

<b>Course Title:</b> British Life and Cultures	
<b>Instructor:</b>	
<b>Instructor Contact Details</b>	
<b>Email:</b>	
<b>Contact phone number:</b>	
<b>Office hours/office location:</b>	
<b>Course Description:</b>	
<p>This multidisciplinary course serves as the anchor of the study programme in London, offering students an opportunity to place what they are learning in their other courses into a larger, contemporary context. It also enables students to appreciate more of what they observe during their stay in Britain in regard to the underlying history, themes, and institutions of the UK.</p>	
<b>Course Objectives:</b>	
<p>The course provides a comprehensive examination of British life and multiculturalism past, present, and future. Students learn what makes Britain a nation via a range of topics on politics and monarchy, media and arts, and society.</p>	
<b>Course Learning Outcomes:</b>	
<p>At the end of this course, students will:</p> <ul style="list-style-type: none"> <li>• Have an understanding of British sociology and the cultures of "Britishness"</li> <li>• Understand the "peoples of the United Kingdom" as an integrated whole i.e. more than the sum of the parts</li> <li>• Acknowledge the differences between US, British, and European cultures, and the collective relationships that individuals have with their own societies</li> <li>• Understand the importance of sustainability for an island nation</li> </ul>	
<b>Charting the Course: FIE's Values and the curriculum:</b>	
The following FIE articulated values are addressed in this course:	
<b>Knowledge and Inclusivity</b> <ul style="list-style-type: none"> <li>• A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained</li> <li>• An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study</li> </ul>	✓
<b>Ethics and Human Rights</b> <ul style="list-style-type: none"> <li>• Recognition of issues of social justice at global and national levels</li> <li>• Awareness of ethical implications of personal choice and governmental action</li> </ul>	✓
<b>Social and Cultural Reflection and Action</b> <ul style="list-style-type: none"> <li>• A heightened awareness of civic and social responsibilities at local and global levels</li> <li>• Developing our understanding, appreciation of and empathy towards diverse cultures and identities</li> <li>• A continued engagement in cross-cultural and multicultural communication</li> </ul>	✓

<p><b>Commitment to the Environment</b></p> <ul style="list-style-type: none"> <li>• Active engagement with environmental impact</li> <li>• Addressing issues of sustainability and applying initiatives</li> </ul>	✓
<p><b>Required Text(s):</b></p> <p>Students access a reading pack of contemporary articles on MyStudy@FIE that will be used throughout the course</p> <p>Read <i>Metro</i> and/or <i>Evening Standard</i> each day during the work week. (Both available free from Gloucester Road Tube Station)</p> <p>In addition, students need access to an MP3 player (via a smartphone is acceptable)</p>	
<p><b>Additional/Recommended Readings:</b></p> <p>Klein, R (2006). <i>The New Politics of the NHS: from creation to reinvention</i>. Radcliff</p> <p>Marr, A. (2009). <i>The Making of Modern Britain</i>. Macmillan</p> <p>Oakland, J. (2010). <i>British Civilization: An Introduction</i>. (7<sup>th</sup> Ed.). Routledge</p> <p>Rojek, C. (2007). <i>Brit Myth: Who do the British think they are?</i> Reaktion Books</p> <p>Sawyer, M. (2005). <i>The UK economy</i>. Oxford University Press</p>	
<p><b>Instructional Methods:</b> Lectures, visual media exercises, videos, discussions and set fieldwork</p>	
<p><b>Topics:</b></p> <p><b>The Multiculturalism of the United Kingdom:</b></p> <ul style="list-style-type: none"> <li>• Issues related to nationality and identity. England, Britain, UK. Is Britain a nation?</li> <li>• Peoples of the United Kingdom</li> <li>• Ethnic diversity and multiculturalism. Immigration</li> <li>• Sociology and cultures of "Britishness"</li> </ul> <p><b>British Politics:</b></p> <ul style="list-style-type: none"> <li>• The devolved politics of the UK. How Parliament works</li> <li>• The party system</li> <li>• Class and power structure. Social conflict. Gentrification. Education</li> <li>• Education, the NHS, and other trends in contemporary politics</li> <li>• How the British feel about their government – strengths and weaknesses</li> </ul> <p><b>The Monarchy:</b></p> <ul style="list-style-type: none"> <li>• Queen Elizabeth</li> <li>• Totemic symbols - UK / USA cultural similarities and differences, e.g. patriotism</li> <li>• Monarchy vs. Republic. The future?</li> </ul> <p><b>Topic Four: Britain and International Relations:</b></p> <ul style="list-style-type: none"> <li>• Impact of British Empire and Commonwealth, wars, and decolonisation</li> <li>• London as a "global city"</li> <li>• The "special relationship" with Washington, D.C.</li> <li>• The European Union: The consequences of BREXIT and the UK post BREXIT</li> </ul> <p><b>Artistic Britain:</b></p> <ul style="list-style-type: none"> <li>• Notions of "high culture" and "pop culture" in music, theatre, visual arts</li> </ul> <p><b>Sustainability in the UK:</b></p>	

- Recycling and waste in an island nation
- Power generation (wind, coal, oil, gas, nuclear)
- The London Congestion Charge
- Sustainability legacy of the London 2012 Olympics

### **Week-by-Week 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.

#### **Media Critique (750 words):**

Base your analysis on direct comparison of the exact SAME news story in two different media sources (i.e. two newspapers, two TV news broadcasts, two photographs, etc.). Look for a breaking news story where the facts are generally agreed but the interpretation is not. The idea is to compare the different coverage.

