



**LNDN URBS 3345:  
Analysing and Exploring the Global City  
London: Modernity, Empire and Globalisation**

**CAPA LONDON PROGRAM**



**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 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; the impact of the Olympics and other urban ‘mega- events’; future scenarios of urban change.

### **Course Aims**

The course will mix classroom work with experiential learning, and will be centred on field studies to sites such as Brixton, Spitalfields, Southbank, and the Olympic sites in East London to give students the opportunity to experience the city's 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, present and future to contemporary Londoners and tourists. 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.

### **Requirements and Prerequisites**

There are no specific prerequisites for this course. It 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.

### **Learning Outcomes**

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

- a. Understand the ways in which London's identity and function as a global city have evolved from the nineteenth century to the present day
- b. Contextualise the social dynamics of London in relation to the changing contexts of imperialism, postcolonialism, transnationalism and globalisation
- c. Appreciate the ways in which art and culture are showcased throughout the city and contribute to London's global impact and significance
- d. Critically deconstruct the built environment and interpret its iconography and symbolism in appropriate ways
- e. Engage critically with debates surrounding London's diversity, urban regeneration, and governance, and recognize the relationship amongst socio-economic inequalities at global, national and urban scales

### **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas and research findings in both oral and written forms.

### **Class Methodology**

Field studies form an important component of this course; attendance at these classes, which take place during our class time during selected weeks, 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 and the final examination.

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 of critical perspectives on its current transformation.

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. Although changes will be kept to a minimum, we may make substitutions or additions as necessary.

### **Readings**

Weekly required readings will be made available electronic format on CANVAS. Key texts on London are also available in the CAPA Learning Resource areas and students will also have access to South Bank University library on request for additional sources: catalogue available at: <http://www.lsbu.ac.uk/library/>. Refer to the CAPA Library Guide for additional libraries and learning resources available in London.

It is imperative that students do 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, introduce representations of historic and contemporary London in a variety of media, and illuminate issues of topical concern.

### **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. You will actively explore the global city in which you are currently living. Furthermore, you 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 – please consult the Transport for London website to plan travel arrangements: <http://www.tfl.gov.uk/>

**Recommended London galleries and museums include:** The British Museum, The Guildhall Art Gallery, The Museum at Docklands, The National Maritime Museum, The Victoria & Albert Museum, The Whitechapel Gallery, The Science Museum.

**Students are also strongly encouraged to participate in co-curricular program activities.**

We will make use of relevant *My 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.

### Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

### Grade Breakdown and Assessment of Learning Outcomes

<b>ASSESSMENT:</b>	
<b>Class Participation:</b>	<b>10%</b>
<b>Urban Exploration Presentation:</b>	<b>15%</b>
<b>Urban Exploration Paper (1000 words):</b>	<b>20%</b>
<b>Field Study Analysis (2000 words):</b>	<b>30%</b>
<b>Final Exam (2.5 hrs):</b>	<b>25%</b>

Assessment Task	Grade %	Learning Outcomes	Due Date
<b>Class Participation</b>	<b>10%</b>	all	Weekly
<b>Urban Exploration Presentation</b>	<b>15%</b>	a, b, c, d	Feb 7
<b>Urban Exploration Paper</b>	<b>20%</b>	a, b, c, d	Feb 21
<b>Field Study Analysis</b>	<b>30%</b>	all	Week 13
<b>Final Exam</b>	<b>25%</b>	all	Week 14

## ASSIGNMENTS:

### PRESENTATION

#### **Urban Exploration: London Communities 15%**

This assignment is based on an analysis of personal exploration of a specific London community or neighbourhood. Students should spend time visiting their chosen location and incorporate their own observations and insights into their analysis. 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 cuts to government funding, and local development projects. Video material may be included but must be brief (2-3 mins).

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, 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.

Presentations should be approx. **10 minutes duration**, 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 generate discussion with the class through the use of questions and discussion points.

**Recommended locations include:** the City, Greenwich, Hackney, Peckham, Islington, Bloomsbury, Hammersmith, Soho & Chinatown, Newham, Lambeth, Wimbledon, Richmond, Elephant & Castle, Knightsbridge, Notting Hill, Westminster.

