

Contemporary Issues through Community Engagement: The Social Dynamics of London

COURSE DETAILS

Course Designator and Number: LNDN 3253W

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty

COURSE DESCRIPTION

This is an interdisciplinary course with a sociological focus, as well as a unique opportunity to become directly involved in the realities of community engagement and grassroots politics. It is designed to stimulate critical thought and reflection on urban inequalities in London and to introduce students to topical debates about how best to manage the challenges of a diverse city. The course will explore the historical, sociological, and political context of community and service in the United Kingdom (UK). It will also examine in depth forms of social, economic, and political exclusion, such as uneven access to health care, education, financial resources and political representation, and analyse the social dynamics within and between the multiple communities which co-exist in London.

The course therefore combines classroom learning with practical exposure in placements to foster knowledge and understanding of community service in the UK today. Weekly seminars and readings enable participants to understand contemporary social dynamics and illuminate such issues as the history of welfare provision, urban regeneration, political power, social deprivation, and the interplay of class, gender, and ethnicity in the city.

Three key interrelated themes will be followed throughout the semester in order to provide a

structured reflection on questions which affect society today: urban life—including topical issues such as social polarization and neighbourhood change; super-diversity—multiculturalism and the impact of immigration on identity politics and community relations; welfare and exclusion—marginalized groups, uneven access to services, the changing role of the state, poverty, housing, and homelessness.

Course Objectives

This course will prepare students with the critical, experiential, and analytical tools to understand the history, context, and organization of non-profit agencies in the UK. The course aims to utilize London as the students' urban laboratory to examine current issues in London and the UK, but it also uses the city as a lens through which to examine urban and wider social issues in the US and elsewhere. The aim of the project placements is to create a connection with local communities, their hierarchies, and structures to challenge students' preconceptions and stereotypes and enable them to look critically at issues of power and privilege, as well as address questions relating to identity, such as citizenship, class, gender, race, sexuality, age, and (dis)ability. Students will develop their ability to reflect on their experiences, relate to others in diverse settings, and communicate their knowledge of service and community in oral presentations and writing efficiently and confidently.

Learning & Developmental Outcomes

At the end of this course, students will have the skills and knowledge to:

- a. Develop individual initiative and self-reliance in real-world contexts as voluntary work and new experiences help to develop new skills and confidence; develop generic key skills in communication, teamwork, and co-operation as well as relevant higher-order skills.
- b. Share and develop existing specific skill sets and interests related to the voluntary work they are undertaking, such as ICT, languages, numeracy, or writing.
- c. Develop global competency and awareness of global citizenship: a sense of empathy toward others, responsibility for the social and natural environment and active engagement as potential catalysts for progressive change; understand the self as part of a diverse community; and foster aspiration for leadership amongst peers and the wider community.
- d. Critically analyse social structures, power, and inequalities in the UK and possess an enhanced understanding of how in London at the grassroots level regional, national, or global issues have local outcomes, as well as the ways in which local decisions may be regional, national, or global in scope.
- e. Be able to communicate their ideas, experiences, and research findings effectively in both oral and written forms.

Methodology

The community-based service experience, combining an academic course with experience in the field, is a semester-long academic experience with a strong educational philosophy that utilizes community service, community-based research, and other civic engagement activities along with regular reflection to meet course goals and community needs. Students will be placed with nongovernmental organizations and other community-service organizations where they will fulfil their on-site community engagement requirement. Participants are directly engaged in community-based projects which integrate service, research, and formal academic study. Through a combination of theory and practice, participants have an opportunity to learn from, participate in, and observe, community leaders and activist groups in one of the most diverse and dynamic urban environments in the world. Participants will learn about the social contradictions of the city whilst participating in the everyday life of a neighbourhood.

The course consists of weekly seminars and 15-20 hours of community-based placements per week. Classroom sessions include lectures, training workshops, and discussions, supplemented by field studies and site visits appropriate to the community work being undertaken by students in the class. Weekly seminars will examine British society to establish links to the context of global social realities using an academic framework which includes readings, discussion of current events and news items, visits to relevant local agencies, and open dialogue. Time is also dedicated to reflection on the project work's progression and students' workplace experiences. Seminars will create space and opportunity for students to reflect, individually and collectively, on how they personally relate to the issues being studied, including how their British experience affects their ideas about civic engagement in the USA. Discussion time will be devoted to challenging students to re-examine and redefine their own values in the light of their classroom learning and service experiences, in the hope that students will return from Britain and continue to provide service, coupled with critical reflection, in their home communities.

