'Analysing and Exploring the Global City: London - Modernity, Empire and Globalisation'
Union College Spring Quarter 2015
URBS 3345
[Monday March 30th to Tuesday June 2nd]
Instructor: Dr Gráinne O'Connell
Email: go28@sussex.ac.uk

Biography of Instructor: Gráinne completed her PhD in English Literature and Critical theory at the University of Sussex, England in February 2013. Her research interests focus on the debates surrounding transnationalism in Anglophone Caribbean and South African literature and culture and the relationship between global discourses and more local spaces. More specifically she is interested in how the relationship between the local and the global is constantly reworked in transnational and global spaces. She has taught Anthropology, Communication Studies, English literature, History, and Sociology at CAPA International Education, Humboldt University, Berlin, Sussex University, England and Ruskin College, Oxford over the last eight years.

COURSE DESCRIPTION AND OBJECTIVES
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.

The course will mix classroom work with experiential learning. We will consider what site visits 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 historical role of London’s East End as a site of industry 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 of critical perspectives on its current transformation.

**Learning outcomes for this course:**
At the end of this course, a student will be in a position to:
- Compare urban environments in London with other environments especially in relation to debates surrounding the effects, and processes, of globalisation
- Contextualise the social dynamics of London in relation to the Victorian metropolis of the nineteenth century; London as an imperial space; multicultural London; London as a commercial centre of global capitalism
- Analyse how and why representations of London in film, literature, popular culture and tourism have shifted since the nineteenth century
- Engage with discussions surrounding the diversity of London’s demographics, such as the influence of empire, industrialisation and migration on London ‘identities’
- Communicate their research ideas in both oral and written forms

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Quizes (best 5 out of 6, weeks 2, 3, 4, 6, 7 and 8)</td>
<td>10%</td>
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<tr>
<td>London Neighbourhoods Presentations [wk 4 and wk 8]</td>
<td>25%</td>
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<tr>
<td>Preliminary Field Study Paper 1 (wk 5, approx 1000 words)</td>
<td>15%</td>
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<tr>
<td>Field Study Paper 2 (wk 9, approx 2000 words)</td>
<td>25%</td>
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<tr>
<td>Final exam [wk 10]</td>
<td>25%</td>
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</table>
Prerequisites for this course:

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.

Breakdown of the UK grading system into US grading system:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha</th>
<th>UK</th>
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<th>GPA</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>75+</td>
<td>95+</td>
<td>4.0</td>
<td>Shows superior use and understanding of extensive literature beyond the textbook and notes</td>
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<tr>
<td></td>
<td>A-</td>
<td>70-74</td>
<td>90-94</td>
<td>3.7</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>66-69</td>
<td>86-89</td>
<td>3.3</td>
<td>Shows significant use and understanding of extensive literature beyond the textbook and notes</td>
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<td></td>
<td>B</td>
<td>63-65</td>
<td>83-85</td>
<td>3.0</td>
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<tr>
<td></td>
<td>B-</td>
<td>60-62</td>
<td>80-82</td>
<td>2.7</td>
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<tr>
<td>Average</td>
<td>C+</td>
<td>56-59</td>
<td>76-79</td>
<td>2.3</td>
<td>Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond</td>
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<tr>
<td></td>
<td>C</td>
<td>53-55</td>
<td>73-75</td>
<td>2.0</td>
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<tr>
<td>Below Average/Poor</td>
<td>C-</td>
<td>50-52</td>
<td>70-72</td>
<td>1.7</td>
<td>Fails to show a clear understanding or much insight into the material in the textbook and notes</td>
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<td></td>
<td>D+</td>
<td>46-49</td>
<td>66-69</td>
<td>1.3</td>
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<td>D</td>
<td>40-45</td>
<td>60-65</td>
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<td></td>
<td>&lt;40</td>
<td>&lt;60</td>
<td>0</td>
<td>Shows little or no understanding of any of the material</td>
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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.
ASSIGNMENTS:

- **(A1) ‘My Education’ out-of-class activities:**

  CAPA’s ‘My Education’ program offers you the opportunity and independence to decide how to learn about culture according to how you enjoy learning.

  Please note that many ‘My Education’ events require advanced sign up, so be sure to check the calendar and plan your activities well in advance. Others are self-directed, and may be undertaken at the time of your choosing; for the latter, please see the dropbox folder.

