



UCD ENL 163

'Topics in Literature: British Life & Culture'

CAPA LONDON PROGRAM

COURSE DESCRIPTION AND OBJECTIVES

This is an interdisciplinary course which examines the diversity and dynamism of culture, literature and history in Britain and Ireland to help us to understand London and modern British society. There is a focus on cultural, contemporary and historical learning opportunities which will include class excursions to different parts of London. Throughout, we will consider how history continues to evolve while focusing on the following socio-historical course themes:

- a) The role of the heritage industry in defining and explaining the national past
- b) The role of newspapers and other platforms in imagining emerging and contemporary urban society
- c) Tensions between representations of London as an urban context in literature, film and tourist brochures and how contemporary audiences view, and utilise, specific urban sites in London eg. Trafalgar Square and Shakespeare's Globe
- d) London's shifting identity as a national, 'global', and world, city, including the responses to demographic change and the impact of Brexit (the UK's departure from the European Union)

Learning outcomes for this course:

At the end of this course, students will be in a position to:

- Contextualise the social dynamics of British life and culture in relation to historical and socio-historical debates
- Engage with the diversity of writers and forms in Britain, particularly how this diversity has been influenced by the processes of empire, industrialization and migration
- Analyse how urban cultural forms have been influenced by London's changing urban environment and the processes of globalisation

- Have communicated their research ideas in independent research papers

Prerequisites for this course:

There are no prerequisites for the course. **However, students are expected to have finished the readings before every class.**

Grading Rubric:

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

Assessment:

Class Participation:	10%
'My Neighbourhood' Individual Presentation (10 mins) during weeks 3, 4, 7 and 9:	20%
Group presentation (20 minutes) during weeks 4, 7 and 9	20%
Research paper 1 (wk 5, max 2000 words):	25%
Research paper 2 (wk 10, max 2000 words):	25%

Reading:

All course reading will be made available via CANVAS and handouts

Field classes:

Field classes form an important component of this course; attendance at these classes is mandatory. Background information will be provided to prepare students for the fieldwork which is treated as classroom time. 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.

There will also be a day trip to Brighton on a Saturday and a theatre visit.

Assignments:

(a): Class Attendance and Participation (10%):

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.

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.

(b): OPTIONAL My Global City events:

CAPA's My Global City 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 Global City 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; see the CANVAS folder for examples of the latter.

(c): Individual 'My Neighbourhood' Presentations (In class in weeks 3, 4, 7 and 9) (20%):

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. 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.

(e): Group presentation (at least 20 minutes) during weeks 4, 7 and 9 (20%):

Each group will consist of 4-5 people and will present on a topic to be agreed.

(f1) Research Paper 1: 25%: Due: as above

*****PAPER 1: You will write on ONE of the following topics:**

1. Westminster and the symbols of power
2. The Globe, Shakespeare and the English Heritage Industry
3. The East End and the popular mind

Length: Maximum 2000 words (not including bibliography) and a Minimum of 5 secondary sources to be cited in a bibliography.

The aim of this written assignment is to 'read' the sites you encounter for what they reveal about the ways British and Irish literary and cultural histories and identities have been constructed and are currently imagined, and to write analytically about them. You will also find books in the CAPA Resource Centre. Whilst your main source will be your own observations at the site itself, your analysis must be supported by a minimum of 5 secondary sources, which you should cite in a bibliography.

(f2) Research Paper 2: 25% Due: as above

***** PAPER 2: You will write on one of the following Topics:**

1. Maritime Britain
2. Soho nights
3. London and cultural representations
4. History and Identity in Britain
5. Representations of Britain's past in contemporary culture eg. BBC productions

Length: Maximum 2000 words (not including bibliography) and a Minimum of 5 secondary sources to be cited in a bibliography.

This will be on a topic from British and Irish literary and cultural history that you have selected. You are expected to present a debate on how and why your chosen topic relates to the course themes. For example, the importance of London as a major context for literary and cultural production and how contemporary literary forms continue to reinvent the idea of London, British cultural history in the post-World War Two era. Suggested topics will also be suggested by the instructor.

Recommended Readings:

- Ahmed, Rehana. *South Asians and the Shaping of Britain, 1870 – 1950: A Sourcebook*. Manchester: Manchester University Press, 2013.
- Bradbury, Malcolm. (2001): *The Routledge History of Literature in English: Britain and Ireland*. London: Routledge, 2001.
- Chambers, Clare. *British Muslim Fictions: Interviews with Contemporary Writers*. Basingstoke: Palgrave, 2011.
- Cochrane, Claire. *Twentieth Century British Theatre: Industry, Art and Empire*. Cambridge: Cambridge University Press, 2013.
- Humpherys, A. (2002), 'Knowing the Victorian City: Writing and Representation'. *Victorian*

Literature and Culture 30:2: 601-612.