Unlike in an internship, where the focus may be on professional development, the primary focus in this program is for students to serve local communities and develop understanding of the themes of the course whilst reflecting on their project goals in an academic setting. The community engagement placements will be assigned by CAPA, and the projects will meet needs identified by the community, to be determined by the instructor and the organization. Students will benefit both personally and academically from this experience in terms of reciprocity and co-learning. While there will be opportunities to gain professional skills at the placement, the primary focus of the experience will always be on the impact on beneficiaries being served.

Course Prerequisites

There are no specific prerequisites for this course. It assumes no previous knowledge of the

city or of previous community service experience. Relevant concepts and ideas will be introduced and explained as needed. It is vital, however, that students come to class having read the set texts carefully and with ideas to contribute to the discussion, and that they are interested in undertaking practical work in a variety of community contexts.

Required Readings/Materials

Weekly required readings will be made available in Xerox or electronic format via CANVAS. Key texts on London are also available in the CAPA Library and students will also have access to South Bank University library on request for additional sources. The catalogue is available at: lsbu.ac.uk/library. Refer to the CAPA Library Guide for many more additional libraries and learning resources available in London.

It is imperative that students complete the assigned readings before the class 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 and introduce historical and contemporary London and UK, as well as illuminate issues of topical concern.

Required readings will be provided each week on CANVAS, and will be supplemented with a wide range of reading suggestions. Students will be expected to comment on the readings both in class and in their writing. The suggested readings below will help students to gain a broad perspective on British culture, politics, and society as well as contemporary issues of topical concern—extracts from some of these may be used in class. Students are also encouraged to read at least one “quality” British newspaper each week, such as *The Guardian*, *Independent*, or *Financial Times* to keep abreast of current political and social affairs in the UK. *The London Evening Standard* is useful for London news and commentary on topical issues of concern to Londoners.

- Alcock, Peter, (2003): *Social Policy in Britain*, Macmillan; 2 Rev Ed edition.
- Alibhai-Brown, Yasmin (2000): *Who Do We Think We Are? Imagining the New Britain* London: Allen Lane.
- Alibhai-Brown, Yasmin (2001): *Mixed Feelings: the Complex Lives of Mixed-Race Britons*, Women’s Press, London.
- Bennett, Simon (2009): *Londonland: An Ethnography of Labour in a World City*, Middlesex University Press, London.
- Bloom, C. (2012): *Riot City: Protest and Rebellion in the Capital*, Palgrave Macmillan, London.
- Cannadine, David, (2000): *Class in Britain*, Penguin.
- Crouch, Colin, (1999): *Social Change in Western Europe*, Oxford University Press.
- Dench, Geoff, Kate Gavron, & Michael Young (2006): *The New East End: Kinship, Race and Conflict*, London: Profile Books.
- Dorling, D. (2010): *Injustice: Why Social Inequality Persists*, Bristol: Policy Press.
- Dorling, D. (2011): *Bankrupt Britain: An Atlas of Social Change*, Policy Press, Bristol.
- Dorling, D. & B. Thomas (2007): *Identity in Britain: A Cradle to Grave Atlas*, Policy Press, Bristol.

- Gilroy, Paul (2002): *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation*, London: Routledge.
- Hall, Lesley A, (2000): *Sex, Gender and Social Change in Britain since 1880 (European Culture & Society)* Macmillan.
- Hall, Peter (2007): *London Voices, London Lives: Tales From a Working Capital*, Policy Press, Bristol.
- Hampshire, James (2003): *Citizenship and Belonging*, Houndsmills: Palgrave.
- Harvey, D. (2012): *Rebel Cities: From the Right to the City to the Urban Revolution*, Verso, London Hills, John et al (eds.) (2002): *Understanding Social Exclusion*, Oxford UP.
- Jones, Owen (2011): *Chavs: The Demonization of the Working Class*, Verso: London.
- Lammy, D. (2012): *Out of the Ashes: Britain After the Riots*, Guardian Books, London.
- Marwick, Arthur, (2003): *British Society Since 1945: The Penguin Social History of Britain*, Penguin Massey, D. (2007): *World City*. Cambridge, Polity.
- McDowell, L. (2013): *Working Lives: Gender, Migration and Employment in Britain 1945- 2007*, Wiley-Blackwell, Chichester.
- Porter, R. (1994): *London: A Social History*. London, Hamish Hamilton.
- Rosen, Andrew, (2003): *Transformation of British Life 1950-2000: A Social History*, Manchester University Press.
- White, Jerry (2008): *London in the 20th Century*, Vintage, London.
- Wilkinson, R. & Pickett, K. (2010): *The Spirit Level: Why More Equal Societies Almost Always Do Better*, London, Allen Lane.
- Winder, Robert (2004): *Bloody Foreigners: The Story of Immigration to Britain*, Little Brown.

