
Analyzing and Exploring the Global City: London – Modernity, Empire and Globalization

COURSE DESIGNATOR LNDN 3613

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

Cities around the world are striving to be „global“. This course focuses on the development of one of the greatest of these 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. We will examine how the city has been transformed by the forces of industrialisation, imperialism and globalisation and consider the ways in which London and its inhabitants have been shaped by their relationships with the rest of the world. Students will gain insight into London’s changing identity as a world city, with a particular emphasis on comparing the city’s imperial, post-imperial, and transatlantic connections and the ways in which past and present, local and global intertwine in the capital. The course is organised chronologically: themes include the Victorian metropolis of the nineteenth century; London as an imperial space; multicultural London; London as a commercial centre of global capitalism; future scenarios of urban change.

The course will mix classroom work with experiential learning, and will be centred on field trips to sites such as the 2012 Olympic sites, Soho, Whitehall, South Kensington, Spitalfields and Docklands in London’s East End to give students the opportunity to experience its varied urban geographies first hand and interact with these sites in an informed and analytical way. We will consider what these sites reveal about the city’s complex histories, but also how they are used today to represent the city’s past to contemporary Londoners and tourists. For example, we will explore how the story of Jack the Ripper continues to be an integral part of London’s identity and has come to shape the way London, and in particular the East End, is imagined and consumed. The course is also intended to allow students to contextualise their own extra-curricular travels and encounters in the city during their stay and to develop their own interpretations of London as a place to live, work and play.

Students will engage with a wide variety of literature – including primary documents, literary accounts, historical interpretations and contemporary social analyses - which trace London’s physical and social transformations over the period and allow students to consider the diverse ways in which the city has been represented. Written work will allow students to interpret evidence from fieldwork and secondary research to develop their own arguments about the nature and significance of the forces shaping the city and engage with a variety

REQUIRED READING AND RESOURCES

WEB RESOURCES

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

Belonging: Voices of London’s Refugees, Museum of London:

<http://www.museumoflondon.org.uk/English/EventsExhibitions/Community/Belonging/>

London Journeys, BBC Online:

http://www.bbc.co.uk/history/programmes/programme_archive/launch_ani_london_journeys.shtml

virtual walking tours and commentaries about London’s history

London: Another Country? BBC Online:

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

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 profiler, UCL/CASA: <http://www.londonprofiler.org/> interactive maps of London

SUGGESTED READING

Al Naib, S. K., Ed. (1986). Dockland: An illustrated historical survey of life and work in east London. London, North East London Polytechnic / GLC.

Al Naib, S. K. (2003). London Canary Wharf and Docklands. Romford, Research Books.

Cameron-Cooper, G. (2005). Walking London's Docks, Rivers and Canals. London, New Holland.

Dench, G., K. Gavron, et al. (2006). The New East End: Kinship, Race and Conflict. London, Profile.

Driver, F. (2001): „Exploring Darkest England”: Mapping the Heart of Empire”, in his Geography Militant, Blackwell, Oxford, pps.170-198

Gardiner, V. and H. Matthews, Eds. (2000). The Changing Geography of the United Kingdom. London, Routledge

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

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

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

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

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

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

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

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

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

GRADING

CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate

their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+ B	90-92 87-89 83-86	Achievement that is significantly above the level necessary to meet course requirements.
B- C+ C	80-82 77-79 73-76	Achievement that meets the course requirements in every respect.
C- D+ D	70-72 67-69 60-66	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

GRADING FOR ASSIGNMENTS

Participation	10%
Presentation	10%
Field Study Paper 1 (approx 1500 words)	25%
Field Study Paper 2 (approx 1500 words)	25%
Final exam (2.5 hours)	30%
Overall grade	100%

