"It is difficult," noted Henry James, "to speak adequately or justly of London....It is not agreeable, or cheerful, or easy, or exempt from reproach. It is only magnificent. London is on the whole the most possible form of life. British novelist and essayist Peter Ackroyd likens London to a human body, with the byways of the city resembling “thin veins,” and its parks like “lungs.” As with any body, it is an entity continually engaged in acts of “performance;” through its theaters, concert halls and sports arenas certainly, but also in the diversity and plenitude of its exhibitions, museums, tourist attractions, fairs, markets, law courts and even pubs and restaurants. It is a city alive in and to performance, continually revisiting its past, creatively inventing its present and envisioning, sometimes boldly, sometimes with modest reticence, its future.

This course is based in the academic discipline of Performance Studies, which examines performance from a broad range of critical perspectives and includes the disciplines of history, anthropology, literary studies, gender studies as well as the critical theory and analysis of the act of performance itself. The intention is to use the city of London (and its environs) as a template to engage the student with the vibrant dialogues among art, culture and history that make the city a thriving hive of multi-culturalism.

In addition to lecture and discussion, the course will rely heavily on site visits in the city itself, which is the primary canvas for the class.

**UC Student Learning Outcomes: Individuals, Institutions and Cultures- Level II**

1. **Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, social, cultural, political or economic experiences.**
2. **Students will be able to evaluate critically the research outcomes and theoretical applications in the study of individual, social, cultural political or economic experiences.**

**UC Student learning Outcomes CF/Ways of Knowing**

1. **Students will be able to demonstrate a knowledge of more than one disciplinary practice.**
2. **Students will be able to explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic.**

**Course Learning Outcomes:**

Students will demonstrate the ability to use inter/multi disciplinary approaches for
understanding complex issues of identity, social and cultural practices and performance.

Students will analyze a constellation of historical, literary, anthropological and performative perspectives about the city of London.

Students will formulate an understanding of a variety of complex social and cultural issues that result from living in and interacting with London’s unique environment.

Students will discover and engage with multiple representations of cultural identity in multicultural contexts.

SYLLABUS SUBJECT TO CHANGE

Topical Outline for the Course

Texts: All readings will be accessible on the Blackboard site for the class, or will be in the form of handouts. Readings are due for the class day under which they are listed.

Assignments: There will be 3 reflection papers, each approximately 1,000-1200 words, based on the readings, class discussions and class activities. Each assignment will have a separate assignment sheet, and will be posted under the Assignments section of the course. There will be two grades for each assignment, one based on the specific rubric for the assignment, the second will be a grade for your writing, based on the Discernment and Discourse rubric, which is also posted under the Assignments section of the course.

Quizzes. This is a CF/UC Individuals, Institutions and Cultures, Level II class, with a significant amount of reading.

Assessment: Course credit will depend on satisfactory:

Daily Class participation 20%
Paper assignments 60% (Brick Lane, Recipe, Final)
Presentations 10% (Borough Market, British Museum)

Class Participation

Your class participation grade will be graded according to the following criteria:

- Are you thoroughly familiar with the material to be discussed in class?
• Do you prepare thoughtful and clear questions for discussion, using class readings to help the class understand the context of your question?
• Do you participate frequently in class discussions?
• Are your contributions clearly articulated?
• Do you respond to comments posed in class with clear, appropriate and insightful ideas?

WEEK I

Sunday, May 24: Arrival, Welcome and Group Dinner

Monday, May 25: Morning session: CAPA orientation

Evening: Performance of As You Like It

Tuesday, May 26: CAPA Morning session: Performance Studies/Brick Lane readings due for discussion

5:15pm Meet professors for walking tour
BRICK LANE


2) Rachel Lichtenstein. On Brick Lane. “The East End Within the East End” (pp. 17-32); “The East End is a River” (pp. 50-65); “Holy Wanderers” (pp. 104-117); Iain Sinclair, (p. 120); “Heba” (204-223); “Fournier Street” (pp.267-283)

Writing Assignment: Brick Lane and Performance Studies (Due June 2)
**Wednesday, May 28:**  CAPA Morning session: Recap Brick Lane/Class with Professor Smith