Community engagement manuals:

- Berry, Howard A. & Linda A. Chisholm: *How to Serve & Learn Abroad Effectively*.
- Cress, Christine M., Peter J, Collier, Vicki L, Reitenauer et. al.: *Learning Through Serving: A Student Guidebook for Service-Learning across the Disciplines*.
- Coram Foundling Museum: foundlingmuseum.org.uk
- Danny Dorling: Inequalities research and cartography: dannydorling.org
- Guardian Online: Society theguardian.com/society
- Guardian Online: British identities and cultures: guardian.co.uk/uk/britishidentity
- Londonist (London news and commentaries on topical issues and events): londonist.com
- UK Politics: ukpolitics.org.uk
- Untold London: the history of the city's diverse communities: untoldlondon.org.uk
- Volunteering Matters (a national charity): volunteeringmatters.org.uk
- The Women's Library at the London School of Economics (LSE):

lse.ac.uk/library/newsandinformation/womenslibraryatlse/home.aspx

A sample of community organisations in London:

- Baytree Centre, Brixton, South London: baytreecentre.org
- Castlehaven Community Association, Camden, North London: castlehaven.org.uk
- Masbro Community Centre, Shepherd's Bush, West London: masbrocentre.org.uk
- St Hilda's East London Community Centre, Bethnal Green, East London: sthildas.org.uk

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. Students will actively explore the global city in which they are currently living. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the papers and projects assigned in this course.

The assigned field components are listed in the weekly schedule below. Students are responsible for ensuring that they arrive at field study classes on time. The instructor will send electronic directions to field study sites in advance of the relevant class. Students should consult the Transport for London website to plan travel arrangements: [.tfl.gov.uk](https://www.tfl.gov.uk)

Students are also strongly encouraged to participate in co-curricular program activities, among which the following examples are suggested: Notting Hill Black History Walk; Unseen City: London through the Eyes of the Homeless; Brixton tour. Students should also see the (free) LSE Public Lecture Series for relevant talks and events: lse.ac.uk/publicEvents/eventsHome.aspx

We will make use of other relevant *My Global Education* events and activities in class discussion where appropriate, as well as draw on students' own individual travel experiences in the UK and Europe during the semester, such as the opportunity to visit another global city (Paris) as appropriate, to draw comparative conclusions.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	
D	60–66	
F	0–59	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.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Class participation, including logbook	20%
Online journal: 5 entries, each 500 words max.	15%
Three-part paper Part 1=5%, 500 words Part 2=10%, 1,000 words Part 3=15%, 1,500 words	30%
Community engagement site evaluation	20%
Final presentation	15%
Overall grade	100%

Assessment Details

Class Participation (20%):

This is a vital part of the course grade. Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. CAPA has a mandatory attendance policy. The instructor trusts there will be a supportive and friendly atmosphere for class discussion. Students are expected to think carefully about the assigned readings, to read assigned readings in advance of the class, and arrive on time. The instructor expects everyone to contribute fully to class discussions and to respond thoughtfully to the field studies. Silent attendance of class is not enough for a good participation grade. Persistent lateness or lack of attention in class—e.g., reading materials other than the work set—may result in a low or zero grade for participation and possible referral to the Director of Academic Affairs.

If students need to miss class for medical reasons or for a family emergency, they must let CAPA know in advance of meetings via excused.absence@capa.org so plans can be made accordingly. They will need to provide evidence of the reason for the absence. If any meetings

are missed without an excused absence, the final grade will be dropped accordingly. Students are responsible for making up any missed assignments or other class work. It is the student's responsibility to ensure on the day that they are on the register for classes and field studies.