- Interview with Irish poet Seamus Heaney: <http://www.theparisreview.org/interviews/1217/the-art-of-poetry-no-75-seamus-heaney>
- Interview with Black Scottish lesbian writer Jackie Kay: <https://www.randomhouse.com/boldtype/0499/kay/interview.html>
- Johnson, Paul. edited, *Twentieth-Century Britain*, Longman 1994 (A collection of wide-ranging essays by scholars who are specialists in their fields. Highly recommended.)
- Massey, D. (2007). *World City*. Cambridge, Polity.
- Morgan, Kenneth O., *The People's Peace, 1945-90* O.U.P. 1999. A well-written, up to date post-war history from a fine historian.
- Nolan, Emer. (2007): 'Postcolonial Literary Studies, Nationalism, and Feminist Critique in Contemporary Ireland', *Eire-Ireland*. 42(1&2): 336-361.
- Pinder, David. (2005). 'Arts of Urban Exploration', *Cultural Geographies* 12(4): 383-411.
- Porter, R. *London: A Social History*. London, Hamish Hamilton, 1994.
- Pugh, Martin. *State and Society. British Political and Social History 1870-1992*, Arnold 1994. The best single volume introduction to 20th-Century British History. Up to date in its interpretations, it pays particularly welcome attention to women's history
- Riddel, Fern. 'Sherlock Holmes: A Very British Super Hero', *Times Higher Education Supplement*, January 2nd 2014 [online]. Available at: <http://www.timeshighereducation.co.uk/features/culture/sherlock-holmes-a-very-british-superhero/2/2010108.article>
- Verhees, Ingrid (2011): "From Hero and Zero to Butch and Sundance: On the Evolution of Sherlock Holmes and Dr. Watson Throughout a Century of Adaptation" Unpublished MA dissertation: 47-58.
- Schneer, J. (1999). *London 1900: The Imperial Metropolis*. New Haven, Yale University Press.
- Schneer, J. (2005). *The Thames: England's River*. London, Abacus.
- Sked, Alan and Cook, Chris (eds). *Post-War Britain: A Political History*, Penguin 1979, but reprinted many times. A standard text on the last part of the course that is frequently revised and now includes useful coverage of the 1990s.
- Taylor, A.J.P., *English History, 1914-45*, Penguin 1965, but reprinted many times. Covering the same period as Beloff but from a leftist perspective. This book is regarded as one of the best written by one of the greatest British historians of the 20th century.
- Taylor, R. (2001). *Walks Through History: Exploring the East End*. Derby, Breedon.

Other useful books:

- Peter Clarke, *Hope and Glory*
- A.F. Havighurst, *Britain in Transition*
- Peter Hennessey, *Never Again; Never So Good*
- R.F. Holland, *The Pursuit of Greatness*

- Isaac Kramnick, ed., *Is Britain Dying?*
- T.O. Lloyd, *Empire to Welfare State: English History, 1906-85*
- Arthur Marwick, *British Society since 1945; The Sixties*
- John Stevenson, *British Society, 1914-45*
- Alan Sked, *Britain's Decline. Problems and Perspectives.*
- Nick Tiratsoo ed., *From Blitz to Blair: a new history of Britain since 1939*

Selected Web Resources for the course:

- British Political History: <http://publ.ac.uk/link/b/britishpoliticalhistory.htm>
- *Guardian* Newspaper Online: What is Britain? <http://www.guardian.co.uk/uk/britishidentity>
- *London : A Life in Maps*, British Library Online Exhibition:
<http://www.bl.uk/onlinegallery/features/londoninmaps/exhibition.html>
- *London: Another Country?* BBC Online: <http://www.bbc.co.uk/radio4/features/london-season/>
- *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 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 profiler*, UCL/CASA: <http://www.londonprofiler.org/> interactive maps of London
- *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/>
- Moving Here (Migration to UK): <http://www.movinghere.org.uk/>
- *Museum of London* website: <http://www.museumoflondon.org.uk/>
- Uniting the Kingdoms: <http://www.nationalarchives.gov.uk/utk/>
- Who Do We Think We Are?: <http://www.whodowethinkweare.org.uk/>

SYLLABUS:

WEEK ONE

Topic: Introducing British Life and Culture

Venue: CAPA Centre

Class focus: In this session, we will discuss the emergence of Britain and London as major sites of historical influence and we will consider some of the primary themes on the overall course. We will particularly consider the tension surrounding competing representations of London and the debates which this has fueled for critical, interpretations of Britain. We will also examine other aspects of contemporary Britain, questions of identity and their representation and aspects of literature in Britain.

WEEK TWO

Topic: Life and culture in modern Britain

Venue: CAPA Centre, then walking tour of Westminster

Class focus: For this class, we shall focus on major aspects of contemporary British society, its politics and problems and consider how these are represented in literature and popular culture.

During the field trip we shall consider some of the monuments, architecture and other aspects of the governmental area of London.

Required Reading:

- Gilbert, David and Fiona Henderson, 'London and the Tourist Imagination,' in *Imagined Londons*, ed. Pamela K. Gilbert (Albany: SUNY Press, 2002).