  Approved ‘My Education’ field trips for this class in Spring Quarter 2015 are:
  1. Charles Dickens Museum: [CAPA-led], Saturday April 4\(^{th}\) 2015
  2. Greenwich Riverboat Cruise: [CAPA-led] Saturday April 11\(^{th}\) 2015
  4. Brunel Tunnels Walking Tour: [CAPA-led]: Sunday April 19\(^{th}\) 2015

  We will also make use of other 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 or Dublin) as appropriate, to draw comparative conclusions.

- **(A2) Reading Quizes (Week 2, 3, 4, 6, 7 and 8): 10%**

  The second half of each Monday class in weeks 2, 3, 4, 6, 7, and 8 will consist of a reading quiz. I count the best 5 out of 6 of these quizzes when tallying your grade for this. Thus, each is worth 2%.

- **(A3) Field Study Papers:**

  ***The first preliminary paper is due in week 5 [1000 words and 15% of the course mark] and the second full paper is due in week 9 [2000 words and 25% of the course mark] ***

  **PAPER 1:** You will write on ONE of the following field studies:
  1. Museum of London
  2. Victorian Walking tour
  3. Trafalgar Square
  4. South Kensington

  **Paper 2:** You will write on TWO of the following field studies:
  1. Street Art and the East End
  2. Canary Wharf and the Docklands
  3. Olympic site walking tour

  The first preliminary paper (1000 words) is based on an analysis of one of the field classes. This paper is geared to prepare students for the longer and more detailed second field paper. The first paper is more about demonstrating links between the course content and the field trips rather than a fully finished essay. Thus, students have the opportunity to develop their analytical faculties and essay writing in this initial paper.
• The second field trip paper (2000 words) is based on an analysis of two of the field classes for the course. This paper is a full academic paper and students are expected to present a complete field trip paper in essay style.

• The aim of the field study assignments is 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. Your papers 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, globalisation and the city's changing global connections; architecture and the built environment; heritage, tourism and the role of the past in shaping the present; economic and social change. Your paper should address the ways in which your chosen field classes enhance your understanding of global London in relation to this specific theme.

• Each paper should relate to the specific topics covered in class and demonstrate a firm understanding of the concepts discussed. 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.

• **(A4) PRESENTATION - LONDON NEIGHBOURHOODS AND BOROUGHS (25%)** - These will take place in weeks 4 and 8 and everyone presents on 2 neighbourhoods (preferably in groups of 2)

• Students should time visiting their chosen location and incorporate their own observations and insights into their analysis. You may also include photographs of the area, interviews with members of the local community, and consideration of relevant community issues, such as the impact of cuts to government funding. 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 do not need to address all of these themes, but should select those more relevant to your neighbourhood).

• **Presentations should be a maximum of 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.

• During the first two weeks of class, 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 can take 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 their research for the class to consider and debate.

• **(A5) CLASS ATTENDANCE AND PARTICIPATION**

• CAPA has a mandatory attendance policy. Students are also 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.

• If you need to miss class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Programs (DAP) know at least one hour in advance of your class or meeting at the following e-mail: **excused.absence@capa.org**. Note that calling the CAPA Center (Tel. 020 7370 7389) is accepted only if you do not have access to internet. An e-mail is still required as quickly as you can get access to internet again. You will need to provide evidence of the reason for your absence. If you miss any meetings without an excused absence by e-mail, your final grade will be dropped accordingly. And when you must miss a class or field trip, you are responsible to speak your instructor and make up any missed assignments.

• 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 approach professors and fellow students with respect and tolerance; and to actively engage in debate, while avoiding derogatory or inflammatory comments on the cultures or attitudes of others in the class.
Selected Web Resources for the course:
London - The World in One City, Guardian Unlimited Online:
http://www.theguardian.com/uk-news/series/london

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


GENERAL BIBLIOGRAPHY:

Session One, Monday March 30th: 'Introducing London - Heritage and Modernity'

Introduction to the course, themes and concepts

Material for today:

Zephaniah, Benjamin: The London Breed: https://vimeo.com/9726755

Session Two, Tuesday March 31st: Field trip to the Museum of London (with a specific focus on the Modern Galleries) ***Field trip***

Purpose of visit to the Museum of London Modern Galleries

- For this field trip, we will visit the Museum of London with the specific aim of exploring how the museum represents London. Students will be given specific instructions about what to do in the museum.

