



Course Title: London's Consumer Landscape: Arcade halls and shopping malls
Instructor:
Instructor Contact Details Email: Contact phone number: Office hours/office location:
Course Description: Home to a wide array of historic markets, the most famous department store in the world, and the largest urban shopping mall in Europe, London is distinguished by the diversity, scope, and global character of its consumer spaces. Rich in architectural and historic significance, London's consumer landscape serves as a valuable part of the city's heritage. In the early twenty-first century, consumerism operates not only as a driving force of London's economy, but also as a cultural pastime for both Londoners and millions of tourists in the city. An analysis of this practice thus provides insight into the relationship among the social, cultural, and economic forces that have shaped the city historically and continue to define it. This course examines the ways in which consumer culture and the consumer landscape have developed in London from the late eighteenth century to the present. It engages with a wide variety of consumer spaces, such as: street markets, historic arcades, High streets, department stores, and the growing trend of pop-ups, to investigate consumption in all its variety and complexity. These spaces illuminate not only the centrality of consumerism to London's past, but also how it operates to shape the contemporary character of the global city as an international shopping destination.
Course Objectives: The primary objective of this course is to examine the character of London's varied consumer landscape, how it has evolved over time, and how it contributes to the city's identity. The course addresses the ways in which consumer culture has developed in London within three critical frameworks: the imperial city; the modern city of the early-twentieth century; and the contemporary global city. As such, the course analyses how consumerism been influenced by imperial and post-colonial connections, new technologies, migration, and social change. The course is designed to highlight the character and significance of consumerism within London's built environment, diverse communities, and cultural networks.
Course Learning Outcomes: At the end of this course, students will: <ul style="list-style-type: none">• Understand the impact of consumer culture on London's development• Identify the relationship between consumer spaces and community, in terms of class, gender, and ethnicity• Appreciate the global context of London's consumer landscape• Recognise the significance of consumerism within London's economy and to its identity as a global city
Charting the Course: FIE's Values and the curriculum: The following FIE articulated values are addressed in this course:

Knowledge and Inclusivity <ul style="list-style-type: none"> • A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained • An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study 	✓
Ethics and Human Rights <ul style="list-style-type: none"> • Recognition of issues of social justice at global and national levels • Awareness of ethical implications of personal choice and governmental action 	✓
Social and Cultural Reflection and Action <ul style="list-style-type: none"> • A heightened awareness of civic and social responsibilities at local and global levels • Developing our understanding, appreciation of and empathy towards diverse cultures and identities • A continued engagement in cross-cultural and multicultural communication 	✓
Commitment to the Environment <ul style="list-style-type: none"> • Active engagement with environmental impact • Addressing issues of sustainability and applying initiatives 	✓
Required Text(s): Course resources will be provided via MyStudy and distributed in class as needed. Students will also be provided with detailed guides for each of the course field studies. There is no required textbook for this course.	
Additional/Recommended Readings: Peter Ackroyd, <i>London – The Biography</i> . London: Chatto & Windus, 2000. John Benson, <i>The Rise of Consumer Society in Britain, 1880 -1980</i> . London: Longman, 1994. John Benson and Laura Ugolini (Eds.) <i>Cultures of Selling: Perspectives on Consumption and Selling since 1700</i> . London: Routledge, 2006. Christopher Breward, <i>Fashioning London: Clothing and the Modern Metropolis</i> , London: Berg, 2000. Matthew Carmona and Filipa Matos Wonderlich, <i>Capital Spaces: The Multiple Complex Spaces of a Global City</i> , London: Routledge, 2012. Richard Dennis, “Geographies of Downtown”, in <i>Cities of Modernity: Representations and Productions of Metropolitan Space</i> . Cambridge: Cambridge University Press, 2008. Stephen Halliday, <i>London Markets: From Smithfield to Portobello Road</i> . Stroud: The History Press, 2014. Matthew Hilton, <i>Consumerism in Twentieth-Century Britain: The Search for a Historical Movement</i> , Cambridge: Cambridge University Press, 2003. Daniel Miller et. al. <i>Shopping, Place, and Identity</i> . Abingdon: Routledge, 1998. Erika Diane Rappaport, <i>Shopping for Pleasure: Women in the Making of London’s West End</i> Princeton: Princeton University Press, 2000. Lise Saunders, <i>Consuming Fantasies: Labor, Leisure, and the London Shop Girl, 1880 -1920</i> . Chicago: Ohio State University Press, 2006. Frank Trentmann, <i>Empire of Things: How we became a world of consumers, from the Fifteenth Century to the Twenty First</i> . London: Allen Lane, 2016. Linda Woodhead, <i>Shopping, Seduction, and Mr. Selfridge</i> , London: Profile, 2008.	
Instructional Methods: Classes will involve a combination of seminars, discussion sessions, student-led presentations, as well as field studies to a range of historical and contemporary consumer sites.	
Topics:	