SCHEDULE AND ASSIGNMENTS

Week 1	
SECTION 1	Title: Introducing London – Heritage and Modernity
	Topics: Introduction to the course, themes and concepts Introducing European cities; London’s changing skyline Excerpts and discussion: Peter Ackroyd, <i>London</i> (2007)
	Reading: Analysis: Benjamin Zephaniah: <i>The London Breed</i> http://www.britishcouncil.org/arts-literature-london-breed2-pop-up.htm
	Visit to the Museum of London <i>Modern Galleries</i> : http://www.museumoflondon.org.uk/

Week 2

SECTION 2	Title: The Victorian Labyrinth: Urban Anxieties and Explorations W Excerpts & discussion: <i>Peter Ackroyd's London: Water and Darkness</i> Theme one: London 1800-1945: The Imperial City
	Workshop: How to write a field study paper
	Reading: P. Ackroyd, „Victorian Megalopolis“, in his <i>London: The Biography</i> (London: Chatto & Windus, 2000), pp. 573 – 617. A. Reed (2002): „City of Details: Interpreting the Personality of London“, <i>Journal of the Royal Anthropological Institute</i> 8: 127-141 Walkowitz, J (1993): „Jack the Ripper“ from <i>City of Dreadful Delight</i> pp. 191-228

Week 3

SECTION 3	Title: Fieldclass I: Jack the Ripper Walking Tour, East End Location: N.B. Class begins at Tower Hill underground station entrance Theme one: London 1800-1945: The Imperial City
	Reading: Reading & assignment pack provided Chapters from Werner, A., et. al. (2008): <i>Jack the Ripper and the East End</i> , Chatto & Windus, London

Week 4

SECTION 4	Title: Fieldclass II: Imperial London Walking Tour 7 Location: N.B. Class begins at Nelson's column, Trafalgar Square Theme one: London 1800-1945: The Imperial City
	Topics: Fieldwork in Westminster, Whitehall and Trafalgar Square The Fourth Plinth: http://www.london.gov.uk/fourthplinth/
	Reading: Driver, F. and D. Gilbert (1998): „Heart of empire? Landscape, space and performance in imperial London“, <i>Environment and Planning D: Society and Space</i> 16: 11-28. Schneer, J. (1999): „The Face of Imperial London“, in his <i>London 1900: The Imperial Metropolis</i> , pps.17-36, Yale University Press, New Haven Gilbert, D. (1997): „London in all its glory, or how to enjoy London“: imperial London in its tourist guidebooks“, <i>Imperial Cities Working Paper No.7</i> , Royal Holloway College, University of London

Week 5

SECTION 5	Title: Fieldclass III: The Imperial Archive: Albertopolis Location: Class begins at the Exhibition Road entrance of the Victoria & Albert Museum Theme one: London 1800-1945: The Imperial City
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	<p>Topics: Walking Tour – South Kensington: the Natural History Museum, Victoria and Albert Museum (British Galleries) and Albert Memorial</p>
	<p>Reading: Auerbach, J.A. (1999): „Commerce and Culture“, in his <i>The Great Exhibition of 1851: A Nation on Display</i>, Yale University Press, New Haven, pps 91-127 Girouard, M. (1999): Chapters 1 and 2 from his <i>Alfred Waterhouse and the Natural History Museum</i>, NHM, London, pps. 7-24 Leapman, M. (2001): „The people must have amusements“, in his <i>The World For a Shilling: How the Great Exhibition of 1851 Shaped a Nation</i>, pps 5-20</p>

Week 6	
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SECTION 6	<p>Title: Postcolonial London: the World in One City Theme two: London 1945-2010: The Global City</p>
	<p>Topics: Lecture and Discussion: Banglatown: Migration & Urban Change in the East End Excerpts and discussion: <i>Brick Lane (BBC, 2006)</i></p>
	<p>Reading: Glynn, S. (2005). „East End immigrants and the battle for housing: a comparative study of political mobilisation in the Jewish and Bengali communities“, <i>Journal of Historical Geography</i> 31(3): 528-545 Peach, C. (1996). „Does Britain have ghettos?“, <i>Transactions of the Institute of British Geographers</i> 21(1): 216-235 Sharp, J.P. (1994): „A topology of “post” Nationality: (re)mapping identity in <i>The Satanic Verses</i>“, <i>Ecumene</i> 1 (1): 65-76</p>
	<p>FIELD CLASS PAPER 1 DUE IN CLASS</p>

