### Course Title:
The Making of Global London: Migration and Identity

### Course Code:
LONS SOGL 212

### Subject:
Sociology

### Credits:
4

### Contact Hours:
50

### Semester/Term:
- ☑ Semester
- □ J-Term
- □ Summer

### Antirequisites:
LONS SOCG 285 (cannot take both courses)

### Course Description:
London in the early 21st century can claim to be the locus of the greatest degree of human diversity on earth. Over 300 languages are spoken in the city by its residents, who now comprise almost every ethnic, racial and religious group on earth. The “super-diverse” and multicultural nature of London is a matter of highly contested political and academic debate with an “immigrationist” narrative arguing that migration has been a constant in the city’s history over many centuries and that the wealth and culture of the city is built on immigrant roots. As the pace of demographic change has risen significantly in the years since 1997 a counter viewpoint that questions the veracity and proportionality of the “immigrationist” narrative has emerged to question and challenge the desirability and viability of continuing mass migration to London and the UK as a whole. Growing political resistance to migration within the population is lending increasing weight to political parties and movements that oppose mass migration and the UK relationship to the European Union.

Other ideas and research in genetics, however, suggests that human identity is more hybridized and polyglot that traditional conceptions of “national” or “ethnic” identity might assume. Intensifying trends in communications, technology and the mass movement of human beings across the planet suggest a third possibility: that London as a leading metropolis is at the forefront of a new trend in human civilization: the emergence of the “global city.”

This course will explore the evolution of London from the capital city of a nation-state into the global city it is seen as today. Commencing with a deconstruction of the British “national” identity, students will examine the respective academic and political discourses that attach different levels of significance to the role of migration and diversity towards the history of London. Moving further into the course, students will seek to comprehend the scale of diversity represented in London today and the impact of rapid demographic change on traditional notions of citizenship and identity.

### Course Requirements:

#### Required Text


Additional Readings and Resources
Articles and powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University.

Assignments

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<thead>
<tr>
<th>Course Requirements</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>10%</td>
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<tr>
<td>2. London Journal</td>
<td>15%</td>
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<td>3. First Essay</td>
<td>25%</td>
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<td>4. Second Essay</td>
<td>25%</td>
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<tr>
<td>5. Final Exam or Debate</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**London Journal**
Students should write 1200-1500 words describing their own impressions and personal learning of the nature and make up of London’s diversity and cultural breadth today. They should explore the city, including museums and online resources as well as discovering the city on foot and then write their own observations and discoveries.

**First Essay**
Students will choose one of four optional essays that will be posted on topics drawn from the material covered in the first section of the course and success will be measured on knowledge of course texts.

**Second Essay**
Students will choose one of four optional essays that will be posted on topics drawn from the material covered in the second section of the course and success will be measured on knowledge of course texts.

**Final Exam or Debate**
In the final week of the course students may choose between either: a final written exam or Participation in a structured debate on a motion set 4 weeks before the end of the semester (a minimum of 6 students must sign up for this option for the debate to precede).
## Learning Outcomes and/or Expected Student Competencies and Assessment Measures:

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

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<tr>
<th>Learning Outcomes</th>
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<tr>
<td>Demonstrate knowledge of the historical and social evolution of London over time to comprehend its status as a global hub in the early 21 century CE.</td>
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<td>Discuss some of the emerging academic debate on “super-diversity” and hybridized identity in metropolitan cities.</td>
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<tr>
<td>Express core concepts in written and oral presentations</td>
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<tr>
<td>Debate the emerging academic debate on “super-diversity” and hybridized identity in metropolitan cities</td>
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## Course Outline:

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<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Course Introduction</td>
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<tr>
<td><strong>Session 2</strong></td>
<td>The Trueborn Englishman: The competing narratives of national identity</td>
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<td><strong>Session 3</strong></td>
<td>Site visit to Al Manaar Mosque and Islamic Cultural Centre</td>
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<td><strong>Session 4</strong></td>
<td>Imperial Capital to Global City: Empire Comes Home</td>
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<td><strong>Session 5</strong></td>
<td>Identity, Ethnicity and Race: Is there room for black in the Union Jack?</td>
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<td><strong>Session 6</strong></td>
<td>Guest Lecturer from Department of Communities and Local Government: Cohesion in a Diverse Britain</td>
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<td><strong>Session 7</strong></td>
<td>Mid Semester Break</td>
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<td><strong>Session 8</strong></td>
<td>Brave New World: Super-diversity and its Implications</td>
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<td><strong>Session 9</strong></td>
<td>Site visit to Citizenship Ceremony in Ealing Borough</td>
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<td><strong>Session 10</strong></td>
<td>The Rise of Religion in the Public Sphere in a Multi-Faith City</td>
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<td><strong>Session 11</strong></td>
<td>Guest lecturer from Swaminarayan Hindu Faith School</td>
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<td><strong>Session 12</strong></td>
<td>Gender, Sexuality and Secular Spaces in the Global City</td>
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<td><strong>Session 13</strong></td>
<td>Final Exam or Final Debate</td>
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### Suggested Co-Curricular Activities

Students can build their learning experience for this course through the following activities:

- Visiting recommended museums, including the Museum of London, and the Museum of London Docklands
- Visiting by permission a place of religious worship such as a Jewish Synagogue, Muslim Mosque, Hindu Mandir, Sikh Gurdwara or a Christian Church
• Visiting diverse neighborhoods such as Brick Lane, Southall, Brixton and Stamford Hill
• Sampling the cuisine of different cultures

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 email.

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
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<th>Prerequisites:</th>
<th>None.</th>
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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).