



<b>Course Title:</b>	<b>Showcasing the Nation: First Year Cornerstone Course</b>															
<b>Course Code:</b>	<b>LONS HSSN 112</b>															
<b>Subject:</b>	<b>History and Sociology</b>															
<b>Credits:</b>	<b>4</b>															
<b>Semester/Term:</b>	<input checked="" type="checkbox"/> <b>Semester</b> <input type="checkbox"/> <b>J-Term</b> <input type="checkbox"/> <b>Summer</b>															
<b>Course Description:</b>	<p>Explores key events in Britain’s history from the last 100 years          Introduces students to unfamiliar aspects of Britishness          Examines the way Britain presents itself to the rest of the world          Allows students to visit important sites that exhibit ideas of nationhood          Encourages students to reflect on notions of national identity.          Introduces students to college-level skills in developing arguments, finding evidence, and presenting findings in writing as well as through oral presentation</p>															
<b>Course Requirements:</b>	<p><b>Required Text</b>          Jerry White, <i>London in the Twentieth Century: A City and its People</i> (Vintage: London, 2008) <b>ISBN:</b> 97 8184 595 1269 Price: TBD</p> <p><b>Additional Readings and Resources</b>          Articles and power-point lecture slides are available from the instructor on the course Canvas site through Arcadia University.</p> <p><b>Assignments</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Course Requirements</th> <th style="width: 40%;">Percentages</th> </tr> </thead> <tbody> <tr> <td>1. 4x REFLECTION ESSAYS</td> <td>36% (9% Each)</td> </tr> <tr> <td>2. FINAL PAPER DRAFTS</td> <td>10%</td> </tr> <tr> <td>3. FINAL PAPER (2,500 WORDS)</td> <td>29%</td> </tr> <tr> <td>4. ETHNOGRAPHIC PRESENTATION</td> <td>15%</td> </tr> <tr> <td>5. CLASS DISCUSSION &amp; PEER REVIEW</td> <td>10%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>		Course Requirements	Percentages	1. 4x REFLECTION ESSAYS	36% (9% Each)	2. FINAL PAPER DRAFTS	10%	3. FINAL PAPER (2,500 WORDS)	29%	4. ETHNOGRAPHIC PRESENTATION	15%	5. CLASS DISCUSSION & PEER REVIEW	10%	<b>Total</b>	<b>100%</b>
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#### REFLECTION ESSAY

After the each of the first four site visits students must write a three-page essay on the site visited. Essays must explore the significance of history and the legacy of the site. Essays should also demonstrate further reading and should cite at least TWO sources. Students should assess their own experience at the site, and decide whether it too can be used as evidence. The prompting themes for the reflection essays are interconnection, interdependence, inequity (choose one per essay; for the final reflection essay, you will repeat one of the themes you've already used).

Students must workshop their essays with classmates through a peer-review process before submitting them for grading. Each student will review two peers' work and have their work reviewed by two peers. Class time will be allotted for Peer Review.

#### FINAL PAPER

Students must write a 2,500-word paper on ideas of Britishness in the past 100 years and how Britishness is presented to the rest of the world. A choice of questions will be provided.

- DRAFTS

Students will submit a First Draft for peer review and a Second Draft for instructor comments before submitting their final paper. Drafts should represent thoughtful research and editing rather than sloppy, half-done work. When marking the final papers, instructors will make note of how comments and suggestions are reflected in the final version.

#### ETHNOGRAPHIC PRESENTATION

Following at least 2 points of contact over the course of the semester, students will present on a community's historical experience in Britain and their interaction and involvement with this community. Communities could be based on locality, gender, sexuality, ethnicity, age etc. Students will be expected to interview members of this community in order to understand what British people think of Britishness and British history. Students should keep a journal of their experience, reflecting as the semester goes along.



Students will be expected to answer questions at the presentation not only related to the community, but also to their personal experiences.

**CLASS DISCUSSION & PEER REVIEW**  
Students will be expected to participate in class debates and discussions. Also as well as articulating their own ideas effectively, students should demonstrate that they can actively listen to their colleagues. Class time will be allotted to learning about how to give and receive feedback. All students will be expected to be respectful supports for their peers, helping each other produce their best work.