Further information on the Museum of London:
http://www.museumoflondon.org.uk/

***Section One: London 1800-1945***

WEEK TWO, 'Introducing Victorian Britain, Reading Quiz and how to write a field study paper' AND Victorian London Walking Tour

Session Three: Monday April 6th: Museum of London activity, reading quiz, and how to write a field trip paper

Feedback from Museum of London London field trip

Required Reading for this week's reading quiz:

Workshop: How to write a field study paper


Session Four: Tuesday April 7th: Victorian walking tour
***Field trip*** N.B. Class begins at Monument tube station; Fish Hill exit at 3.30pm

Required reading for the field trip:
  • Chapters from Werner, A., et. al. (2008): Jack the Ripper and the East End, Chatto & Windus, London

PLEASE NOTE: Reading is to be completed before the field trip AND students are expected to prepare for the field trip via the handout provided in class; this is also available in the class dropbox folder: www.dropbox.com

WEEK THREE, Reading Quiz, workshop on 'London Neighbourhoods and Boroughs presentation' and Trafalgar Square, Whitehall, Westminster and National Gallery field trip

Session Five: Monday April 13th: 'Reading Quiz and workshop on how to prepare a for 'London Neighbourhoods and Boroughs' Presentation'

Required reading for this week's reading quiz:


  Workshop: How to prepare for the 'London Neighbourhoods and Boroughs' presentation

Session Six: Tuesday April 14th: 'Imperial London Walking Tour'
***Field trip*** N.B. Class begins at Nelson's Column, Trafalgar Square

Requirements for this field trip:
NB: Students are expected to prepare for this field trip by reading the assigned class handout
Field trip description:
Fieldwork in Westminster, Whitehall and Trafalgar Square and a visit to the National Portrait Gallery

Further information:
The Fourth Plinth:  [http://www.london.gov.uk/fourthplinth/](http://www.london.gov.uk/fourthplinth/)

WEEK FOUR: ‘My Neighbourhoods’ presentations, Reading Quiz and South Kensington walking tour

Session Seven:  Monday April 20th: Short reading quiz and ‘My Neighbourhoods’ Student Presentations

Required reading for reading quiz:

‘My Neighbourhoods and Boroughs’ Presentations: Students will present on selected city neighbourhoods and discussion

Session Eight: Tuesday April 21st: 'South Kensington Walking Tour’

***Field trip***

NB - Class begins at the South Kensington tube station

Short field class in the South Kensington area

Walking Tour - South Kensington: the Natural History Museum, Victoria and Albert Museum (British Galleries) and Albert Memorial

Requirements for this field trip:
NB: Students are expected to prepare for this field trip by reading the assigned class handout

Further Suggested Reading for field trip paper:
WEEK FIVE, 'Re-visioning London's Victorian Space(s) and 'Wellcome Trust' field trip

Session Nine: Monday April 27th: Reading Quiz, lecture and film screening

Lecture, film screenings and discussion:

Class topic: Today's session will focus on the continuing interest in the Victorian history of London. We will specifically consider the continued interest in London's Victorian past in both film and literature and ask what does this resurgence say about London as a contemporary and historical context. We will watch and discuss excerpts from the recent BBC TV productions Sherlock Holmes.

Required reading:


***Field Paper One Due***

Session Ten: Tuesday April 28th: Visit to ‘The Institute of Sexology’ at the Wellcome Collection:

***Field Trip***

NB - Class begins the Wellcome Collection on Euston Road; nearest tube station is Euston station

NB - Students are expected to prepare for the field trip via the supplied field class handout

***Section Two: London 1945-2013***

WEEK SIX, Reading Quiz, Postcolonial London, urban space in London as counter culture and 'Brick Lane and Street Art' tour

Session Eleven: Monday May 4th: ‘Reading quiz and documentary on urban space in London as counter culture’
Lecture and Discussion: Banglatown: Migration & Urban Change in the East End

Excerpts and discussion: Brick Lane and John McLeod's Postcolonial London: Rewriting the Metropolis (2004)

Required reading for quiz:

Further Suggested Reading:

Session Twelve: Tuesday May 5th: 'Brick Lane and Street Art Tour'
***Field Trip***
NB - Class begins at Liverpool Street Station

Required Reading:
- Urban guide to East London Street art tour: http://www.ravishlondon.com/londonstreetart/
- Ryan, Nick. “Children of the Abyss”, Observer

PLEASE NOTE: Reading is to be completed before the field trip AND students
are expected to prepare for the field trip via the handout provided in class; this is also available in the class dropbox folder: www.dropbox.com

WEEK Seven: Reading Quiz and ‘Going Global: Commerce & Cityscape’ and ‘Canary Wharf’ field trip

