# Course Title:
The London Novel

# Course Code:
LONS LIUK 120

# Subject:
Literature

# Credits:
4

# Contact Hours:
50

## Semester/Term:
- [x] Semester
- [ ] J-Term
- [ ] Summer

## Course Description:
This class explores the evolution of London as the setting and inspiration for literary works, from the middle of the nineteenth-century to the present. We will consider the roles London plays in the narratives of major 'city novels', and how great authors from the past continue to influence London writing today. A key theme that will be explored throughout the course is the way in which London writers have responded to periods of extreme violence. We will consider, for example, Dickens's articulation of the French Revolution, Modernist expression of the horrors of the First World War, and how London writers past and present have articulated the rise of European fascism and the subsequent terror of the Blitz. Students will gain an appreciation for the influence of earlier novelists on the contemporary generation, such as the shadow of Virginia Woolf in the 9/11 writing of Ian McEwan. There will be much opportunity for students to explore the city in ways complementary to course material, and they will also be introduced, throughout their study of the texts, to key critical concepts in urban literary studies.

## Course Requirements:

<table>
<thead>
<tr>
<th>Required Text</th>
<th>ISBN</th>
<th>Cost</th>
</tr>
</thead>
</table>
### Assignments

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>2. Short Essay 1</td>
<td>20%</td>
</tr>
<tr>
<td>3. Reflective Essay</td>
<td>20%</td>
</tr>
<tr>
<td>4. Final Essay</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Presentation

Each student is expected to give a ten-minute presentation on one of the texts studied. Presentation texts will be arranged in the first session.

### Short Essay 1

This assessment of 1000 words is an essay on *A Tale of Two Cities*.

### Reflective Essay

This assessment of 1000 words is an opportunity for students to write about their experience of London in terms of the key critical vocabulary of urban studies discussed throughout the term.

### Final Essay

Students will generate their own topic for a comparative essay of 2000 words, exploring at least two primary texts studied in class.

### Learning Outcomes and/or Expected Student Competencies and Assessment Measures:

On completion of the course, students should be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify a range of contemporary literary works featuring London</td>
</tr>
<tr>
<td>2. Describe the ways in which contemporary writers use London as location and metaphor</td>
</tr>
<tr>
<td>3. Demonstrate rigorous literary analysis of the texts studied</td>
</tr>
</tbody>
</table>

### Course Outline:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Session 1 | Introduction to city studies  
Oral presentation topics assigned  
Dickens, *A Tale of Two Cities* |
| Session 2 | Dickens and Urban Identity  
Dickens, *A Tale of Two Cities* |
| Session 3 | Dickens continued: Paris vs London  
Dickens, *A Tale of Two Cities* |
**Session 4**
Wilde and Aesthetsicm, Nihilism and Decadence  
* A Picture of Dorian Gray

**Session 5**
Introduction to Modernism  
*Mrs Dalloway*

**Session 6**
Woolf: Walking the City  
Woolf, ‘Street-Haunting: A London Adventure’

**Session 7**
Woolf and Existential Crisis, Madness, and Memory  
*Mrs Dalloway*

**Session 8**
Hamilton and the dread of war  
*Hangover Square*

**Session 9**
Introduction to Blitz London and Waters  
*The Night Watch*

**Session 10**
Waters continued: Concepts of ‘Home’ in Wartime  
*The Night Watch*

**Session 11**
McEwan: 9/11 and the ‘War on Terror’  
*Saturday*

**Session 12**
Review Discussion: Panic on the Streets of London

**Session 13**
No Class - Final Essay Due

**Other Policies:**

**Expectations**
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.

**Attendance/Participation**
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

**Course Policies**
For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. *Cheating* is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. *Fabrication* is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.
**Late or Missed Assignments**
Will not be accepted for grading.

**Students with Disabilities**
Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

**Title IX Statement**
Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [https://www.arcadia.edu/university/policies-guidelines/title-ix](https://www.arcadia.edu/university/policies-guidelines/title-ix).

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None.</th>
</tr>
</thead>
</table>

---

*Late or Missed Assignments* will not be accepted for grading. Students with disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

**Title IX Statement**
Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [https://www.arcadia.edu/university/policies-guidelines/title-ix](https://www.arcadia.edu/university/policies-guidelines/title-ix).

| Prerequisites: | None. |