#### **Sustainability Film Reflection and Research Paper (1,000 words):**

Select any THREE points raised during the film that caught your attention, explaining why this was the case for each one and articulating your personal response. You must cite research to back up your opinions.

It might help you to consider if a point raised stood out because it gave you a new piece of information, or a fresh insight, or even has made you consider changing an aspect of your behaviour in future, or you disagree.

#### **Essay (2,000 words):**

This is an opportunity to develop an idea, experience, or encounter at greater length in an individual way. It is important, therefore, that the title (in the form of a question to be analysed and answered) for the essay is submitted to the faculty for approval in advance and completed by Week 12 at the latest.

#### **Mid-Semester Test:                      and Final Exam:**

To be held in the usual classroom on the appropriate dates scheduled in advance. The questions and format of the exam will be determined by faculty as appropriate and will be based on the topics covered in classes, field trips, and readings from the text.

### **Possible Co-curricular Activities and Tentative Dates:**

#### **Parliament Tour:**

Tour of the building and the two Houses (Lords & Commons) when not being used for debates. The building is a Victorian fantasy with extraordinary decorative motifs linked to UK history and government so it has a visual dimension regardless of the commentary.

#### **Sustainability Film:**

At FIE, we are dedicated to being actively engaged with and aware of our environmental impact and responsibilities. As such, we are committed to a sustainable future, to ethical consumption, and to creating social, environmental, and economic well-being in our immediate and global community. The theme of Sustainability in the UK is addressed via a Documentary Film.

### **Brick Lane Tour:**

The area is historically associated with the social deprivation of London's East End (prostitution, dock workers, charitable missions, and housing) and has been the place of entry into British life for waves of foreign immigrants. French Huguenots gave way to Irish, Jewish and, most recently, Bangladeshi settlers connected with the restaurant and clothing trades – all mixed in with those cockneys who remain despite recent gentrification. A good field trip for sampling the sights, smells, and tastes of an area very different from Kensington.

Viewing *Stiff Upper Lip* Episode 3. (BBC 2012)

Viewing the ITV documentary *Our Queen*

Viewing *Saving Britain's Past: The Street*. (BBC 2009)

### **Assessment Plan:**

- Attendance and Participation: 20%
- Sustainability Film Reflection and Research Paper: 15%
- Media Critique: 10%
- Mid-Semester Test: 15%
- Essay: 20%
- Final Exam: 20%

### **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.

### **FIE Attendance Policy:**

Regular attendance is essential in order to achieve a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests, and examinations. In addition, **under UK Home Office regulations class attendance is mandatory.**

In addition to physical presence in class, a student's 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. Consistency and validity in participation is key, and is expected in every class. Occasional participation will have a negative impact on a student's participation score.

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

Attendance is taken at the beginning of each class. Any student arriving late to class by five minutes or more will be marked absent for that session, unless the tardiness is excusable. (Note that commute time from a residence hall/class/placement site is not usually a valid excuse.) All attendance and participation decisions lie with the faculty in the first instance.

In the event of an anticipated absence, it is the responsibility of the student to contact the faculty member in advance to request approval. Absence from class does not relieve a student of responsibility for assignments. Unexcused absences/assignments will be appropriately reflected in grading. Class absences are deemed excused at the discretion of the faculty member and may require documentation.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** For a list of what constitutes a documented emergency please consult the Mitigating Circumstances policy.

**FIE Grading Rubric:**

<b>Letter Grades</b>	<b>Knowledge &amp; Content</b>	<b>Methodology &amp; Structure, Language &amp; Style</b>	<b>Understanding, Reflection &amp; Critique</b>	<b>Integrative thinking &amp; demonstration of experiential learning</b>
<b>A</b>	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 artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
<b>B</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 artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
<b>C</b>	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 artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
<b>D</b>	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct &	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes	Little integration of experience and narrative; limited insight of issues and insufficient

	incorrect information	(subject-verb agreement; sentence fragments); language marred by clichés	insufficient or awkward use of textual evidence	understanding of cultural impact
<b>F</b>	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 will 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.

### Inclusion Statement:

FIE regards its facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate and derogatory comments and actions are not tolerated and any such behaviour is addressed in an educational and informative manner. 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. Any student who feels s/he may need an accommodation based on the impact of a disability or any other life circumstances should contact the faculty member privately to let them know what they can do to maximise your learning potential. Please ensure you are registered with FIE's Administration Team to establish any accommodations made for you at your home institution.

### Writing/Language Support

At FIE we pride ourselves on our strong academics, but the UK way may be a little different from what you are used to. For this reason, we offer the Writing Support Tutor (WST) programme. Some people think WSTs only provide assistance for "poor" writers or for whom English is not the first language, but all writers, from beginners to professionals, profit from having other people review their work. No matter your level of writing expertise, FIE's WSTs help with all phases of the writing process. In addition, 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).

For an appointment fill in the online form at <http://www.fie.org.uk/london-writing-support-tutors/writing-support-form>. More information on WST support is available online at <http://www.fie.org.uk/london-writing-support-tutors>.