Session Thirteen: Monday May 11th: Reading Quiz and Comparative discussion of London versus Paris, London versus New York and London versus Hong Kong

Required reading for quiz:

Session Fourteen: Tuesday May 12th: ‘Unequal City: Docklands & Canary Wharf’

***Field Trip***

N.B. Class begins at Canary Wharf underground station main entrance

Guided walking tour of Canary Wharf, the Isle of Dogs and visit to the Museum in Docklands, ‘New Port, New City’ Gallery

Required reading for this field trip:

PLEASE NOTE: Reading is to be completed before the field trip AND students are expected to prepare for the field trip via the handout provided in class; this is also available in the class dropbox folder: www.dropbox.com

WEEK EIGHT: Reading quiz, Final ‘My Neighbourhoods and Boroughs’ presentations and Urban transformations and the 2012 London Olympics

Session Fifteen: Monday May 18th: ‘My Neighbourhoods and Boroughs’ Presentations:

‘My Neighbourhoods and Boroughs’ Presentations: Students will present on their
second selected city neighbourhoods and discussion

Session Sixteen: Tuesday May 19th: Reading Quiz and general class discussion:

NB: We will hold a class debate in today's session about the specific successes and failures of the 2012 Olympics


WEEK NINE: 'Gentrification and London; money over heritage?' Class discussion on Gentrification, ***Exam recap*** and field trip to the Olympic/Stratford site

Session Seventeen: Monday May 25th: Comparative discussion of the gentrification in selected London neighbourhoods and boroughs

Required reading:
- Sennett, R. ‘Cities Without Care or Connection...” in the New Statesman: [http://www.newstatesman.com/node/137800](http://www.newstatesman.com/node/137800)

Session Eighteen: Tuesday May 26th: Field trip to the Olympic/Westfield site

***Field Trip***

NB: Class starts at the Pudding Mill Lane DLR station; exact meeting point details will be specified in class

Resources: Newham council's website on the 2012 games

Article on the possible gap between the aims of the 2012 games and the legacies

Guardian article on the debates over regeneration in Newham:  
[http://www.guardian.co.uk/sport/2012/jun/13/london-2012-legacy-battle-newham](http://www.guardian.co.uk/sport/2012/jun/13/london-2012-legacy-battle-newham)

WEEK TEN: ‘Migration and Modernity’ and ‘Final Exam’

**Session Nineteen: Monday June 1st: 'Migration and Modernity':**

**Lecture, guest speakers and film screening**

Today's session will investigate if Notting Hill carnival, as a post-World War Two cultural form, can accurately represent the idea of Multicultural London? We will begin with a guest lecture and then proceed to watch on documentary on Carnival's history. [***There is no reading quiz this week***]

**Reading for this week**


- Excerpts from *Carnival* by Don Letts

***FIELD PAPER TWO DUE***

**Session Twenty: Tuesday June 2nd: Final Exam: 2 hours**
ATTENDANCE, PARTICIPATION AND STUDENT RESPONSIBILITIES

To the Student:

Please note that the regulations below are very strict for a specific reason, namely to respond to the expectations of your own colleges and universities. Therefore, please observe these rules; they are not complicated and simply require your attention to detail.

CAPA Program and Instructor Policies

The faculty expects from you, the student, 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 behaviour.

A high standard of individual honour means that you, the student, must attend all classes and never be late (unless with a valid reason). 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, ie reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Chief Academic Officer (CAO). No electronic equipment will be used in class, including laptops, phones, iPads, cell phones, etc., unless you have express permission from the professor. If for any reason a student is obliged to work with electronic equipment, then permission must be obtained from CAPA’s Academic Director prior to the class.

Certain behaviours disrupt class, such as a student arriving late, a phone ringing, a student leaving in the middle of class. Lecturers have the authority to decide policies for their classroom regarding these and similar behaviours that may disrupt the learning environment. All members of the class are expected to respect the learning environment and the lecturer’s efforts to maintain it.

Academic Integrity

Plagiarism and Cheating

Plagiarism and cheating will be dealt with very seriously, and will be referred to the Chief Academic Officer. Any work submitted by a student in this course for academic credit must be the student’s own original work. If you present, as your own ideas, any material copied or extensively drawn from the work of others, then you are plagiarizing — unless you give full citations for your sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an “F” (Fail) grade for that particular assignment.