Week 7	
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SECTION 7	<p>Title: Fieldclass IV: Brick Lane and Spitalfields Walking Tour Location: N.B. Class begins at Aldgate East underground station Theme two: London 1945-2010: The Global City</p>
	<p>Reading: Glynn, S. (2002). „Bengali Muslims: the new East End radicals?“ <i>Ethnic and Racial Studies</i> 25(6): 969-988. Jacobs, J. (1996): „Eastern Trading“, in her <i>Edge of Empire: Postcolonialism and the City</i>, Routledge, London Reading pack as supplied, including „Children of the Abyss“, <i>Observer Brick Lane</i>, Monica Ali (2003)</p>

Week 8	
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SECTION 8	<p>Mid Term Break</p>
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Week 9

SECTION 9	<p>Title: Going Global: Commerce & the Cityscape Theme two: London 1945-2010: The Global City</p>
	<p>Topics: Lecture and Discussion</p>
	<p>Reading: Charney, I. (2007). „The politics of design: architecture, tall buildings and the skyline of central London“, <i>Area</i> 39(2): 195-205 Andy Coupland, „Docklands: Dream or Disaster?“ in <i>The Crisis of London</i> (London: Routledge, 1992). Peter Hall, “The City of Capitalism Rampant: London 1979 - 1990,” in <i>Cities in Civilisation: Culture, Innovation and Urban Order</i> (London: Phoenix, 1999).</p>

Week 10

SECTION 10	<p>Title: Fieldclass V: City of London Walking Tour Location: Class begins on west (front) steps of St Paul’s Cathedral Theme two: London 1945-2010: The Global City</p>
	<p>Topics: Walking tour of Bank Junction, Leadenhall, Cannon Street</p>
	<p>Reading: Jacobs, J. (1996): „Negotiating the Heart: Place and Identity in the Postimperial City“, in her <i>Edge of Empire: Postcolonialism and the City</i>, Routledge, London, pps.38-69 Schneer, J. (1999): „The City“, in his <i>London 1900: The Imperial Metropolis</i>, Yale University Press, New Haven, pps. 64-92 Zukin, S. (1992): „The City as a Landscape of Power: New York and London as Global Financial Capitals“ in L. Budd & S. Whimster, eds., <i>Global Finance and Urban Living: A Study of Metropolitan Change</i>, Routledge, London, pps. 195-223</p>

Week 11

SECTION 11	<p>Title: Unequal City: London Docklands & Canary Wharf Location: Class begins at Canary Wharf underground station main entrance Theme two: London 1945-2010: The Global City</p>
	<p>Topics: Guided walking tour of Canary Wharf, the Isle of Dogs and visit to the Museum in Docklands, ‘New Port, New City’ Gallery</p>
	<p>Reading: Bird, J. (1993): „Dystopia on the Thames“, in J. Bird & B. Curtis, eds., <i>Mapping the Futures: Local Cultures, Global Change</i>, Routledge, London, pps. 120-135 Schneer, J. (1999): „The Nexus of Empire“, in his <i>London 1900: The Imperial Metropolis</i>, Yale University Press, New Haven, pps. 37-63 B. Schwarz (1991): „Docklands and East London During the Thatcher Years“, in Corner, J. & Harvey, S. eds., <i>Enterprise and Heritage: Crosscurrents of National Culture</i>, Routledge, London</p>