**Learning Outcomes and/or Expected Student Competencies and Assessment Measures:**

On completion of the course, students should be able to:

Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome
Analyze the strategies Britain employs to present itself to the rest of the world	Final Paper/ Reflection Essays
Engage thoughtfully with competing perspectives	Reflection Essays/ Presentation/ Class Discussion
Articulate differences between personal experience and academic research	Reflection Essays/ Final Paper/ Class Discussion
Analyze and represent the ideas of a local British Communities based on research to include personal interviews	Presentation
Analyze the effects of interconnectedness, interdependence, and inequity in London	Reflection Essays/ Presentation
Construct an academic argument	Final Paper



	employing a range of sources	
<b>Course Outline:</b>	<b>Session</b>	<b>Topic</b>
	<i>Week 1, a</i>	<p><b>Lecture 1: Introduction to Themes of the Course:</b> A brief outline of recent British history. A debate on the first impressions of Britishness and the initial differences between Britain and America. Ideas on how America presents itself to the world. Reading: 'Calendrical Rites and other Transitions' in Kate Fox, <i>Watching the English</i> ( St Ives: Harper, 2004), pp. 378-399</p>
	<i>Week 1, b</i>	<b>Seminar 1: Introduction to Seminar &amp; Writing Exercises</b>
	<i>Week 2, a</i>	<p><b>Lecture 2: War, and how to remember it: 100 years since the First World War.</b> A lecture and workshop on War in Britain, and the slogans it produced: 'The Blitz Spirit' 'The Stiff Upper Lip' and ' Keep Calm and Carry On'. We will examine how the wars were remembered in the immediate postwar years and how it is remembered more recently from the 'Blood Swept Lands and Seas of Red' poppy installation at the Tower of London in 2014 to the "We Are Here' performances of 2016.</p> <p><b>READINGS:</b> 'How we remember them: the 1914-18 War Today' by Dan Todman on Open Democracy</p> <p>Selections from ' Letter to an Unknown Soldier' available on <a href="http://www.1418now.org.uk/letter/new-read/">www.1418now.org.uk/letter/new-read/</a></p> <p>'The Tower of London poppies are fake, trite and inward</p>



		looking - a UKIP-style' by Jonathan Jones, <i>Guardian</i> , October 2014
<b>Week 2, b</b>	<b>Seminar 2: Constructing an Argument &amp; Finding Bibliographic Resources</b>	Students should read the above articles which hold differing opinions on how war has been memorialized in London.
<b>Week 3, a</b>	<b>SITE VISIT 1: Trafalgar Square and Whitehall</b>	<p>Trafalgar Square is London's most public square and is where events such as Gay Pride and Chinese New Year take place. The space also commemorates war. We will study this anomaly at the site itself and also search for memorials of women and people of colour.</p> <p>We will also learn the history of the Fourth Plinth art project.</p> <p><b>READINGS:</b></p> <p>'Bodies Politic? Public Sculptures and the Queering of National Space in Trafalgar Square' by Rosemary Betterton in Samantha Murray (ed.) <i>Somatechnics: Queering the Technologization of Bodies</i> (London: Routledge. 2009)</p>
<b>Week 3, b</b>	<b>Seminar 3: Writing Reflection Essays &amp; Introduction to Peer Review</b>	Students will begin drafting their first Reflection Essay in class.
<b>Week 4, a</b>	<b>Lecture 3: The Festival Of Britain: Modernism to Brutalism</b>	In 1951 London's Southbank hosted the Festival of Britain. It was a chance for the country to show the rest of the world that it was recovering from the hardships of the Second World War and to install a new patriotism in