Research Journal (15%):

The research journal is intended as a showcase of volunteering activities and a forum for discussion around themes such as strategies for effective participation in voluntary placement, the ethics and challenges of cross-cultural volunteering, differing workplace cultures, or current issues arising in the British press.

For this assignment, students will maintain a semester journal, submitted electronically on CANVAS, with evidence of reflection and substantial research into the "lived text" of the community placement.

The journal should be a synthesis and integration of the readings, field experiences, and class activities. Here, students will write their reactions and thoughts regarding the course components and key course themes. The instructor will be looking for evidence of reflection and research into the social, cultural, and political context of the community placement, including use of quality newspapers as sources. Journals should also demonstrate personal development analysis; i.e., personal experience from living and working in the voluntary sector—what did you learn from this experience that you did not know before? What effect did you have there; e.g., how did you impact the people with whom you worked? How has the community experience changed what you thought you knew about organisations such as this? What has your work taught you about yourself, your community, and your country? Journals will be graded according to the degree to which readings are integrated and students identify their own ideas and reactions to the course content. Journals will NOT be shared with the organisation with which students are working but will be archived at CAPA for future semesters. Multimedia materials such as videoclips or diaries (vlogs) using Kaltura, podcasts, or photo albums may also be posted on the site to create a resource for students' presentations and showcase of the CAPA London community engagement program.

Students are also required to keep a concise weekly logbook which will be submitted weekly to the instructor in CANVAS, starting in unit 2. The purpose of the logbook, for which a template will be supplied by the instructor, is to provide regular feedback on the volunteering experience; for example:

- review and critique participation in their community engagement placements.
- evaluation and reflection on the volunteering process and the impact and value of the activity itself.
- reflection about challenges encountered and strategies for their management.

Paper (30% overall):

Students will work individually or in small groups to conduct research on the status and needs of their project organization and community—this research may incorporate a specifically tailored project set by the organisation, CAPA, and the instructor, or be based on direct service work with beneficiaries undertaken by students at their chosen placement. This paper should be analytical rather than descriptive, in the format of a research report with the following

sections: introduction, methodology, results, analysis, and implications. Part 1 should be 500 words, part 2 1,000 words, and part 3 1,500 words in length, double-spaced, 12-point font. Students will receive individual grades for the constituent parts and research.

The final complete paper will be shared with the organisation to benefit both them and the community with which they work. The working team and data collected will reflect the organisation in which students are doing direct service or project work.

The paper will be submitted in three parts:

Part 1: Introduction (5%)—approx. 500 words:

In this section students will identify, research, and describe the characteristics of their particular community and/or organisation, its mission and its wider context in the field, and resources available to it. They will also outline the specific project, if any, that they have been set by the organisation. They must include a short summary of organisational structure, including themselves and their own work. What is the name of the organisation? Who are the clients? What are the goals of the organization? What constraints and opportunities are there? Students' primary sources will be their own observations at their organisation, supported by reference to at least three relevant documents such as mission statements, policy documents or publicity material, which may include website material where appropriate. All sources should be cited appropriately and students should attach a completed learning agreement to the document.

Due in class in unit 3.

Part 2: Methodology & Results (10%)—approx. 1,000 words:

Through students' experiences in their placement, as well as researching and learning about the organisation and the local community in general, they will now be able to analyse their organisation's role and the significance of their own work in contributing to community benefits. To what extent, and in which ways do the activities of the organisation contribute to structural changes in the local community? What else could/should be done to foster effective change? Students should address the themes of the course overall—i.e., urban living, multiculturalism and immigration, inequalities and welfare, where appropriate—to support their analysis and make specific reference to course concepts, theories, and ideas where appropriate. Students' primary sources will be their own observations at their organisation, which must be supported with reference to at least five secondary sources including academic literature.

Due in class in unit 8.

