Cultures & Contexts: Multinational Britain, Spring 2019
CORE-UA9549L01/L02

Instructor Information
- Dr Philip Woods
- Before & after class by arrangement

Course Information
- Wednesdays 0900 to 1200 (group 1); 1300 to 1600 (group 2)
- G03, 6 Bedford Square
- Upper Level Class

Course Overview and Goals
The idea of British national identity has been built around a sense of united statehood within the confines of the four nations comprising the United Kingdom, ruling overseas territories. As such, it conveyed a sense of a multi-national empire ruled by monarchs, but developing over time into a benign, democratic, constitutional monarchy, generally through peaceful, not revolutionary change. The British have seen themselves historically as freedom-loving, independent, industrial, tolerant, Protestant and individualistic. These myths of national image have been forged partly through conflict with other nations over many centuries and reflect a nationalistic pride in military success and the maintenance of the largest empire the world has ever seen. Changes since 1945 have seen the collapse of that empire, membership in the European Union, large-scale immigration, changing gender politics, and the devolution of power to Scotland, Northern Ireland, and Wales. This has inevitably led to major challenges to traditional British views of their national identity.

Teaching is by a mixture of lecture, discussion sessions, video materials and includes fieldtrips to key sites.

Upon Completion of this Course, students will be able to:
1. Demonstrate a knowledge and critical understanding of key issues in the changing views of British national identity, especially in the period since 1940
2. Comment critically and creatively on fieldtrips, using a blend of personal response and research to illuminate what the trip has contributed to an understanding of British national identity
3. Make a group presentation based on a chosen primary document source, which sets the text in its context and explains its importance in an understanding of British national identity.
4. Bring together a broad range of arguments and evidence in relation to key issues of the course.

Course Requirements
Grading of Assignments

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Short Essay</td>
<td>On current images of British national identity. c. 800 words</td>
<td>10%</td>
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<tr>
<td>Group Presentation</td>
<td>Based on document handouts</td>
<td>15%</td>
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<tr>
<td>Research Essay</td>
<td>1500-2000 words</td>
<td>30%</td>
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<tr>
<td>Fieldtrip Essay</td>
<td>Write-up on at least one of the three fieldtrips (1,000 words max.)</td>
<td>15%</td>
<td>Usually 1 week after trip</td>
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<tr>
<td>Final Exam</td>
<td>Seen exam- questions on syllabus</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>Based on contributions in class</td>
<td>10%</td>
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Failure to submit or fulfill any required course component results in failure of the class.

Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94% and higher</td>
<td>Excellent work. Shows a full mastery of the topic. Is well researched, well organised and well referenced. It shows the stamp of an individual or original approach to the problem set.</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 93%</td>
<td>Excellent work as above but perhaps lacks the stamp of an individual or original approach to the problem set</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>Good work. Has done the necessary research and made a clear answer to the problem set, using reasonable referencing. Shows some insights.</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Satisfactory work. Has done necessary research but no more. Makes attempt to answer the problem but perhaps not always very clearly. Rather mechanical and lacking individual insights.</td>
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<tr>
<td>D</td>
<td>60 to 69%</td>
<td>Passable work. Meets minimum requirements but may not be very coherent or well argued. Perhaps not very well focused on the problem</td>
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Letter Grade | Percent | Description
--- | --- | ---
F | 59% and lower | Fails entirely to meet the requirements of the assignment

Course Materials

Required Textbooks & Materials


N.B. These are suggested texts which will be useful throughout the class. Purchase of them will make weekly preparation much easier but there is no penalty for the use of alternative readings

Optional Textbooks & Materials


Andrew Gamble & Tony Wright (eds.) *Britishness: Perspectives on the British Question*, Wiley, & *Political Quarterly* : 2009 (978-1-4051-9269-9)

Jeffrey Richards, *Film and British National Identity: from Dickens to "Dad's Army*, Manchester University Press: 1987 (978-0719047435) [chapter in Resources]


Norman Davies, *The Isles, A History*, Macmillan:2000 (0333692837) [section in Resources]


Bill Jones et al., *Politics UK* (9th edn.), London: Routledge, 2018 (978-1138-68508-6) [excellent for up-to-date information on political topics such as Parliament, Monarchy and Britain in the World]

N.B. This list is only indicative. For fuller advice please e-mail, philip.woods@tiscali.co.uk

**Resources**
- Access your course materials: [NYU Classes](nyu.edu/its/classes)
- Databases, journal articles, and more: [Bobst Library](library.nyu.edu)
- NYUL Library Collection: [Senate House Library](catalogue.libraries.london.ac.uk)
- Assistance with strengthening your writing: [NYU Writing Center](nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](nyu.edu/it/servicedesk)