**Note:** Your presentation may focus on any part of London except those covered in the field studies: i.e. Brixton; Shoreditch & Brick Lane; Southbank & Bankside; Queen Elizabeth Olympic Park. Please speak to me for further suggestions & advice.

**Sources:** The primary sources for the presentation should be your own observations of the area, together with class readings, lecture material, and details from relevant field studies.

#### **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>

### **URBAN EXPLORATION PAPER: London Communities 20%**

This assignment is based on an analysis of personal exploration of a particular London community or neighbourhood. The paper will allow students to develop the themes and ideas examined in their London communities presentation. Specifically, papers will engage with course concepts, theories, and readings in order to analyse further the character and significance of their 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 course themes and concepts. 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. Ideally, papers will also engage with comments which derive from the class presentation and discussion. Each paper will be based on the student's individual work. Further guidelines will be distributed in class.

### **FIELD STUDY ANALYSIS: 2000 words (30%)**

This assignment is based on an analysis of three course field studies. 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 themes may include, but are not limited to: the impact of multiculturalism and migration, 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 and the role of the past in shaping the present. Your paper should address the ways in which your chosen field studies enhance your understanding of global London in relation to these specific themes. 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, class handouts and readings. Whilst the primary source will be students' own observations at the sites themselves, written analysis must be supported by a **minimum of eight secondary sources**, which should be cited in the text and in a final bibliography.

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**You will write on THREE of the following field studies:**

- 1. Brixton walking tour**
- 2. Imperial City: The Victoria & Albert Museum**
- 3. East End Walking Tour**
- 4. Southbank and Bankside**
- 5. Queen Elizabeth Olympic Park**

Students should also read further around the topics in preparation for their papers: relevant resources can be found in the CAPA Resource Centre as well as through students' institutional online access to scholarly journals and the London South Bank University library. 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.

### **Class Participation: (10%)**

Active participation in lectures and field studies is an expected component of the course and will enhance students' understanding of the material for their research projects, papers, presentation, and exam. Lectures and field studies encourage discussion based on students' observations as well as insights from course materials. Students are expected to have completed the readings prior to each class and to contribute to discussion in an informed manner through relevant comments, questions, and analysis. Silent attendance at class will not result in a strong participation grade.

**Students are responsible for ensuring that they sign the class register at the beginning of each class and field study. Students arriving late to any class must ensure they sign the register at the end of class.**

### **Final Exam: 25%**

The final exam (2.5 hours) consists of two sections: a) a choice of short answer questions and b) an essay answer chosen from a selection based on the key themes covered in the course. Students will be required to consider and assess the relationship among different topics addressed in the course.

### **Assignments Policy**

You 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, you will receive an F for the course. **Electronic copies of written work will not be accepted, except where otherwise stated. Please keep a hard copy of all written work.**



<b>Selected Web Resources:</b>
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**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://littlondonobservationist.wordpress.com/>