Week 12

SECTION 12	Title: London and the 2012 Olympics: A Positive Legacy? Theme two: London 1945-2010: The Global City
	Topics: Walking tour of the Olympic sites, Lower Lea Valley http://www.london2012.com/plans/olympic-park/index.php
	Reading: Reading pack supplied Andranovich, G. Burbank, M. J. Heying, C. H. (2001): „Olympic Cities: Lessons Learned from Mega-Event Politics“, <i>Journal of Urban Affairs</i> , 23:2, pps.113-132 Gold, J.R. & M.M. Gold (2008): „Olympic Cities: Regeneration, City Rebranding and Changing Urban Agendas“, <i>Geography Compass</i> , 2: 1, pps. 300-318

WEEK 13

SECTION 13	Title: Synthesis: the future of London? Theme two: London 1945-2010: The Global City
	Topics: Review, excerpts & discussion: London Pride (1999)
	Reading: Butler, T. and L. Lees (2006). „Super-gentrification in Barnsbury, London: globalization and gentrifying global elites at the neighbourhood level“, <i>Transactions of the Institute of British Geographers</i> 31(4): 467-487. Massey, D. (2007): „A Successful City, But...“, in her <i>World City, Polity</i> , Cambridge, pps. 54-72 FIELD CLASS PAPER 2 DUE IN CLASS

WEEK 14

SECTION 14	Conclusions and Exam
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This course assumes no previous knowledge of the city or of the discipline of geography; relevant geographical concepts or ideas will be introduced and explained. It is vital that students come to class having read the set texts carefully and with ideas to contribute to the discussion. Background information will be provided to prepare students for the fieldwork, which is treated as classroom time: attendance is a course requirement. The attached syllabus should be understood as a provisional plan for what we will do in class.

Readings

Weekly readings will be made available in xerox or electronic format. It is imperative that students do the assigned readings before the tutorial for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions. Readings will be supplemented with video footage to foster comparative analysis about representations of historic and contemporary London in a variety of media and also to illuminate issues of current concern.

Field Studies:

Field classes form an important component of this course; attendance at these classes is mandatory. Field classes present a valuable opportunity to learn about the forces which have shaped, and continue to shape, global London by focusing on specific case studies in different neighbourhoods of the city. We will interpret the sites we visit through class discussion as

well as in written work. We will also make use of other relevant *My Education* events and excursions, as well as draw on students' own individual travel experiences in the UK and Europe during the semester, as appropriate, to draw comparative conclusions.

Field Study papers 25% x2
Length: 1500 words each

These assignments are each based on **one** of the field classes for the course (one from each half of the semester). The aim of the field study assignments are to „read“ the sites you encounter in order to assess their significance for understanding London's development and nature as a global city, and to write analytically about them. Each paper should relate to the specific topics covered in class and demonstrate a firm understanding of the concepts discussed. Suggested contextual readings for the field studies will also be provided along with questions and themes to consider. Students should also read further around the topic in preparation for their papers.

Papers should be analytical rather than descriptive and based on a clearly-stated thesis. Whilst the primary source will be students' own observations at the site itself, written analysis must be supported by a **minimum of five secondary sources**, which should be cited in the text and in a final bibliography. Relevant resources can be found in the CAPA Resource Centre and the Senate House Library, as well as through students' institutional online access to scholarly journals. Specific assignment details and questions will be provided before each field class. Students can also include photographs, charts and any other relevant material from the visit in their papers.

Presentation 10%

During the first week of classes, students will be asked to choose a topic or case study relating to one of the course themes on which to present. Depending on class numbers, students may give individual presentations or a team presentation, at the discretion of the instructor. To prepare for presentations, students will be expected to read and critically analyse set readings on this topic, as well as undertake additional research – for example using the quality press, online resources or individual fieldwork. The instructor is available to refer students to further suitable textual material as appropriate.

The presentation may be presented in a variety of formats, such as discussion, debate, visual display and students are encouraged to use audio-visual materials and to be creative in approach. However, it is important to remember that the presentation itself should address the topic and should summarise the main issues or aspects of the topic. Presentations should aim to generate class discussion: students are encouraged to raise further questions that may have arisen out of

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or

“N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.