diversity: the London Effect', 15 December</p> <p>Assignments: Canvas Discussion Post: Black History Tube Map.</p>

Session 7	
Topics	Midterm Break

Session 8	
Topics	FIELD STUDY: MIGRATION, ART, & COMMUNITY IN THE EAST END
Activity	Field Study: Tour of Brick Lane, Spitalfields, Whitechapel and Shoreditch - Art and the City. Class meets at Whitechapel station at the usual class time.
Readings and Assignments	<p>Readings: East End Field Study Guide</p> <p>Kershen, A. & L. Vaughan (2013): "'there was a priest, a rabbi and an imam ...": an analysis of urban space and religious practice in London's East End, 1685-2010',</p> <p>Khan, A. (2022): 'Towers Rise over London's Brick Lane, Clouding its Future', New York Times, Jan 15 https://www.nytimes.com/2022/01/15/world/europe/bangladesh-london-brick-lane-gentrification.html</p> <p>Mavrommatis, G. (2006): 'The New "Creative" Brick Lane: A Narrative Study of Local Multicultural Encounters', Ethnicities 6: 498-517</p> <p>A Memory Map of the Jewish East End: (UCL) https://www.ucl.ac.uk/bartlett/casa/research/current-projects/memory-map-jewish-east-end</p>

Session 9	
Topics	READING, WRITING & WALKING THE GLOBAL CITY
Activity	<p>Note: Class activities take place asynchronously this week in your own time. No classroom meeting this week.</p> <p>Online Activities: Read: e-lecture: 'City as Text: Reading and Writing the City' (Lecture Notes and Slides on Canvas)</p>
Readings and Assignments	<p>Readings: Excerpt from White, E. (2001): The Flâneur (pps. 34-49)</p> <p>Cadogan, G. (2016): 'Walking While Black', Literary Hub, online, available at: https://lithub.com/walking-while-black/</p>

	<p>Sholes, L. (2016): 'Flâneuse by Laurn Elkin review – wandering women', The Guardian, 25 July, online, available at: https://www.theguardian.com/books/2016/jul/25/flaneuse-women-walk-city-paris-new-york-tokyo-venice-london-review-lauren-elkin</p> <p>Assignments: View: Eugene Quinn (TEDx, 2016): 'Want Creativity? Then WALK on the wild side', https://youtu.be/p8AnY-olpWA 16 mins Participate in Online Discussion Forum topic: reading, writing, and walking the global city to be completed for class in week 10</p>
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Session 10	
Topics	UNEQUAL CITY: URBAN REGENERATION & SOCIAL DIVISION
Activity	Lecture & Discussion: urban regeneration projects; the character and impact of gentrification; sustainability; creative capitalism and the transformation of the city
Readings and Assignments	<p>Readings: Hennig, B.D. & D. Dorling (2014): 'The London Bubble', Political Insight, April, available at: http://onlinelibrary.wiley.com/doi/10.1111/2041-9066.12044/pdf</p> <p>D. K. (2014): 'Chasing Cool: Gentrification in London', The Economist, April 8</p> <p>Kern, L. (2022): 'It's not all coffee shops and hipsters: what we get wrong about gentrification', The Guardian, online, https://www.theguardian.com/commentisfree/2022/sep/04/coffee-shops-hipsters-gentrification-communities</p> <p>Shaxson, Nicholas (2013): 'A Tale of Two Londons', Vanity Fair, https://www.vanityfair.com/style/society/2013/04/mysterious-residents-one-hyde-park-london</p> <p>Thapar, C. (2017): 'A view from Brixton: how to bridge gentrification's stark divides', http://www.newstatesman.com/politics/uk/2017/02/view-brixton-how-bridge-gentrification-s-stark-divides, New Statesman, 1 Feb</p> <p>Slater, T. (2013): 'Gentrification of the City', in G. Bridge & S. Watson, eds., The New Blackwell Companion to the City, 571-585 Gentrification Across London: https://www.trustforlondon.org.uk/data/gentrification-across-london/</p> <p>Assignments: Listen to LSE IQ Episode Podcast: 'Is the gentrification of our global cities inevitable?' http://www.lse.ac.uk/lse-player?id=4524</p>