The development of London as a consumer capital from the late 18thC to the present: the rise of middle-class consumption, the impact of imperial commodities, the growth and implications of mass-consumerism; the Sixties and the rise of the teenage consumer

Shopping as a gendered activity; how it contributed to the identity of the 'modern woman'; the gendered character of consumer spaces

Department stores as harbingers of modernity; the impact of new ideologies and technologies on the consumer landscape

Consumer culture as structured by London's migrant communities: historical markets and neighbourhoods; consumerism and migrant identity formation

The impact of globalisation, including global tourism, on the consumer landscape; how shopping contributes to London's identity as a global city

Ethical consumerism, sustainability consumer practices, and the Charity Shop; consumerism as a form of social activism

Consumerism and social protest; the London Riots of 2011

The gentrification of consumer space: the preservation of heritage sites, contested consumer spaces, and the transformation of the East and West Ends

Class-by-Class Plan:

Assignments and Due Dates:

Attendance and Participation

In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on your participation score.

Class Presentation: 15 min. in-class presentation on a specific consumer space, such as a market, charity shop, or local High Street, based on personal exploration and independent research, to examine its historic development, character, and contemporary significance.

Community Analysis: 1500-2000 word analysis of the variety of the consumer landscape in a particular London neighbourhood and how it has been shaped by its history, the social and cultural dynamics of the local community, and the forces of globalization.

Research Essay: 2500-3000 word paper based on a specific course topic or theme which draws upon specific details and examples from course field studies, and is supported by secondary research. Students will have the opportunity to discuss their research findings in class in the final session of the course.

Possible Co-curricular Activities and Tentative Dates:

Brixton – this walking tour introduces students to London's varied consumer landscapes in a specific community and how they have transformed since the nineteenth century. We examine the area's diverse markets, its High Street, and creative retail spaces and consider the impact of immigration and gentrification on its community and commercial enterprise.

West End Walking Tour – an exploration of the consumer spaces of the West End, including historic arcades, world-famous department stores, Savile Row, and Regent Street. Our focus is on the gendered character of consumer space in this area, its identity as a showpiece of modernity, and how it is being shaped by the forces of globalisation.

Historic Arcades and Markets of the City – in the historic setting of the City, we consider how London's markets and marketplaces were shaped by imperial relationships and identity as a financial capital. We assess the significance of these spaces within the contemporary City.

Green Street – here we investigate the "Oxford Street" of East London with a particular focus on how transnational diasporas have transformed the character of this popular shopping destination and how commercial activity contributes to migrant community formation.

Westfield Stratford City – this field study involves an examination of London's largest shopping mall. Emphasis is placed on the relationship among class, ethnicity, and consumer culture in Stratford, and on the forces of consumer-led regeneration.

The High Street – our focus is on the relationship between commerce and community and the challenges which face the contemporary High Street. What is the future of the London High Street?

Assessment Plan:

- Attendance and Participation: 20%
- Class Presentation: 20%
- Community Analysis: 25%
- Research Essay: 35%

Academic Integrity:

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Attendance and Participation:

Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.

Class attendance and participation is formally recorded and incorporated into a student's final grade.

In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.

Absence from class does not relieve a student of responsibility for assignments. **Students bear the ultimate responsibility for all missed class material and assessment.**

If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.

FIE Grading Rubric:

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well-focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well-focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
C	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artefact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Late Submission of Written Work:

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

Diversity, Inclusivity and Accessibility

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).