



Course Title:	London & the Post-Modern Dystopian Novel	
Program and Date:	London Signature, May 27-June 19	
Academic Department:	English	
Instructor Name:	Dr. Jill Parrott	
Instructor Email and Phone:	jill.parrott@eku.edu	859-622-3087

Get to Know Your Professor

Here's some Dr. Parrott Trivia!

- ⇒ She is a Professor of English at Eastern Kentucky University, where she specializes in Rhetoric & Composition
- ⇒ She grew up on a farm in East Tennessee and then moved to Alabama, Georgia, and Florida before settling in Lexington, Kentucky
- ⇒ In addition to teaching, she is a hot yoga teacher of vinyasa, yoga sculpt, and yin yoga styles
- ⇒ She loves true crime podcasts and reading modern adaptations of Greek mythology
- ⇒ She has visited 10 countries across the world: Canada, Ireland, Northern Ireland, Mexico, Belize, Greece, the Bahamas, the Dominican Republic, Spain, and France
- ⇒ Her two cats are Horace and Sophie
- ⇒ She has an ever-growing collection of house plants

Course Description

Better than almost anywhere else or any other time in the world, British dystopian literature of the late 20th century shows how authors can depict exaggerated suffering, injustice, disaster, and turmoil to make a point about very real issues. Novels *V for Vendetta*, *Children of Men*, and *Never Let Me Go* will ground conversation on surveillance, ethics in science, cultural anxiety about immigration, and more. Visits to the physical sites that are settings for our texts – such as the Tower of London, Ludgate Circus, and St. Paul’s Cathedral -- paired with an appreciation of their historical context -- will increase understanding of social and cultural movements relevant to the literature. In addition, by viewing art on display in London, we’ll learn how contemporary artists present their dystopian visions and connect them to cultural issues today.



Prerequisite(s)

100-level writing, reading, and/or research courses equivalent to English 101 & 102 or the test-for-credit equivalent (i.e. AP, international Baccalaureate)

Student Learning Outcomes

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

1. Discuss connections between social and cultural movements in late-20th and early 21st century Britain and post-modern dystopian literature.
2. Place British post-modern dystopian literature in the historical tradition of utopian and dystopian art.
3. Demonstrate the ability to find, evaluate, and apply research through both traditional and non-traditional information literacy to build an academic argument.
4. Develop new perspectives on cultural difference, an ability to think critically about values, and an understanding of culture's role in shaping beliefs and practices through interacting with a culture not their own

Required Readings and Materials

Thomas More, *Utopia* (excerpts, provided)
Alan Moore and David Lloyd, *V for Vendetta*
Kazuo Ishiguro, *Never Let Me Go*
P. D. James, *The Children of Men*



Assignments and Grades

Reading & Activity Journal (SLO 1), 50% total: Students will keep an individual reading and activity log where they will place notes, annotations, and thoughts on the course novels and supporting texts. Will include both free response space and specific prompt response, often connecting our site visits to the readings or asking students to reflect on lessons from the culture of the city. Submitted early (20%) and again near the end of the course (30%). Can be created hard copy, as a blog, as podcast episodes, or mixed media.

Concept Presentation (SLO 2), 20%: Students will choose one concept from the course (e.g., totalitarianism or race anxiety) and present it to their peers in a 15-20 minute interactive presentation.

Final Project: (SLO 3), 30%: Students will choose a British dystopian text not read in the course, analyze the text, research the historical context behind it, and present their findings through a medium of their choice (e.g. essay, video, website, etc.).

Grading Scale

The following scale will be used to compute your grade.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = 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.

While in London we will

- Take a day trip to Dover, where we'll see the famous white cliffs
- Visit the Tower of London, Parliament, and other Gunpowder Plot sites
- Visit art galleries showcasing artists who work with the concept of dystopia
- Visit several art, historical, and natural history museums relevant to our literature
- Attend a performance of dystopian musical *Hadestown* at the Lyric Theatre in London's famed West End theatre district



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.

Program participants are expected to be punctual to and in attendance at all classes, meetings and required excursions, and to remain with the program for the full academic period.

An unexcused absence from class, an excursion, or mandatory meeting will result in the lowering of the student's final grade by one letter grade. Any absence from an academic class session must be excused for medical reasons.

Academic Integrity Policy

Academic integrity is a fundamental expectation of all students in this course. Academic integrity violations in this course may include, but are not limited to,

- ⇒ doing work for another student,
- ⇒ having another student do your work,
- ⇒ using AI to generate content that you present as yours, and
- ⇒ intentionally plagiarizing (copying verbatim, paraphrasing, or presenting the ideas or product of another person as your own or without citing the source).

Academic integrity violations in this course will result in severe academic penalty, including failing the assignment, failing the course, and/or dismissal from the program.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing.

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.