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

## **General Bibliography**

**Ackroyd, P.** (2000). *London, The Biography*, Chatto & Windus, London.

**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

**Berkoff, S. & Bell, L.** (2012): *East End Photographs*, Dewi Lewis, London

**Breward, 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

**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*. London, New Holland
- Campkin, B.** (2013): *Remaking London: Decline and Regeneration in Urban Culture*, I.B. Tauris, London
- Dench, G., K. Gavron, et al.** (2006): *The New East End: Kinship, Race and Conflict*. London, Profile
- 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
- 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, available at <https://www.capa.org/sites/default/files/CAPA%20City%20as%20Text%20Publication.pdf>
- 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
- Jacobs, J.** (1996): *Edge of Empire: Postcolonialism and the City*, Routledge, London
- Jerrold, B.** (1872): *London: A Pilgrimage*. London, Anthem
- Judah, B.** (2016): *This is London: Life and Death in the World City*. London, Picador
- 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*. Cambridge, Polity
- Porter, R.** (1994): *London: A Social History*. London, Hamish Hamilton
- Sandhu, S.** (2003): *London Calling: How Black and Asian Writers Imagined a City* London: HarperCollins.
- Sassen, S.** (2001): *The Global City: New York, London, Tokyo* Princeton University Press, revised ed.
- Schneer, J.** (1999): *London 1900: The Imperial Metropolis*. New Haven, Yale UP
- Schneer, J.** (2005): *The Thames: England's River*. London, Abacus
- Taylor, C.** (2011): *Londoners*. Cambridge, Granta
- Taylor, R.** (2001): *Walks Through History: Exploring the East End*. Derby, Breedon
- Walkowitz, J.R.** (2013): *Nights Out: Life in Cosmopolitan London*, Yale University Press, New Haven, CT
- White, J.** (2002). *London in the Twentieth Century* New York, Penguin

## WEEKLY CLASS SCHEDULE

### Week 1: Introducing London – Mapping the City

Introducing London: introduction to the course, themes & concepts, first impressions, London's changing skyline and urban geography

**Screening & discussion:** excerpts from *Building Britain – London*, (Peter Ackroyd, BBC 2007).

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

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

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

### Week 2: What is a Global City?

**Lecture:** What are the characteristics which make London 'global'? How has London's 'global' identity and role changed over time?

**Screening:** Christopher Meyer, *Networks of Power: London* (Sky Atlantic, 2012) <https://www.youtube.com/watch?v=fu8oB7pTTXo>

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

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

Sennett, R. (2000): 'Cities without care or connection', *New Statesman*, 5 June, available at <http://www.newstatesman.com/node/151415>

**Recommended Exhibition:** *New London Architecture, Building Centre – new city model and Drawn to the Future Exhibition*

<http://www.buildingcentre.co.uk/exhibitions/drawn-to-the-future>

<http://newlondonarchitecture.org/programme/exhibitions/2015/the-new-london-model>

Suggested reading: Charney, I. (2007): 'The politics of design: architecture, tall buildings and the skyline of central London', *Area* 39(2): 195-205

## **Week 3: Globalisation in a South London Community**

### **FIELD STUDY**

**Brixton & the Black Cultural Archives:** the impact of immigration, ethnic diversity; urban regeneration and gentrification; markets and the marketplace; social housing and community protest

**Meet at the exit of Brixton tube**

**Reading: “City as Text”:** Reading and Writing the City (Lecture notes)

Julian Dobson, “Saving our City Centres, One Local Market at a Time,” *The Guardian*, 10 July 2015, <http://www.theguardian.com/cities/2015/jul/10/saving-city-centre-local-market>

Mavrommatis, G. (2009): “A Racial Archaeology of Space: A Journey through the Political Imaginings of Brixton & Brick Lane, London”, *Journal of Ethnic and Migration Studies*, 1-19.

Raban, J. (2008): ‘The Soft City’, in his *Soft City*, Picador, London, pp. 1-10.

Black Cultural Archives: <http://www.bcaheritage.org.uk/>

## **Week 4: London Community Presentations**

Class presentations on London communities and neighbourhoods

<http://www.londontreasures.com/neighbourhoods.htm>

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

## **Week 5: Imperial City: Spectacle & Heritage**

**Lecture:** The creation of London as imperial capital; the Victorian city as spectacle; the distribution of imperial ideals

**Field Study: Albertopolis and the Victoria & Albert Museum**

**Reading:** Ackroyd, P. (2000): ‘Victorian Megalopolis’, in his *London: The Biography*, Vintage, London, pp. 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

Schneer, J. (1999): “The Face of Imperial London,” in his *London 1900: The Imperial Metropolis*. New Haven, Yale UP, pp. 17-36.

