



Cultures of London Course Descriptor

Course Title	Cultures of London	Faculty	English
Course Code	NCHEN630	Course Leader	Dr Charlotte Grant
Credit Points	30	Teaching Period	Michaelmas
FHEQ Level	Level 6	Date Approved	June 2020
Compulsory/ Optional	Compulsory for majors; optional for minors		
Pre-requisites	None		
Co-requisites	None		

COURSE SUMMARY

This third-year course studies literary representations of London from the Renaissance through to the present. It focuses primarily on Anglophone literature that is set in or reflects upon London, and which engages with issues of race, ethnicity, and/or regional and national identity. Cultures of London is envisaged as a counterpoint to the North American course, which is also taught in the third year; in the North American course, students are encouraged to think across the literature of a whole continent, while in the Cultures of London course they are encouraged to think and read much more locally, and to reflect upon the changing city around them.

Cultures of London is centrally about the relationship between place and literature: about how literature helps to form an idea of place through different time periods, how place in turn can determine, inspire, or condition the literary works produced in it; how context changes our reading of literary works; and how we might see London as what Benedict Anderson calls 'an imagined community'.

COURSE AIMS

The course aims to:

- Develop students' ability to approach literature across a wide time period, drawing on both historical and transhistorical approaches.
- Develop students' understanding of different cultural perspectives, and the ability to move comparatively between different cultures.
- Sharpen students' conceptions of the connections between place and writing.

- Develop students' ability to engage with and apply critical theory.

LEARNING OUTCOMES

On successful completion of the course, students will be able to:

KNOWLEDGE AND UNDERSTANDING

- K1c Demonstrate a coherent and detailed knowledge of literary texts written in English which reflect on London between 1550 and the present, and developments in literary conventions and styles over this period.
- K2c Demonstrate a systematic understanding of how literature produces and reflects cultural change and difference.
- K3c Reflect critically on the relationship between literature and other art forms, and on the relations between the literary texts studied and discourses of nation, ethnicity, gender, class, and religion.

SUBJECT-SPECIFIC SKILLS

- S1c Systematically comprehend and develop concepts of the relation between language and place in the literatures in and of London.
- S2c Effectively present persuasive written and oral arguments about the literature of London in its various historical and cultural contexts.
- S3c Systematically understand and adjudicate between a range of interpretative methodologies and discourses as frameworks for the understanding of the literatures in and of London.

TRANSFERABLE SKILLS

- T1c Effectively communicate information and ideas through written and oral arguments concerning literature and culture cogently and coherently.
- T2c Analyse and critically examine diverse forms of discourse.
- T3c Manage their work and time effectively by initiating personal responsibility in order to both get an overview of the cultures and literatures of London, and in order to develop their own specialist interests within the course.

TEACHING AND LEARNING

Students will have the opportunity to engage with:

- 1 x virtual learning environment (VLE)
- 30 x large-group hours
- 3.5 x tutorial hours (individual or group tutorial)
- Weekly office hours

Students are required to attend and participate in all timetabled sessions for this course and, with the ongoing support available, to manage their directed learning and independent study.

Total study hours for this course are: 300.

EMPLOYABILITY SKILLS

- The ability to engage in discussions about both concrete and abstract ideas in 'lectimars' and group tutorials.
- The ability to listen and respond constructively to the ideas of one's peers in group tutorials.
- The ability to present confidently and cogently to both one's peers and a subject specialist and engage in discussion afterwards.
- The organisational skills necessary to negotiate a very wide range of material in a limited time period.

ASSESSMENT

FORMATIVE

Students will be formatively assessed during the course by means of set assignments. These do not count towards the end of year results, but will provide students with developmental feedback.

Essays are written over the course of the term.

Each essay is connected to a tutorial, and is around 2000 words in length.

Essay-writing compels the students to articulate their thoughts at an early stage of their engagement with the texts; makes them practise and develop their essay-writing technique; and provides a basis for a discussion with tutors in which their ideas will be taken further. The tutor will also give advice on further thought and reading, and on essay-writing - all of which will constitute good preparation for the examination.

Students are required to attend and participate in all the formal and timetabled sessions for this course. Students are also expected to manage their directed learning and independent study in support of the course.

SUMMATIVE

Assessment will be in two forms:

AE:	Assessment Activity	Weighting	Online submission	Duration	Length
1	Presentation	40%	No	25 mins	N/A
2	Examination	60%	No	2 hours 15 Mins	N/A

The examination will consist of a number of questions from which the student will have the choice of answering a specified number. Both the examination and the Research Presentation will be assessed in accordance with the assessment aims set out in the Programme Specification.

FEEDBACK

Students will receive formal feedback in a variety of ways: written (including via email correspondence); oral (within one-to-one tutorials or on an *ad hoc* basis); and indirectly through discussion during group tutorials. Students will also attend the formal meeting, Collections, at the end of Michaelmas and Hilary terms in which they will receive constructive and developmental feedback on their term's performance.

Feedback is provided on written assignments (including essays, briefings, and reports) and through generic internal examiners' reports, both of which are posted on the College's VLE.

INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in the Course Syllabus or other documentation provided to students; the indicative reading list provided below is used as part of the approval/modification process only.

BOOKS

Ackroyd, Peter, *London: A Biography* (London: Chatto and Windus, 2000)

Ackroyd, Peter, *Thames: Sacred River* (London: Chatto and Windus, 2007)

Gilbert, Pamela K., ed., *Imagined Londons* (Albany: SUNY Press, 2002)

Granta no. 65: London: The Lives of the City (Spring 1999) ed. by Ian Jack

McLeod, John, *Postcolonial London: Rewriting the Metropolis* (London: Routledge, 2004)

McLaughlin, Joseph, *Writing the Urban Jungle: Reading Empire in London from Doyle to Eliot* (Charlottesville: University Press of Virginia, 2000)

Porter, Roy, *London: A Social History* (Harmondsworth: Penguin, 1996)

Sandhu, Sukdev, *London Calling: How Black and Asian Writers Imagined a City*, (London: Harper Collins 2003)

Sandhu, Sukdev, *Night Haunts: A Journey Through the London Night* (London & New York: Verso, 2010)

JOURNALS

The Literary London Journal

ELECTRONIC RESOURCES.

layersoflondon.org

literarylondon.org

INDICATIVE TOPICS

- Early Modern London
- Restoration and Eighteenth Century London
- The Politics of Race in Eighteenth and Early Nineteenth Century London
- Europeans in London
- The Modernist City
- Caribbean Voices
- Londons of the Mind
- Contemporary Novelists

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2.0	June 2021	June 2021	Catherine Brown	1 Academic Handbook > Course Descriptors 2 VLE	April 2025
1.1	January 2021	February 2021	Catherine Brown	Academic Handbook/Programme specifications and Handbooks/ Undergraduate Programme Specifications/ English BA (Hons) Programme Specifications/English Course Descriptors	April 2025
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Modifications (As per AQF4)					
Version number	Date approved	Date published	Modification (including category number)		
2.0	June 2021	June 2021	Category 2: Change to 'Teaching and Learning Strategy'		
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