Part 3: Analysis & Implications (15%)—approx. 1,500 words:

In order to provide continuity from one semester to another for other interns and for the organization itself, each student will write a summary analysis of the activity they were involved in with their organisation—this will be a detailed write-up with conclusions from project work or “direct” service with beneficiaries, which will contribute to the organisation's future development and goals. This paper should directly address such questions as: What role does your organization have in UK society, and/or London? What impact does the organization have on its clients and on the wider community? How are the issues it seeks to address visible in the city, its communities, and the wider UK, as well as at a global scale? Consider the ways in which your organisation's work has a wider impact, and the ways in

which its activities compare with similar organisations in the USA. What is the future of such organisations, and how and why are they changing? In writing this report, students must think about what kind of information their group would have wanted for working with the community this year. This report should be written so that students in subsequent semesters will know what this group did, what worked, and what this group recommends that they do. Students' primary sources will be their own observations at your organisation, which must be supported with reference to at least five secondary sources, including academic literature as well as relevant concepts and theories.

This paper and the project will also be shared with the organization and future students to benefit the community students have been working with.

Due in class in unit 13.

Community Engagement Evaluation (20%):

The community engagement experience is a collaborative effort involving the student, organisation, and CAPA, with beneficial community impact as its primary goal, alongside the students' own personal and professional development. Students' contribution to the organisation will be directly assessed in terms of their consistent and active participation at the site, following of objectives, effort, as well as implementation of training and learning in attentive and thoughtful ways. There will be open and consistent communication between the staff at the site and the instructor, who will work with the placement to evaluate student progress and achievement, including site visits where appropriate. Students are responsible for 1) arranging an interim meeting with their site supervisor at mid-term to gauge progress and achievement to date and identify any areas for further development, as well as 2) for arranging an exit interview at the end of the semester which will form part of the final site evaluation. The student's site supervisor will submit a detailed report on their work at the organisation, and the student's weekly logbook will also form an important part of this evaluation. It is therefore essential that this is completed and sent regularly.

Presentation Session (15%):

Students, either singly or in groups as appropriate, will prepare a presentation to communicate the results of their service placement. They can be as creative as they wish in the presentation format—see the instructor to discuss techniques and ideas. Site representatives may be present, as well as other members of the CAPA community. The presentations will be marked individually; if students are working as a group, it is important that each member makes a significant contribution to the presentation. Ideally, each person should contribute equally.

Each student will be asked to present for 15 minutes on the project or direct service work in which they are participating. Student presentations will be assessed on each of the following criteria:

- Preparation and organisation, including effectiveness as part of a team
- Quality of content and analysis, including connection with core themes of the course and elaboration of their institution's/project's social and historical context
- Quality of delivery
- Ability to generate effective discussion and class questions

Assignments Policy:

All assignments should be submitted directly to the instructor at the beginning of class according to the due dates listed. Electronic copies of written work will not be accepted, except where otherwise stated. Please keep a hard copy of all written work.

Late assignments: Students must complete all required components by the established deadlines. Late submission will incur a 5% per day penalty without the instructor's prior approval of extension and may result in a grade of F for the course. If all work is not submitted by the end of the program, the student will receive an F for the course.

COURSE CONTENT

Unit 1

Introduction

- Introduction to the course—purpose of community projects. Discussion of students' sites and projects and the role and function of journaling and reflection. How has the population of Britain changed since 1945, especially in London? What are the major social and community issues facing Britain today?
- **Screening and discussion:** Andrew Marr, *This Is Britain* (BBC, 2011).
- **Follow-up reading:**
 - Cress, C.M. (2005): "What is Service Learning?" in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA, pps. 7-16.
 - Economic and Social Research Council (2013): "Britain in Facts and Figures," *Britain in 2013: The Nation in Focus*, ESRC, pp. 69-81.
 - Equality and Human Rights Commission (2010): How Fair is Britain?
 - Video: equalityhumanrights.com/en/how-fair-britain/video-overview

Unit 2

Changing the Face of Britain Post-1945

- Changing the Face of Britain Post-1945: From philanthropy to state intervention, from the "Cradle to the Grave": a contextual and historical examination of the British vision of the Welfare State and the 1942 Beveridge Report: post-war idealism versus contemporary challenges. How "healthy" is the welfare state? What is the support system for someone who loses a job through illness or disability, or for any other reason?
- **Readings:**
 - Alcock, P. (2008): "Introduction: The Development of Social Policy," *Social Policy in Britain, 3rd edition*, Palgrave Macmillan, Basingstoke, pp. 1-14.
 - Lowe, R. (1994): "The Welfare State in Britain Since 1945," *Recent Findings of Research in Economic and Social History*, 18, Spring, online, available at ehs.org.uk/dotAsset/33604d78-9369-4a77-b95f-9c1d70a27e5a.pdf.
 - Marwick, A. (2003): "The Welfare State," from *British Society Since 1945*, Penguin, London, pp. 27-39.
- First journal entry due this week

