# **CORE-UA9549L01 Cultures and Contexts: Multinational Britain**

NYU London: Fall 2018

## **Instructor Information**

* Dr Philip Woods
* mobile: 07922046578
* Office hours immediately before and after class & by appointment
* [pgw1@nyu.edu](mailto:pgw1@nyu.edu)

## **Course Information**

* Wednesdays 0900 to 1200
* Room number tba
* This is an Upper Division 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:**

* Demonstrate a knowledge and critical understanding of key issues in the changing views of British national identity, especially in the period since 1940
* 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
* 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

**Course Requirements**

### **Grading of Assignments**

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

| **Assignments/Activities** | **Description of Assignment** | **% of Final Grade** | **Due** |
| --- | --- | --- | --- |
| Short essay | Short Essay on current images of national identity (800 words approx.) | 10% | Week 5,  3 Oct. |
| Group Presentation | Based around primary texts- dates by agreement | 15% | By 14 Nov. |
| Research Essay | 1500-2000 word essay | 30% | 21 Nov. |
| Fieldtrip essay | 1,000 words max. on ONE of the 3 fieldtrips | 15% | Usually 1 week after the fieldtrip |
| Final ‘seen’ exam | Questions listed in syllabus | 20% | 12 Dec. |
| Participation | Based on contributions in class | 10% |  |

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:

| **Letter Grade** | **Percent** | **Description** |
| --- | --- | --- |
| **A** | 94% and higher | 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 |
| **B** | 80 to 90% | Good work. Has done the necessary research and made a clear answer to the problem set, using reasonable referencing. Shows some insights |
| **C** | 70 to 80% | 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 |
| **D** | 60 to 70% | Passable work. Meets minimum requirements but may not be very coherent or well argued. Perhaps not very well focused on the problem |
| **F** | Below 60% | Fails to meet minimum learning requirements |

## **Course Materials**

### **Required Textbooks & Materials**

* Paul Ward*, Britishness Since 1870*, Routledge: 2004 (0-415-22017-3) [useful for historical background]
* David Morley & Kevin Robins (eds.) *British Cultural Studies: Geography, Nationality, and Identity*, Oxford University Press:2001 (0-19-874206-1)

**N.B.** These are suggested texts which will be useful throughout the class. Purchase of them will make weekly preparation much easier but you are encouraged to look for alternative readings and viewpoints

### **Optional Textbooks & Materials**

Linda Colley, *Acts of Union and Disunion- What Has Held the UK Together and What Is Dividing It?* London: Profile Books, 2014. (9781781251850)

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

Richard Weight, Patriots. National Identity in Britain 1940-2000, Pan:2003 (978-0330491419)

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

Robert Tombs, *The English and their History*, Penguin: 2015 (9780141031651) [brilliant, up-to-date]

T.M. Devine, *Independence or Union: Scotland’s Past and Scotland’s Present*, London: Penguin, (2017 978-0-141-98157-4)

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](http://www.nyu.edu/its/classes) (nyu.edu/its/classes)
* **Databases, journal articles, and more**: [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
* **NYUL Library Collection**: [Senate House Library](https://catalogue.libraries.london.ac.uk/search~S1/) (catalogue.libraries.london.ac.uk)
* **Assistance with strengthening your writing**: [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
* **Obtain 24/7 technology assistance:** [IT Help Desk](http://www.nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