		<p>the British people. The new buildings of the 1960s and 70s were a utopian project which confidently looked forward to the future.</p> <p><b>READINGS</b></p> <p>'The Forward to the Festival Of Britain' in <i>Architectural Review</i> (June 28 2011)</p> <p>Memories of the Festival: '1951 and all that' by Bevis Hillier in <i>The Spectator</i> ( June 2011)</p>
	<b>Week 4, b</b>	<p><b>Seminar 4: Reflection Essay Workshop</b></p> <p><b>REFLECTION ESSAY 1 DRAFT Due</b> (Trafalgar Square &amp; Whitehall Draft) for Peer Review Workshopping in Class</p>
	<b>Week 5, a</b>	<p><b>SITE VISIT 2: Royal Festival Hall and the Southbank</b></p> <p>We will explore the Southbank and discover what remains of the Festival of Britain. The area is also home to many structures, which celebrate the year 2000 (The London Eye, The Tate Modern and The Millennium Bridge). Britain used the year 2000 as another opportunity to promote itself to the rest of the world.</p> <p><b>READINGS</b></p> <p>'Why do we build to celebrate the millennium?' at <a href="http://news.bbc.co.uk/1/hi/special_report/1998/millennium_dome/60378.stm">http://news.bbc.co.uk/1/hi/special_report/1998/millennium_dome/60378.stm</a></p> <p>'How is the rest of the world celebrating the millennium?' at <a href="http://news.bbc.co.uk/1/hi/special_report/1998/millennium_dome/60375.stm">http://news.bbc.co.uk/1/hi/special_report/1998/millennium_dome/60375.stm</a></p> <p><b>REFLECTION ESSAY 1 Due</b></p>
	<b>Week 5, b</b>	<p><b>Seminar 5: Introduction to the Presentations &amp; Final Papers</b></p>



		<p>Students will discuss choosing communities, topics, and approaches for the presentations. Students will be given a choice of questions to answer for their final papers. For the presentations, students will practice their interviewing skills, review etiquette and protocol for the project. Students will map out timelines for completing their final presentations and papers.</p>
	<b>Week 6, a</b>	<p><b>Lecture 4: The Swinging 60s: Music and Sex</b></p> <p>In 1966 <i>Time Magazine</i> declared that London was ‘The Swinging City’. On the surface this title was down to Britain’s music and fashion scene spearheaded by The Beatles and Mary Quant. But London was also advertising itself as the most liberal city in the world as abortion and homosexuality were legalised in these years. London was also reaping the rewards of multiculturalism.</p> <p><b>READINGS</b></p> <p>‘From Swinging City to Coolest City in the World:1960-99’ in Jerry White, <i>London in the 20th Century: A City and Its People</i> (London: Vintage, 2008) pp. 341-351</p> <p>‘Mapping Swinging London’ in Simon Rycroft, <i>Swinging City: A Cultural Geography of London 1950-74</i> (London: Routledge, 2010)</p>
	<b>Week 6, b</b>	<p><b>Seminar 6: Reflection Essay Workshop</b></p> <p><b>REFLECTION ESSAY 2 DRAFT Due</b> (Royal Festival Hall and the Southbank) for Peer Review Workshopping in class</p>
	<b>Week 7, a</b>	<p><b>SITE VISIT 3: Carnaby Street and Soho</b></p> <p>The Swinging 60s were mainly located within the Soho area which was infamous for its discotheques, boutiques and sex shops. We will visit the area which is currently being threatened by gentrification and ask the question</p>



		'Does London still swing?' <b>REFLECTION ESSAY 2 Due</b>
<b>Week 7, b</b>		<b>Seminar 7: Final Paper Workshop</b> <b>Final Paper Draft 1 Due for Peer Review Workshopping in Class</b>
<b>Week 8, a</b>		<b>Lecture 5: Britain as a Brand: Britpop and Britart in the 1990s</b> In the early 1990s Britain was again the centre of the music and art world: its aesthetic was so unique that in a period of late capitalism Britain became a brand. In this lecture we will examine the music of the era and the challenging and provocative artwork that shocked the rest of the world.  <b>READINGS:</b> Selections from John Harris, <i>The Last Party: Britpop, Blair and the Demise of English Rock</i> (London: Harper Perennial, 2010)
<b>Week 8, b</b>		<b>Seminar 8: Reflection on Peer Review and Reflection Essay Workshop</b> Students will reflect on how Peer Review (both comments given and received) has affected their writing. <b>REFLECTION ESSAY 3 DRAFT DUE</b> (Carnaby Street and Soho) for Peer Review Workshopping in Class
<b>Week 9, a</b>		<b>SITE VISIT 4: A visit to either the Tate Britain or the National Portrait Gallery</b> We will visit a gallery to see work by the YBAs (The Young British Artists) of the 1990s such as Tracey Emin, Damien Hirst and Chris Ofili.  <b>READING:</b> Read a biography of one of the YBAS we will see: Use websites such as Tate.org, Guardian and the BBC. Be