WEEK THREE

Topic: Shakespeare, the Globe and the heritage industry

Venue: CAPA London centre, the walking tour of Bermondsey

Class focus: For this class, we will examine the rise of William Shakespeare and the role which he occupies in ideas of heritage and identity. We shall look at how Shakespeare's plays and works have been received and at how Shakespeare is now firmly seen as Britain's and, more specifically, England's, Bard poet. Students will be asked to consider the recurring debates surrounding how Shakespeare's life and work is often selectively represented and at how this can be seen in the context of discussions about 'heritage'. We shall be taking a field trip to Bermondsey to look at the Globe Theatre and its surrounding area.

Individual Presentations

Required Reading:

- 'Shakespeare's Theatre' by Helen Hackett, in *Shakespeare: Texts and Contexts*, ed by Kiernan Ryan, (OUP, Macmillan, 2000)
- 'London as Theatre', from Peter Ackroyd's *London: The Biography* (London: Vintage, 2000).
- 'Drama before Shakespeare' and 'From the Street to a Building: The Elizabethan Theatre' in *The Routledge History of Literature in English: Britain and Ireland*. London and New York: Routledge, 2001. Pps 61-69.

WEEK FOUR

Topic: The real East End and the East End of the mind.

Venue: CAPA Centre, then walking tour of Limehouse

Class focus: This week we shall be looking at the East End of London, an area traditionally associated with industry, immigration, poverty and crime, and consider how much the imaginary East end of outsiders reflected the real nature of the area. In particular, we shall be looking at the Limehouse area and its former Chinese population. As our field trip we shall be visiting Limehouse.

Group Presentations and Individual Presentations

Required Reading:

- Bolton, Tom. 'Limehouse: London's first Chinatown' in *Vanished City: London's Lost Neighborhoods* (London: Strange Attractor Press, 2014).
- Dench, Geoff, et al. 'Old Bethnal Green and New,' in Geoff Dench, *The New East End: Kinship, Race and Conflict* (London: Profile Books, 2006).

WEEK Five

Topic: Muslims in Britain

Venue: Visit to a mosque (TBC)

Class focus: Britain has had a Muslim population for several centuries, but it is only since the 1950s that its numbers have become significant. As an immigrant group it has encountered problems of adaptation and acceptance, to which have been added the results of terrorism and associated problems. We shall be visiting a Mosque and meeting members of its community which will give an opportunity to hear about, and discuss, Muslim life in Britain.

Required Reading:

- Wetherly, Paul, et al. 'Introduction: "Islam", "the West" and "Multiculturalism" in *Islam in the West Key Issues in Multiculturalism* (London: Palgrave Macmillan, 2012).

WEEK Six

Topic: Rock and Roll and Gangsters

Venue: CAPA Centre

Class focus: Parts of London have gained deserved – and undeserved – reputations for notoriety. Soho has achieved both and we shall look at how these have been portrayed in literature and journalism. We shall be taking a field trip to look at some of the places that writers have described and used.

Group Presentations and Individual Presentations

Required Reading:

- Monroe, Alexei. 'Bread and (Rock) Circuses: Sites of Sonic Conflict in London,' in *Imagined Londons*, ed. Pamela K. Gilbert (Albany: SUNY Press, 2002).

WEEK Seven

Topic: Maritime heritage

Venue: Greenwich – Meeting Point TBC

Class focus We shall be examining the impact of Britain's maritime heritage on the history and development of the country and also considering how that heritage is interpreted and portrayed in popular and literary culture and national identity. As our field trip we shall be taking a boat to Greenwich and seeing a preserved sailing ship – the Cutty Sark – and visiting the National Maritime Museum.

Required Reading:

- Bolton, Tom. 'Ratcliff: Sailor Town,' in *Vanished City: London's Lost Neighborhoods* (London: Strange Attractor Press, 2014).

WEEK Eight

A brave new world – the migrant experience

Venue: Field Study TBC

Class focus: The migrant experience in London

Required Reading:

- Winder, Robert. 'Conclusion: The Identity Parade,' in *Bloody Foreigners: The Story of Immigration to Britain* (London: Abacus, 2005).

WEEK Nine

Caribbean Britain

Venue: CAPA centre and field study to Brixton

Class focus: This class will focus on the Caribbean community in London and on the inner London neighbourhood of Brixton. Examples of Caribbean writing will be considered and a field trip to Brixton will enable us to see how the community has adapted in an area that has, in the past, been marked by riots and racial attacks and is now facing changes through gentrification.

Group Presentations and Individual Presentations

Required Reading:

TBC

WEEK Ten

Topic: Britain in film

Venue: CAPA Centre

Class focus: Britain has been portrayed on film in many different ways. In this final class we shall look at extracts from some of these portrayals, using documentaries, feature films and television from the past 100 years. These extracts will include the use of written literature as the basis for film adaptations and will enable us to think about class, gender, race and identity.

Required Reading:

TBC

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her 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.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

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 honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and 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.