



# Syllabus

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**Course Title:** London Through the Lenses of Power and Inequality

**Program and Date:** London Winter 2026

**Instructor Name:** Alison Buck

**Instructor Home Institution:** Eastern Kentucky University

**Instructor Email and Phone:** [alison.buck@eku.edu](mailto:alison.buck@eku.edu) 859-622-1653

**Academic Department:** Sociology

## Get to Know Your Professor

I'm your instructor, Dr. Alison Buck, and I love teaching sociology! I live in Berea, KY with two loud cats. My teaching and [research](#) focus on how inequality is reproduced across a variety of places and spaces. I did my study abroad in London as an undergraduate and am thrilled to explore how power relations have shaped the built and cultural landscape of 2026 London with you. I look forward to meeting you and learning more about you or working with you again as we work through the course together!

## Course Description

Explore how colonialism, class divides between wealthy and working class, immigration and other power relations have shaped the physical and social landscape of London. Walk the British Museum's Collecting and Empire Trail and discover how Britain's colonial relationship informed the acquisition and social construction of artifacts. Contrast the opulence of Buckingham Palace with the deprivation experienced in Victorian workhouses or on British slave ships. Examine historical and modern maps of London's residential segregation and then walk those neighborhoods in person, comparing differences in architecture, design, and quality of life. Sociology, geography, and history majors will apply a sociological lens to the ways that relations of power and inequality shape our designed environment.

## Course Level and Credit Hours

SOC 350 3 credits -option to count towards Honors (HON 312).

## Prerequisite(s)

None

## Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

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

1. Articulate ways in which inequality and power shape the built and cultural landscape of London, such as the design of the Globe theatre or the artifacts at the Sir John Soane Museum.
2. Connect social science scholarship, data, and visualizations to firsthand observations of the built and social environment of London, such as the Old Jewish Quarter or the London Docklands.
3. Evaluate a social problem connected to inequality, power, space, and place as they have shaped London's unique physical and cultural environment and propose solutions.
4. Collect and analyze qualitative data in real world settings such as Hyde Park, The British Museum, and other sites visited in London, as part of the course (Honors).
5. Synthesize social science literature relevant to a social problem connected to inequality, power, space and place as they have shaped London's unique physical and cultural environment (Honors).

## Required Readings and Materials

Students will be assigned to focus on different groups of readings, based on site and topic assignment prior to the course

- Allen, R. (2022, December 6). Social spaces and non-places: The community role of the traditional British pub [Online]. *The Sociological Review Magazine*. <https://doi.org/10.51428/tsr.vize2583>
- Bennett, T. (1995). The exhibitionary complex. *New Formations*, 4, 73–102.
- Draper, N. (2008). The City of London and slavery: Evidence from the slave compensation records. *Economic History Review*, 61(2), 432–466.
- Gieryn, T. F. (2000). A space for place in sociology. *Annual Review of Sociology*, 26, 463–496. <http://www.jstor.org/stable/223453>
- Hall, S. (2024, August 27). *Riots and the racial borderscape in Britain*. *Researching Sociology at LSE*. London School of Economics and Political Science. <https://blogs.lse.ac.uk/researchingsociology/2024/08/27/riots-and-the-racial-borderscape-in-britain/>
- Harvey, D. (2008). The right to the city. *New Left Review*, 53, 23–40.
- Johnston, A. (2018, December 11). "Please do not touch": *What the Hoa Hakananai'a controversy tells us about museums and why more sociologists should study them*. *Researching Sociology at LSE*. London School of Economics and Political Science. <https://blogs.lse.ac.uk/researchingsociology/2018/12/11/please-do-not-touch-what->

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[the-hoa-hakananaia-controversy-tells-us-about-museums-and-why-more-sociologists-should-study-them/](#)

- Massey, D. (1991). A global sense of place. *Marxism Today*, (June), 24–29.
- Wacquant, L. (2007). Territorial stigmatization in the age of advanced marginality. *Thesis Eleven*, 91(1), 66–77.

## Assignments and Grades

LIST OF ASSIGNMENTS	Points
Outline of five-minute “Space and Place” Presentation on your assigned site (Due: December 21 <sup>st</sup> )	50
Five-minute “Space and Place” presentation given at assigned site	50
Pre-visit critical inquiry worksheets for at least two sites (Due: January 7 <sup>th</sup> )	100
Observation sheet (standard course) or field notes (Honors) for at least two sites* (Due: January 7 <sup>th</sup> )	150
In-depth site reflection (standard course) or memo (Honors)**	200
Space & Place Social Problem and Solution Paper (includes literature review for Honors)**	350
Attendance and Participation	100
<b>TOTAL</b>	<b>1000</b>
*Students should take notes during visits, but complete these after visits while on-site in London.	
**These assignments should be completed upon your return from London and are due by January 20 <sup>th</sup> .	



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## Grading Scale

The following scale will be used to compute your grade.

**Scale: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; <600 = F**

## Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

1. The British Museum Collecting and Empire Trail (free)
2. Sir John Soane Museum (free)
3. Walk the Caribbean Voices: Shaping Docklands Trail at the London Docklands Museum (free)
4. Join a Black History Walks Tour such as the Trafalgar Square Black History Walk or the Black History Steam Train Tour (cost varies by tour and will depend on what is offered during time of course)
5. Tour the Design Museum, including the New Black Aesthetic exhibit (cost TBD, likely ~6.72 per student)
6. Investigate the Old Jewish Quarter during a London Walk (~\$26.89 dollars per student)
7. Hyde Park (free)
8. Globe Theatre (~\$34.94 per student)
9. Explore modern London through the City of London Tour by London Architecture Tours (cost TBD)
10. Walk the London Bridge Tour – Mysterious Alleys, Hidden Pathways (~\$21.87 per student)
11. London Museum – Smithfield (TBD)

## Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Should missing a class or scheduled activity be unavoidable, the student should endeavor to notify the instructor as soon as possible.



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## Academic Integrity Policy

Students in this class are expected to abide by the Academic Integrity Policy outlined [here](#).

## Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

## Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

## Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

## Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.