## **Course Schedule**

| **Session/Date** | **Topic** | **Reading** | **Assignment Due** |
| --- | --- | --- | --- |
| Session 1:  5 Sept. | Introduction: Images of British national Identity | **Required Reading**:  David Marquand, ‘How Can Britain exit the EU? As a nation state Britain  doesn’t really exist.’, Guardian, 13 January 2017, <https://www.theguardian.com/commentisfree/2017/jan/13/britain-doesnt-really-exist-exit--eu>  Using these and other websites of your choice, prepare to discuss how well Britain manages to balance images of tradition and modernity in the way that it presents itself to the world.  Websites: <http://www.britannia.com/>  <http://www.thisengland.co.uk/>  <http://www.visitbritain.org/> [see the section on Campaigns; also the  research section] |  |
| Session 2:  12 Sep | Debates on the formation of British national identity: (a) pre-1837 | **Required Reading**  Linda Colley *Forging the Nation 1707-1837*; pp. 1-54 especially  Introduction (pp.1-9) [resources] and Conclusions (pp.364-375)  Open University ‘National Identity in Britain and Ireland 1780-1840’  [resources]  Paul Ward *Britishness Since 1870*, Intro. ‘Being British’ |  |
| Session 3:  19 Sept. | Debates on the formation of British national identity (b) 1837 to 1980 | **Required Reading**  Paul Ward *Britishness Since 1870; esp. chs. 1&2* ***OR***  Richard Weight *Patriots. National Identity in Britain 1940-2000,* Pan:2003*,* ch. 1 ‘Warriors’  ***OR***  Krishan Kumar ’”Englishness” and English National Identity’, in [Morley](http://www.amazon.co.uk/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?_encoding=UTF8&search-type=ss&index=books-uk&field-author=David%20Morley) &  [Robins](http://www.amazon.co.uk/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?_encoding=UTF8&search-type=ss&index=books-uk&field-author=Kevin%20Robins) (eds.) *British Cultural Studies: Geography, Nationality, and Identity*, Oxford University Press:2001, pp. 41-55  **Northern Ireland**  Marc Mulholland *The Longest War: Northern Ireland's Troubled History*,  OUP: 2002  **Ireland**  BBC's: The Story of Ireland no. 5 ‘Age of Nations’ [2011, BBC1]  <https://www.youtube.com/watch?v=rO2J70RLzA8> |  |
| Session 4:  26 Sept. | Political institutions and national identity- Parliament and Monarchy | **Required Reading**  Bruce Coleman ‘,Monarchy and Nation in Britain Since the Eighteenth  Century’ in Keith Cameron (ed.) *National Identity*, Intellect Books, Exeter,  1999 (1871516056) [Resources]  **OR**  David Cannadine, ‘The Context, Performance and Meaning of Ritual: The  British Monarchy and the 'Invention of Tradition,' c.1820-1977," in Eric  Hobsbawm and Terence Ranger, *The Invention of Tradition*, Cambridge  University Press: 1992, Canto edn., (978-0521437738 ), pp. 101-164 |  |
| Session 5:  3 Oct. | War and the height of national unity- the People’s War- the Welfare State | **Required Reading**  **For the Myth of the Blitz** - see  an outline of the debate in  <http://www.bbc.co.uk/history/british/britain_wwtwo/blitz_01.shtml>  For a counter-view see Stephen Inwood, 'Historical Notes: Propaganda  and the London Blitz', *The* *Independent* , 14 August 1998 <http://www.independent.co.uk/arts-entertainment/historical-notes-propaganda-and-the-london-blitz-1171497.html>  **Welfare State**:  Chris Renwick ‘Who Needs the Welfare State?’, *Guardian* 21 Sept. 2017, <https://www.theguardian.com/news/2017/sep/21/why-we-need-the-welfare-state-more-than-ever> | 1st short essay due |
| Session 6:  10 Oct. | Film and British national identity- World War Two to the present | **Required Reading**  Jeffrey Richards *Film and British National Identity: from Dickens*  *to "Dad's Army*, ch*.* ‘National Identities’ [Resources]  Nicholas Reeves *The Power of Film Propaganda: Myth or Reality?*  (London: Cassell, 1999) ch. 4 ‘Official Film Propaganda in Britain During  the Second World War’ [resources] |  |
| **Saturday 13 October** | **Fieldtrip to Houses of Parliament** | **Attendance required- see fieldtrip handout for reading** |  |