Unit 3

Participant Observation & Ethics of Volunteering

- Participant observation and ethical considerations. Training in pertinent and effective research methods which can be utilised at—and by—the site. This will be mirrored at the end of the course in a session in which relevant parties will gather to assess the project, when staff will attend the students' presentation sessions.
- How does your site and community you are working with regard you as a foreigner serving in the UK and what you are trying to achieve? Do they see this as beneficial, or detrimental? Power in the community organisation: How is this divided? How is your group funded? What support does your organization have from local government, the community, or from individuals? What challenges does your organisation face on a daily basis?
- **Workshops:**
 - Communication styles
 - Ethics of being an agent of change in another culture. What are some of the ethical considerations for working with communities? Overview of questions and concepts. What are some of the tensions we encounter in working with communities?
- **Readings:**
 - Reitenauer, V.L., A. Spring, K. Kecskes et. al. (2005): "Building and Maintaining Community Partnerships," in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA, pp. 17-31.
 - Sweitzer, H.F. & M.A. King (2009): "Essential Skills," from *The Successful Internship, 4th edition*, Brooks/Cole, pp. 54-64.
- Research paper part 1 due in class this week

Unit 4

Philanthropy & Historical Welfare Provision in London

- **Field study:**
 - Meet at Russell Square tube station (outside, street level) at 2 p.m. The Coram Foundling Museum, Bloomsbury: foundlingmuseum.org.uk
- **Reading:**
 - Gillian Pugh (2012): *London's Forgotten Children: Thomas Coram and the Foundling Hospital*, Gresham College Public Lecture
 - Available on YouTube at youtube.com/watch?v=E6g0_TYmAZA and as a podcast and transcript at: gresham.ac.uk/lectures-and-events/londons-forgotten-children-thomas-coram-and-the-foundling-hospital
- Second journal entry due this week

Unit 5

This is London: A Case Study in Extremes of Poverty and Wealth

- What are you learning about the community you are interacting with? What are your first impressions, and how do these counter stereotypes that you may have had previously? Strategies for being effective in your community placement; connecting research to the project.
- What is “class,” and how different is it from class in other countries? What is an “underclass”? What is the gap between the very rich and the very poor? Do you have a better understanding of the minimum daily salary, prices of staple foods, fuel, housing, etc.? How do these affect the daily life of the British, especially those in poverty and need? How do British people and the government feel about the homeless population? What other inequalities can you see immediately in London?
- **Screening & discussion:** *Megacity London: Ever Growing, Ever More Unequal?* (Dorling, 2013).
- **Readings:**
 - Hall, P. (2007): “Making Ends Meet,” in *London Voices, London Lives: Tales from a Working Capital*, Policy Press, Bristol, pps. 269–289.
 - Hennig, B.D. & D. Dorling (2014): “The London Bubble,” *Political Insight*, April.
 - Massey, D. (2007): “A Successful City...But,” in her *World City*, Polity, Cambridge, pps. 54–72.

Unit 6

Cosmopolitan London: Immigration, Diversity, & Community Cohesion

- What are the barriers community members face, especially those from immigrant communities? What impact has immigration had on the social composition of London in the last 30 years? The national political debate on immigration and asylum. Comparative analysis of North, South, East, and West London for the historical and contemporary composition of their populations. Can a city ever be truly integrated and “multicultural,” or is this a dangerous utopian ideal? Is “multiculturalism” still a useful term to describe ethnic diversity in London?
- **Readings:**
 - Ackroyd, P. (2001): “Maybe it’s Because I’m a Londoner,” in his *London: The Biography*, Vintage, London.
 - Judah, B. (2015): “A Tale of Two Cities,” *The World Today*, February/March.
 - May, J., J. Wills et al. (2010): “Global Cities at Work: Migrant Labour and Low Paid Employment in London,” *The London Journal* 35: 1, pps. 85–99.
- Third journal entry due this week