**Course Schedule**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tr>
<td>Session 2:</td>
<td>Debates on the formation of British national identity: Issues of British exceptionalism (a) pre-1837</td>
<td>Linda Colley <em>Forging the Nation 1707-1837</em>; pp. 1-54 especially Introduction (pp.1-9) [resources] and Conclusions (pp.364-375) Paul Ward <em>Britishness Since 1870</em>, Intro. ‘Being British’</td>
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<tr>
<td>Session 5a:</td>
<td>Required Parliament Fieldtrip. Meet outside Houses of Parliament- Morning- times to be confirmed Section 1- 10:40; Section 2- 11:20</td>
<td>Multicultural Britain</td>
<td>N.B. There will be 1.5 hour lectures (times to be confirmed) in the afternoon which will replace the lectures on 20 March. <strong>Multicultural Britain</strong> Paul Ward <em>Britishness Since 1870</em>, ch. 6 ‘A New Way of Being British: Ethnicity and Britishness’ A. Adonis, A  &amp; S.Pollard, <em>A Class Act: the Myth of Britain’s Classless Society</em>, Penguin, 1998 (978-0140261004), ch.9 ‘Race’ [resources]</td>
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<td><strong>Session 8:</strong></td>
<td>Fieldtrip to Southall</td>
<td>Meet at Southall mainline train station, 10 am (Group 1) 2pm (Group 2)</td>
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| **Session 9:** | Empire & Its Legacy | Paul Ward *Britishness Since 1870*, ch. 1 ‘Monarchy and Empire’  
Catherine Hall ‘British Cultural Identities and the Legacy of the Empire’ in Morley & Robins (eds.) *British Cultural Studies: Geography, Nationality, and Identity*, pp 27-39  
OR  
Denis Judd, ‘Britain: Land of Hope and Glory?’, *History Today*, 49, 4, April 1999, pp.18-24 [resources]  
| **Session 10:** | Cultural Institutions and British National Identity: the BBC, Arts Council & Museums/Galleries | Fieldtrip to British Museum in 2nd half of class (no assignment on this visit)  
**BBC**  
Johann Hari ‘If We Care About the BBC We Must Fight to Defend It’, Independent, 2.10.09, [http://www.independent.co.uk/voices/commentators/johann-hari/johann-hari-if-we-care-about-the-bbc-we-must-fight-to-defend-it-1796270.html](http://www.independent.co.uk/voices/commentators/johann-hari/johann-hari-if-we-care-about-the-bbc-we-must-fight-to-defend-it-1796270.html), accessed 16.4.13  
| **Session 11:** | Devolution - the challenge of Scottish and Welsh nationalism | Paul Ward *Britishness Since 1870*, ch. 7 ‘Outer Britain’  
OR | |
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<td>Session 12:</td>
<td>Fieldtrip</td>
<td>Lord’s cricket Ground Fieldtrip, 10 am (group 1); 2pm (group 2)</td>
<td>Research Essay Due</td>
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<tr>
<td>Final Assessment:</td>
<td>Final Exam</td>
<td>Group 1- 10 to 12 noon (to be confirmed) Group 2- 1300 to 1500</td>
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**Co-Curricular Activities**

- Fieldtrip to Houses of Parliament
- Fieldtrip to Southall Sikh Gurdwara
Fieldtrip to Lord’s Cricket Ground

The estimated travel costs for this class is:
- Parliament: £4.80 zones 1 off-peak 2 singles
- Southall: £5.60 zones 1-4 travelcard off-peak
- Lord’s: £4.80 zones 1 off-peak 2 singles
Total = £15.20

This is a maximum amount. Students using oyster cards on buses, or walking (!) should be paying less.

Classroom Etiquette

- Laptops may be used in class, but solely for purposes connected with the class.
- Mobile phones may not be used during teaching time. No food in the classroom.
- Late attendance must be explained in person at the beak in class.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Student Conduct Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement
Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Dr Philip Woods has lectured at the University of West London and Kingston University, London. He studied History at the London School of Economics and at the School of Oriental and African Studies, University of London. His doctorate, which was published, was on British-Indian politics after the First World War. His current research is on the British use of film propaganda in India and the role of war correspondents in Burma in the Second World War. His book on Reporting the Retreat: War Correspondents in Burma in the Second World War was published in March 2017. He has published in a number of academic journals including Historical Journal of Film Radio and Television, South Asia and Indian Horizons.