	<p>prepared to discuss the artist and their work at the site visit.</p> <p><b>REFLECTION ESSAY 3 DUE</b></p>
<b>Week 9, b</b>	<p><b>Seminar 9: Presentation Workshop</b></p> <p>Students will work with peer review groups to outline their presentations and come up with appropriate references from course readings to support their presentations.</p> <p><b>FINAL PAPER DRAFT 2 Due</b></p> <p><b>Reflection Essay handed back</b></p>
<b>Week 10, a</b>	<p><b>Lecture 6: The Olympic Legacy: The 2012 London Games and Regeneration</b></p> <p>The Olympic Games gave the British another opportunity to promote itself to the world. In the opening ceremony film director Danny Boyle focussed on 21<sup>st</sup> century ideals of postimperial Britishness: Multiculturalism, free health care, irony and eccentricity. In this class we will watch some of the opening ceremony. The Games were meant to be the most inclusive Games ever, and Britain prided itself on its hosting of the Paralympics. We will discuss whether Britain has been able to maintain this inclusiveness.</p> <p><b>Reading:</b></p> <p>Selections from Gillian Evans, <i>London's Olympic Legacy: The Inside Track</i> (London: Palgrave Macmillan, 2016)</p>
<b>Week 10, b</b>	<p><b>Seminar 10: Reflection Essay Workshop</b></p> <p><b>REFLECTION ESSAY 4 DRAFT DUE</b>, Tate Britain or the National Portrait Gallery for Peer Review Workshopping</p>
<b>Week 11, a</b>	<p><b>SITE VISIT 5: Shopping with Athletics?: The Olympic Park, Hackney and Westfield</b></p> <p>In order for the Games to be held in London, an area of London was redeveloped with the promise of more</p>



		<p>homes, jobs and green spaces. In the final site visit of the course we will visit the Olympic Park to see if the regeneration was a success. Some critics say that the construction of the Westfield shopping centre actually caused more damage than harm to local businesses.</p> <p><b>READING:</b></p> <p>'London's Olympic Legacy? is the city really getting what it needed' by Dave Hill at  <a href="https://www.theguardian.com/cities/davehillblog/2015/jul/23/london-olympic-legacy-three-years-on-2012-games">https://www.theguardian.com/cities/davehillblog/2015/jul/23/london-olympic-legacy-three-years-on-2012-games</a></p> <p><b>REFLECTION ESSAY 4 Due</b></p>
	<b>Week 11, b</b>	<p><b>Seminar 11: Presentation and Final Paper Fine-Tuning</b>          Students will have time to work independently and with peers on their final presentations and papers due next week.          Final Paper revisions handed back</p>
	<b>Week 12, a</b>	<p><b>Seminar 12: PRESENTATION DAY</b>          Today students will present on their involvement with a British community. Students will also be encouraged to ponder on what it means to be American.          Reflection Essay 4 Handed Back</p>
	<b>Week 12, b</b>	<p><b>Seminar 13: Final Class</b>          Students will reflect on what they've learned about their writing and the writing process and set goals for how they could improve their writing in future semesters. They will identify what works best for them and what trips them up.  <b>FINAL PAPERS Due</b></p>
<b>Other Policies:</b>	<p><b>Expectations</b>          Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions</p>	



	<p>and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p><b>Attendance/Participation</b> Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p><b>Course Policies</b> For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p><b>Plagiarism</b> Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p><b>Late or Missed Assignments</b> Will not be accepted for grading.</p> <p><b>Students with Disabilities</b> Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>
<b>Prerequisites:</b>	None
<b>Country and Program Connection:</b>	This course allows first year students to navigate London's complicated narratives. It allows students to visit important sites that display ideas of Britishness and requires them to engage within a British community.