Unit 7

Mid-term break: no class

Unit 8

Inequalities in Modern Britain: LGBTQ Rights

- Class meets at 2 p.m. at Temple underground station for visit to LSE Library Gallery Exhibition: *Glad to be Gay: The Struggle for Legal Equality*
- The Sexual Offences Act 1967 decriminalised homosexuality in private. Over the last 50 years, Parliament has introduced significant further legislation intended to prevent discrimination on the grounds of sexuality. This exhibition uses the Hall-Carpenter Archives and The Women's Library collection to consider the difficult legal struggle faced by gay people to achieve equality.
- **Reading:**
 - TBA
- Research paper part 2 due in class this week

Unit 9

Field Study: Gender Relations & LSE Lecture

- Gender Relations in Britain and the Role of Women. Are British women more or less liberated than women in the USA? Do women still suffer greater poverty and abuse? How does the UK social services approach support for women in the home and workplace, as carers, homemakers and workers? What issues of health, personal safety, and discrimination do women in British society face today? What challenges face women from ethnic minorities in the UK? Is enough being done in the UK to address these issues?
- **Online exhibition:** *Striking Women: Voices of South Asian Women Workers from Grunwick to Gate Gourmet*, available at leeds.ac.uk/strikingwomen/about.
- **Reading:**
 - Reading pack to be provided
- Class then meets at 5:50 p.m., Temple underground station for LSE Public Lecture: Hong Kong Theatre, Clement House *Stonewall: Then and Now—6.30 p.m.–7.30 p.m.* Ruth Hunt is Chief Executive of Stonewall. Ruth will reflect on Stonewall's history, the progress made, and the work still to be done regarding equality for LGBT people with an emphasis on women.
- Fourth journal entry due this week

Unit 10

Social Exclusion & Alienation I: Understanding the 2011 Riots

- Understanding the 2011 London Riots. What happens when support structures fail individuals? What avenues are left to those individuals in despair? What is the government doing to tackle such issues? What are community projects doing and how effective are they? Social exclusion and alienation: how can these issues best be addressed by government and by communities?
- **Screening and discussion:** Plan B: Ill Manors; *The 2011 Riots*
- **Reading:**
 - Mishra, P. (2011): "London's Rioters are Thatcher's Grandchildren," Bloomberg view, August 11, online, available at bloomberg.com/opinion/articles/2011-08-12/london-s-rioters-are-thatcher-s-gr-andchildren-commentary-by-pankaj-mishra

Unit 11

No class this week in lieu of field study

- Fifth journal entry due this week

Unit 12

Unequal Nation, Unequal City: Social Exclusion & Alienation

- Urban Poverty and Homelessness: Q&A with a Homeless Person (jointly with LNDN SOCY 3350, TBC)
- **Screening and discussion:** excerpts from: *Cathy Come Home* (1966) and *Born Equal* (2006)
- **Reading:**
 - Cloke, P., J. May & S. Johnsen (2010): "Big City Blues: Uneven Geographies of Provision in the Homeless City," in their *Swept Up Lives? Re-envisioning the Homeless City*, Wiley-Blackwell, Chichester, pps. 181-210.
 - Dorling, D. (2011): "The Human Mosaic: Neighbours and Neighbourhoods," in his *So You Think You Know About Britain?*, Constable, London, pps. 123-151.

Unit 13

Active Citizenship, Volunteering, & Society

- Challenges to service. How does service lead to civic engagement? How much responsibility do, and should, individuals versus groups bear? When can community service be a bad thing? How can ideals go wrong, or even be harmful, given the

limitations of time and money, or lack of research and context? Does civic responsibility at a local level undermine global responsibility?

- **Readings:**
 - Crabtree, J. (2009): "Citizenship first: the case for compulsory civic service," *Prospect, March*, prospectmagazine.co.uk/2009/03/citizenshipfirstthecaseforcompulsorycivicservice
 - Putnam, R.D. (1995): "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6.1, pps. 65-78.
- Research paper part 3 due in class this week

Unit 14

Synthesis & Review

- Final reflections. What have you learned about the organization and community dynamics in your neighbourhood? What have you learned professionally and personally as an individual? How will this experience affect your understanding of your own communities and service-related projects at home?
- Student presentations

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & 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. This information can be found on the Learning Abroad Center website.