| Session 7:  17 Oct. | Multicultural Britain | **Required Reading**  Paul Ward *Britishness Since 1870*, ch. 6 ‘A New Way of Being  British: Ethnicity and Britishness’  David Olusoga, *Black and British: A Forgotten History*. London: Macmillan, 2016,, ch. 14 ‘Swamped’ [ covers period 1948 to 1981] [resources] | Parliament fieldtrip essay due |
| Session 8:  24 Oct.  Parliament fieldtrip essay due | **Southall Fieldtrip** | See fieldtrip handout [resources]  **Houses of Parliament Fieldtrip Essays due today-** |  |
| Session 9:  **Friday 26 Oct.** | Empire & its legacy | **Required Reading**  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]  ***OR*** John M. Mackenzie *Propaganda and Empire* (MUP: 1984) Introduction, (0719018692) pp. 1-13 [resources] |  |
| Session 10:  31 October  Southall fieldtrip essay due | Cultural Institutions: the BBC, Arts Council and museums/galleries: **half session fieldtrip to British Museum** | **Required Reading**  **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>,  accessed 16.4.13  Eamonn Butler **‘Abolish the licence fee and end this privileged status, says Eamonn Butler, *Observer*, 3 Nov. 2013,** <http://www.theguardian.com/commentisfree/2013/nov/03/bbc-faces-many-challenges>  J. Curran & J. Seaton, *Power Without Responsibility. The Press and*  *Broadcasting in Britain* (Routledge, 7th edn. 2009) 978-0415466998,  Part II ‘Broadcasting History’ SH NYU | Southall Fieldtrip essay due |
| Session 11:  14 Nov. | Devolution; Scottish and Welsh nationalism | **Required Reading**  Paul Ward *Britishness Since 1870*, ch. 7 ‘Outer Britain’  T.M. Devine ‘Three Hundred Years of the Anglo-Scottish Union.’in  T.M. Devine (ed.) *Scotland and the Union*. Edinburgh: Edinburgh  University Press, 2008. [resources]  ***OR***  David McCrone ‘Scotland and the Union: Changing Identities in the  British State’ in Morley & Robins, *British Cultural Studies,* pp. 97-108 |  |
| Session 12:  21 Nov. | British sports and sporting culture | **Required Reading**  Martin Johnes ‘A Brief Overview of the History of Sport in the UK’  in D. Levinsen & K. Christensen (eds.),*Encyclopaedia of World Sport*,  (GreatBarrington, USA: Berkshire Publishing, 2005) <https://www.academia.edu/203052/A_brief_overview_of_the_history_of_sport_in_the_UK>  **AND**  Peter Wilby ‘Aside from football, sport in Britain is still a game for the elite’,  *Guardian*, 1 Aug.2012, <http://www.theguardian.com/commentisfree/2012/aug/01/sport-britain-elite-privilege-schools>  **OR**  Adrian Smith & Dilwyn Porter, *Sport and National Identity in the Post-war*  *World*, Routledge: 2004 (978-0415283014), Introduction, ’Sport  and National Identity in Contemporary England’, pp. 10-31 | Research essay due |
| Session 13:  28 Nov. | **Fieldtrip to Lord’s cricket ground** | See fieldtrip handout |  |
| Session 14:  5 Dec.  Lord’s fieldtrip essay due | Britain in the world; Revision | **Required Reading**  P. Addison & H. Jones (eds.) *A Companion to Contemporary Britain*  Blackwell, new edn.: 2007 (978-1405167307)  ch. 27 ‘The End of Empire’, pp. 482-98  ch. 28 ‘The Anglo-American Special Relationship’, pp.499-  516  ch.29 ‘Britain and Europe’ pp. 517-538 | Lord’s fieldtrip essay due |
| Final Exam  12 Dec. |  |  | Final ‘seen ‘ exam. 2 hours |

## **Co-Curricular Activities**

* **Saturday 13 October House of Parliament tour**
* 24 Oct. Southall Gurdwara fieldtrip
* 31 Oct. British Museum visit
* 28 Nov. Lord’s cricket ground tour
* £4.40 oyster card cost for visits to Parliament, Southall and Lord’s Cricket Ground (estimated)

## **Classroom Etiquette**

* No food to be eaten in classroom; no mobile phones; laptops strictly for class-related use.

## **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) (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)

(https://www.nyu.edu/london/academics/academic-policies.html) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) 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 Disruptive Student Behavior Policy](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/bullying--threatening--and-other-disruptive-behavior-guidelines.html) 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](mailto: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 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.