Session 11	
Topics	FIELD STUDY: BRAVE NEW CITY? DOCKLANDS & CANARY WHARF
Activity	Field Study: Tour of London Docklands and Canary Wharf, visit to the Museum in Docklands, 'New Port, New City' Gallery

	Class meets at Canary Wharf underground station (Jubilee Line) main entrance at the usual class time
Readings and Assignments	<p>Readings: Coupland, A. (1992): 'Docklands: Dream or Disaster?' in The Crisis of London, Routledge, London</p> <p>Faulconbridge, Guy & Andrew Osborn (2013): 'Thatcher's Legacy: A Citadel of Finance atop Once-derelict Docks' http://uk.reuters.com/article/uk-britain-thatcher-wharf-idUKBRE93F0S920130416</p> <p>Schneer, J. (1999): 'The Nexus of Empire', in his London 1900: The Imperial Metropolis, Yale University Press, New Haven, 37-63</p>

Session 12	
Topics	FIELD STUDY: MEGA-EVENTS AND THE POST-OLYMPIC CITY
Activity	Field Study: Tour of Stratford, Queen Elizabeth Olympic Park Class meets at Pudding Mill Lane DLR Station at usual class time
Readings and Assignments	<p>Readings: Bernstock, P. (2016): 'London Olympics has brought regeneration, but at a price locals can't afford', The Guardian Online, 30 August, https://www.theguardian.com/society/2016/aug/30/london-olympic-regeneration-but-price-locals-cant-pay</p> <p>Hill, D. (2015); 'London's Olympic Legacy three years on: is the city really getting what it needed?', The Guardian Online, 23 July, http://www.theguardian.com/cities/davehillblog/2015/jul/23/london-olympic-legacy-three-years-on-2012-games</p> <p>Poynter, G. (2010): 'The 2012 Olympics and the reshaping of East London', in Rob Imrie, et al., eds. Regenerating London: Governance, Sustainability and Community in a Global City, New York: Routledge, 132-148</p> <p>Wilkinson, T. (2014): 'Olympic afterlife: the real legacy of the London Games for Stratford', The Guardian Online, 8 August, available at http://www.theguardian.com/cities/2014/aug/08/london-olympic-games-legacy-stratford#</p>

Session 13	
Topics	A SUCCESSFUL CITY? LONDON & THE DISUNITED KINGDOM
Activity	Lecture and Discussion: is London a successful city? Future scenarios of urban change; post-Brexit and post-Covid London. Screening: Mind the Gap: London v the Rest, Part 1 (BBC, 2014)
Readings and Assignments	<p>Readings: Ganesh, J. (2015): 'Disunited Kingdom: London in a World of its Own', Financial Times, March 2</p> <p>Moore, R. (2015). "The City that Ate Itself," The Observer, https://www.theguardian.com/uk-news/2015/jun/28/london-the-city-that-ate-itself-rowan-moore</p> <p>Swinney, P. (2021). "Is London too Successful?" Centre for Cities (2021) https://www.centreforcities.org/blog/is-london-too-successful/</p>

	<p>Rob Whitehead (2021): “London Futures: What will London’s place in the world look like in 2050?”, Centre for London, 31 March, online, available at: https://centreforlondon.org/blog/london-2050/</p> <p>Assignments: FIELD STUDY PAPER DUE BY 2pm via Turnitin in Canvas</p>
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Session 14	
Topics	Guest Lecture and Final Exam Review
Activity	Guest Lecture TBC
Readings and Assignments	Bring questions for Final Exam Review

Session 15	
Topics	COURSE REVIEW AND FINAL EXAM
Activity	Synthesis and review; final impressions. Final Exam - Student Presentations
Readings and Assignments	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.