Of course, you may make full use of ideas, arguments and information obtained from books, journals, websites, etc., but you must make clear in a footnote whose work you are drawing from. This includes cases of paraphrasing where the idea or the thought of another writer is represented, though not directly quoted. Please note that a citation for paraphrasing is academically acceptable. It could say, for example, “This idea is
In addition, copying our own assignment entirely or partially to submit to a second or third professor in another class is considered plagiarism by duplication. This is unacceptable. The same is when you copy your own work, that was written for another assignment or in another context (news-journal, website, blog, etc.), without citation. While this does not implicate the writing of others as you are copying your own work, it is misrepresentation in academic terms because the work handed in to the instructor in this class was not originally written for this specific class, but for another publication or platform. Students risk receiving an "F" (Fail) grade for all the assignments done in classes for which they have duplicated their own work. An exception can be given if the student has obtained the professor's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work.

In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Chief Academic Officer, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism
1. You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources:
   - [http://library.acadiau.ca/tutorials/plagiarism/](http://library.acadiau.ca/tutorials/plagiarism/)
   - [http://www.plagiarism.org/learning_center/citation.html](http://www.plagiarism.org/learning_center/citation.html) - if you scroll down, you’ll find links to all major styles and formats for citing and referencing.

2. How to cite and write a bibliography: Ask your instructor to tell you which citation format to use (the most common are APA, MLA and Chicago). The most important thing is to use one citation and referencing format consistently and accurately throughout your paper.

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.

Grading and Assessment
Since grading policies often tend to be a focus of confusion or misunderstanding, take special care to articulate your grading criteria according to the guidelines set out below and invite students to discuss related questions with you early in the course.

Faculty should retain information on the work of each student in case of a grade appeal, including a full breakdown of grades obtained. Students have the right to discuss their
grades with faculty, but a final grade appeal must only happen via the CAO. Students should be made aware of your grading policies, be given the opportunity to see their work, and must be given the opportunity to get your feedback on their work directly. Assigned grades should be accompanied by explanatory feedback which is consistent with the grade obtained.

**CAPA Grading Scale**

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<th>Alpha</th>
<th>UK</th>
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<th>GPA</th>
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<td>Excellent</td>
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<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>60-62</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>56-59</td>
<td>76-79</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>53-55</td>
<td>73-75</td>
<td>2.0</td>
</tr>
<tr>
<td>Below Average / Poor</td>
<td>C-</td>
<td>50-52</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>46-49</td>
<td>66-69</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>40-45</td>
<td>60-65</td>
<td>0.7 - 1.0</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>&lt;40</td>
<td>&lt;60</td>
<td>0</td>
</tr>
</tbody>
</table>

**Guidelines on levels of attainment in courses**

A grade of "A" in a course indicates exceptional mastery of the course's objectives in both knowledge and skills. While a grade of "A" may not symbolize perfection, it does indicate that the student has demonstrated consistently high standards of commitment, clarity, and application. Typically, the "A" grade further signifies a student's creativity, insight, and breadth of comprehension. The A grade denotes exceptional performance, and should be reserved for those whose work is in fact exceptional.

(A) Range Breakdown: superior (A 95+), or outstanding (A- 90-94).

A grade of "B" in a course indicates solid mastery of the course's objectives in both knowledge and skills. Further, the "B" grade indicates a student's facility with analyzing course material and his clarity in expressing that facility although he may not demonstrate the depth and breadth of comprehension that merits the "A" grade, regardless of the amount of time spent on a specific assignment. The B suggests a strong understanding of the course material and the ability to do the work of the course, including writing, to a high standard.

(B) Range Breakdown: satisfactory (B- 80-82), good (B 83-85), or very good (B+ 86-89).

A grade of "C" in a course indicates competent mastery of the course's objectives in both knowledge and skills. A student who earns a "C" should feel reasonably confident about his ability to move on to the next course in a sequence within a discipline or about his facility with the course's objectives. For some students, a grade of "C" may represent significant intellectual growth; for others, only modest growth. In any case, the C suggests an acceptable level of understanding and analysis of the course material.
(C) Range Breakdown: below average (C- 70-72), average (C 73-75), and showing signs of reaching towards satisfactory (C+ 76-79).

A grade of "D" in a course indicates less-than-competent mastery of the course’s objectives in knowledge and skills. Usually the student has made some effort to engage the work of the course but has made little progress and demonstrated little real understanding of the skills and information the course seeks to elucidate. It should be remembered that students who receive a grade of D do receive credit for the course and may move on to other courses in the discipline. If performance does not warrant this, the student should receive a grade of F.