## **Week 6: Cosmopolis: the Postcolonial City**

**Lecture and Discussion:** Immigration and the impacts of multiculturalism; race relations, racism, and super-diversity

**Screening:** *A Night on Brick Lane* (BBC, 2006)

**Analysis:** Benjamin Zephaniah: *The London Breed*

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

Goodhart, D. (2014): 'London's Churning', in B. Kochan, ed., *Migration and London's Growth*, LSE Publications, London, pps. 155-165

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

*The Guardian* (n.d.): 'The World in One City', *The Guardian Online*, available at <http://www.theguardian.com/uk/interactive/2012/jun/22/london-foreign-nationals-map-interactive>

**FIRST PAPER DUE**

## **Week 7: Mid-semester break – no class**

## **Week 8: Culture & Community in the East End FIELD STUDY**

**Field Study:** Brick Lane and Spitalfields – Immigration, Street Art, & Gentrification

**Meet at Whitechapel Stn.**

**Reading:** Hall, T. (2005): 'Toilet Seat Not Included', in his *Salaam Brick Lane: A Year in the New East End*, John Murray, London

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

Mavrommatis, G. (2009): "A Racial Archaeology of Space: A Journey through the Political Imaginings of Brixton & Brick Lane, London", *Journal of Ethnic and Migration Studies*, 1-19.

Alternative London Tours: <http://alternativedn.co.uk/>

## Week 9: Creative City: London as Cultural Superpower

**Lecture:** “Swinging London” and its contemporary legacy: popular culture in the “Sixties”; artistic and cultural environments

Readings: Du Noyer, P. (2010): “Smashing Time,” in *In the City: A Celebration of London Music*, London: Virgin Ltd, pp. 93 -115.

Sandbrook, D. (2006): ‘The Swinging City’, in *White Heat: A History of Britain in the Swinging Sixties* London: Little Brown, pp. 251 – 276.

Selected Song Lyrics

## Week 10: Artistic & Cultural Landscapes FIELD STUDY

**Art & Culture at Southbank & Bankside**      **Meet at Embankment**

**Resources:** Philips, D. ‘Stately Pleasure Domes: nationhood, monarchy, and industry – the celebration exhibition in Britain’, *Leisure Studies*, Vol 23, (April 2004)

Kent, S. (2008): ‘The Merry Go Round’, *London Calling: High Art and Low Life in the Capital since 1968* London: Time Out, 94 -118.

Southbank Centre <http://www.southbankcentre.co.uk/>

## Week 11: Unequal City: Urban Regeneration & Social Division

**Lecture & Discussion:** The impacts of inequality in London; urban regeneration projects and sustainability; the legacy of the 2012 Olympics.

**Reading:** 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>

Judah, B. (2015): ‘A Tale of Two Cities’, *The World Today*, February/March

Mulgan, G. (2015): ‘Our future is urban: why don’t we talk more about our cities?’, *The Observer* (online), 14 June, available at <http://www.theguardian.com/cities/2015/jun/14/city-london-mayor-paris>

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

**Screening:** *Megacity London: Ever Growing, Ever More Unequal?* (Danny Dorling, 2013) <http://www.youtube.com/watch?v=dGT7R8PyTJM>

## Week 12: The Post-Olympic City

## FIELD STUDY

**Field Study: Queen Elizabeth Olympic Park Meet at Pudding Mill Station,**

**Reading:** 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>

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, pp.132-148

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#>

## Week 13: Course Synthesis and Review

**Lecture & Discussion:** Course synthesis and review; London – a successful city? post-Brexit London; London's impact on Britain.

**Reading:** Janan Ganesh, "Disunited Kingdom: London in a world of its own," *Financial Times*, March 2, 2015.

D. Hill (2016) "The case for a more independent, post-Brexit London is gaining strength," *The Guardian*, July 11, 2016.

Mulgan, G. (2015): 'Our future is urban: why don't we talk more about our cities?', *The Observer* (online), 14 June, available at <http://www.theguardian.com/cities/2015/jun/14/city-london-mayor-paris>

## FIELD STUDY PAPER DUE

**Field Study: The Museum of London (TBC.)**

**Galleries of Modern London** <http://www.museumoflondon.org.uk/>

## Week 14: Final discussion & exam

## **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let the Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: [excused.absence@capa.org](mailto:excused.absence@capa.org). Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. 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 demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of Electronic Equipment in Class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behaviour during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

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