*Bus tour with Joel Reid @ 1:30*

**Thursday, May 29:**  CAPA Morning Session: Professor Smith

*Afternoon: Inventing Impressionism @ National Gallery 12:30 – meet in Trafalgar Square outside Nat’l Gallery*

---

**Week II**

**Monday, June 1:**  CAPA Morning Session:

The South Bank (readings due for discussion/Berg)

**Readings:**


2) Jen Harvie. “Agency and Complicity in a ‘Special Civic Room’: London’s Tate Modern Turbine Hall” in *Performance and the City*. (pp. 204-221)


*Discussion of readings in preparation for class meeting on Tuesday at the Tate Gallery/Turbine Hall.*

**Tuesday, June 2:**  Meet at St. Paul’s, walk to South Bank (Time: 9:30am)
Tate Modern: Turbine Room,
Theatre Tour: National Theatre (Ticketed @ 1130am)
Post-tour discussion in theatre courtyard
No formal class meeting

**Due June 2: Brick Lane- Performance Studies Writing Assignment**

**Wednesday, June 3: Covent Garden/ Drury Lane**

Theatre tour: Theatre Royal Drury Lane (Time 10:15am)
Post-tour discussion: Covent Garden

**Readings: (Berg)**

1) Christopher Hibbert. “The London of Hogarth and Rowlandson” (pp.143-179)
2) Brief History of Covent Garden (Blackboard PDF)

[http://www.coventgardenmemories.org.uk](http://www.coventgardenmemories.org.uk)

Read 7 of the short sections under Covent Garden: 400 Years of History:

- Covent Garden Market
- Covent Garden: Short History
- London’s Theatreland
- Prostitution in Covent Garden
- Slums, Crime and Seven Dials
- Covent Garden Moves Out
- Community in Covent Garden

* Discussions of readings in preparation for Covent Garden site and Theatre Royal Drury Lane tour*
Thursday, June 4: CAPA afternoon Session: Decoding Multicultural Dance - I

Readings:


2) Zoe Norridge. “Dancing the Multicultural Conversation”

WEEK III

Monday, June 8: CAPA: Decoding Multicultural Dance - II

Readings:

1) Taylor. “Tango: Theme of Class and Nation”

Prepare for Sadler’s Wells performance: Sidi Larbi Cherkaoui/Milongs

Performance review due June 11

6:45 pm Meet @ Sadler’s Wells

Tuesday, June 9: CAPA Morning Session/Berg

Discussion of Cherkaaoui Milongs performance and review
Wednesday, June 10:   CAPA Morning Session/Berg

Berg: Food as “Performance”

* Discussion/preparation for Borough Market visit- June 11

Readings:


Thursday, June 11:  

Morning: Meet at Borough Market at 10:00
Group Borough Market Assignments

*Discussion of Recipe Assignment (Due June 24)

Lunch- ON SITE!

Borough Market Assignments Due for Presentation in Class- June 17

Week IV

Monday, June 15:   CAPA Morning Session: Museums As “Ethnography”

Readings:

1) Barbara Kirshenblatt-Gimblett. “Objects of Ethnography,” in Destination Cultures: Tourism, Museums and Heritage. (pp. 17-78)

6:30pm Meet TOWER OF LONDON for concert “Weary Guiltless Ghosts”

**Tuesday, June 16**

Meet at Victoria & Albert Museum (Time 9:30am)

Morning: British Galleries (Exercise #3a)
Lunch: on-site, cafeteria & Morris Room
Afternoon: Guided tour of Theatre/Music

**Wednesday, June 17:**

**CAPA Morning Session:**

**Presentation of Borough Market projects**

**Thursday, June 18:**

Meet at British Museum (9:30 am)

Scavenger Hunt assignment at Museum

4:45pm: Meet at Barbican Center, “All The Fall”/Beckett (optional)

**WEEK V**

**Monday, June 22:**

*Day Trip to Windsor*: Meeting TBA

*Recipe Assignment Due*
Tuesday, June 23: CAPA Morning Session

*Presentation and Discussion of British Museum Scavenger Hunt*

Wednesday, June 24: Morning Session: Wrap-Up and Discussion of the “Performative” and “Pedagogical”

Wrap- discussion

Thursday, June 25: Final Essay- in class- 9:30-12:30