(D) Range Breakdown: unsatisfactory (D 60-65), weak (D+ 66-69).

A grade of "F" in a course (<60) indicates insufficient mastery of the course’s objectives in knowledge and skills. The grade of "F" is not meant to discourage students about their academic work, but rather to afford them an accurate appraisal of their performance. Students would not be well served to receive a "passing" grade only to discover later that they lack the information and/or skills necessary to proceed to the next level of a discipline. The F suggests that a student would need to repeat the class in order to be prepared to move on.

Because the grades described above still include a range of performance levels and because grades need to be seen, in part, as gauges to future achievement, teachers use the plus (+) and minus (-) to further refine their grades, indicating how close a student’s performance comes to the adjacent levels.

Please note: A+ and D- are not used, except where a specific program requires / allows them.

In cases of partial work, credit must be lost for work not completed. A few assignments, even if completed to a very high standard, do not suggest full mastery of the course material as they do not cover all of the course material. The student's work, not his/her perceived potential or inherent ability, must be the basis for the grade.

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Essay marking: general guidelines for students

Essays will be marked with respect to the complexity of the ideas pursued, the detail and sophistication of the engagement with the sources used and the skill with which the essay is actually written.

A-range papers will offer a sophisticated argument that goes well beyond standard generalizations. This argument will not only be supported by the sources but will actually illuminate key ideas, debates, and a full range of relevant detail. These papers will begin with a clearly, even eloquently presented thesis and proceed, in elegant and grammatically sound prose, to develop this argument. Transitions will be carefully marked through strong topic sentences for each paragraph and the conclusion will be engaging, not simply a repetition of the thesis, but a demonstration and measured assessment of its implications. Sometimes a paper will make it into the lower end of the A-range if there are some rough edges but the argument is unusually sophisticated or adventuresome.
**B-range papers** will offer an interesting and clear thesis in clear, grammatical prose. They will demonstrate argumentative control, developing the thesis with well-chosen evidence from the sources. Papers which are extremely well-written and clearly argued but which offer tame or predictable arguments will fall in this range, as will papers which are more intellectually adventurous but lose argumentative control.

**C-range papers** will offer a weak or uncertain thesis. They may be very general, showing little direct engagement with the ideas and information presented by its sources. Or they may be of the “laundry list” kind, asserting several points and demonstrating that these are true without ever establishing any substantial connection between them. Papers with a reasonable thesis, but which completely lose argumentative control, will be in this range.

**D-range papers** will be vague and scattered, without a distinct argument or thesis. The prose will be convoluted and characterised by spelling and grammatical errors, which significantly obscure meaning. These papers will not demonstrate a clear understanding of the requirements of the assignment.

**F-range papers** are those which are not submitted, late after one extension has been given, or illegible. These are papers which may be competent but are either irrelevant (i.e. do not address the requirements of the assignment), or use unattributed material (plagiarism).

**Late Assignments Policy**
All required work must be completed by the established deadlines. Late submission will incur a **5% per day penalty** without the instructor’s prior approval of extension an may result in a grade of F for the course.

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**Class Participation**

Class & online forum discussion will be assessed according to the following guidelines:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A range</strong></td>
<td>Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.</td>
<td>Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.</td>
<td>Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.</td>
</tr>
<tr>
<td><strong>B / B-</strong></td>
<td>Satisfactory: frequent</td>
<td>Displays familiarity with</td>
</tr>
<tr>
<td>Contributor</td>
<td>C range</td>
<td>D / F</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Basic</strong> grasp of key concepts but little original insight; comments/questions are of a general nature.</td>
<td>Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.</td>
<td>Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.</td>
</tr>
<tr>
<td>Displays familiarity with few readings; rarely demonstrates analytical thought.</td>
<td>Little to no apparent familiarity with assigned material or application to relevant experience.</td>
<td></td>
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</tbody>
</table>

**Oral Presentations**

Student presentations will be assessed by the depth and breadth of analyses and how well insights and contextual ideas from the course are applied, as well as the following criteria. Feedback should be given broken down according to the following categories:

- **Preparation and organisation**
- **Quality of content and analysis, including connection with core themes of the course where appropriate**
- **Quality of delivery – fluency, clarity, timekeeping etc**
- **Creativity of approach**
- **Ability to generate effective discussion and class questions where appropriate**
- If students are presenting together, 20% of the final mark should be assigned as a group (i.e. effectiveness as a team, complementarity, overall impression)