

British Thought & Culture ASE 356 Spring Semester 2018

Instructor:	Mícheál Thompson	
Time:	Monday	14:40-16:10
	Wednesday	14:40-16:10
Classroom:	MIC 1-421	
Office:	MIC 2-305	
Office Hours:	Wednesday	10:00-13:00*
	* Or Drop by !	
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Required texts:

There is no textbook for this course. Readings are written by the instructor and other material (videos/internet) will also be used.

Course Description:

The subject of this course is contemporary Britain and the question of what it means to be "British" at the beginning of the twenty first century. Describing the sense of British identity is a complex thing, in fact there are a range of British identities rooted in geography, history, politics, and tradition. Nationality and identity are about allegiance and a sense of being part of a culture, so an essential part of this course will be attempting to describe what we mean by British culture or even whether there is such a thing as a unified British culture.

General Overall and Attainment Objectives:

From the viewpoint of nurturing the ability to communicate with others during interaction with society and the world, to learn about the current status and issues for intercultural communication and about the diversity of foreign languages and the cultures behind them. Also, through the countries and regions where English is used, to deepen understanding of expressive ability using English and to master knowledge that will contribute to classes in foreign languages at junior high schools and senior high school. To understand the diversity of cultures in the world and the current status and issues for intercultural communication. Through exchanges with a wide range of cultural backgrounds, to gain an experiential understanding of the diversity of cultures and the significance of intercultural exchange. To understand the basic details of the history, society and cultures of the countries and regions where English is used.

General Learning Items

In this course we will look at intercultural communication and exchange, defined in a variety of ways and the history, society and culture of countries where English is used. This means primarily the British Isles but will also involve the interactions between cultures (both indigenous and not) within the British Isles and the interactions with the wider English speaking world.

Specific Course Goals/Objectives:

A primary focus of this course will be on how British people define being British based on divisions of: origins within the British Isles; class; religion; and origins outside the British Isles and how these contribute to the development of the various cultures of the British Isles. We will examine the

history of British culture and identity, the range of identities that can be found, and how these identities have changed over time especially in recent years. Responses to the British nation state form important elements in the range of British identities. A part of the interest in British culture comes from the apparent contradictions many people feel between their cultural identity (a sense of belonging to a community and a sense of shared experience) and their assumed allegiance to a British nation state which has its own cultural identity. This is expressed through a variety of interactions and various types of intercultural communication. In this course we will examine these contradictions using regional identities (such as Wales and Scotland), class identities, religious identities, and ethnic identities (as in the "immigrant" communities) as the points of comparison. The complex relationships of Britain to Ireland, Britain to Europe, and Britain to the global community are all part of defining British identity and culture. We will also look at the changes in Britain's relationship to Europe and at the issue of "post-imperial" and "post-colonial" identity in Britain as a whole and in particular communities within Britain.

Topics/Assignments:

The course is divided into three main sections:

- i) An introduction to the British Isles, its history, and communities.
- ii) An introduction to the social forces which have shaped the modern British Isles up to the 1980s
- iii) An overview of the changes that have taken place since the 1980s into the present.

We will explore the themes of the class using a variety of materials: readings, recordings, videos, and Internet source materials. The class will include in-class exercises and home work assignments. There will be a final written or oral project in which each student will present an "in depth" study of a specific topic.

Grades and Grading:

B If you do not miss class and you satisfactorily complete all the class work.

C You can get this in two main ways: If you have three "Unexcused Absences" **OR** if you do **NOT** satisfactorily complete a major piece of class work

D You can get this in two main ways: If you have three "Unexcused Absences" **AND** if you do **NOT** satisfactorily complete a major piece of class work **OR** if you do **NOT** satisfactorily complete TWO major pieces of class work

F You have four or more "unexcused absences" and do **NOT** Withdraw from the class

So, how do you get an **A**? You have all of the requirements for a **B** **AND** you demonstrate "excellence" by active participation in the class. **Participation** means asking questions, answering questions, and demonstrating the willingness to try to work at a serious level. An **A** is **NOT** for "extra work" - there is no "extra work" required. An **A** is for the ability or willingness to do higher level work within the ordinary class work.

This mainly means participation. Ask questions! Answer questions!
Volunteer! Make an effort!

Attendance Requirements:

Attendance on its own is not part of the final grade, however participation is. Participation is only possible if you are in class. If you have three 'unexcused absences' you will drop **one letter grade** (for example from a B to C). If you have four or more 'unexcused absences' you will be asked to withdraw from the class. An 'unexcused absence' is any absence for which you do not have permission. Medical reasons, family emergencies and so on are **NOT** counted as "unexcused absences" and will **NOT INFLUENCE YOUR GRADE.**

Homework Requirements:

All students are expected to work for 45 minutes to one hour before and after each class either in reviewing material or completing homework assignments.

All readings will be: 1) Pre-read; 2) Read aloud in class; 3) Selected vocabulary will be explained with examples of usage

British Thought & Culture
Proposed Schedule by Units and Classes

Class UNIT ONE: Introduction to the Class Goals & British Isles

01 Explanation of the goals and Purposes of the class
Survey of Student Interests
In class writing sample
Discussion of the Syllabus
02 Results of Survey
Grammar Points arising from writing assignment
Discussion of key concepts: Language, Culture, Ethnicity & Race
Introduction to the British Isles – Reading
Working with maps of the British Isles

UNIT TWO: Ideas of Identity

03 Review introduction to the British Isles
Review maps
Ascription
Learned/Learnable
Cultural & Identity Formation
04 Review
Symbol & Myth with exercise
Time Chart
05 Review
Reading
Research
06 Research on Mythic/Symbolic Characters
07 Mini-Presentations
Bridge Reading
08 Mini-Presentations
Summary & Reading

UNIT THREE: Modern History 1750-1920

09 Industrial Revolution – Reading & Discussion
Traditional Britain – Reading & Discussion
Class interaction and intercultural communication
10 Reformation – Reading & Discussion
Traits - Reading
Religion and cultural diversity
11 Imperialism – reading & Discussion
British Empire – Reading & Discussion
Global English & Intercultural communication
12 British Empire – Map work
British Empire Maximum Power – Reading & Discussion
British Empire Ideology – Reading & Discussion
Dealing with external cultural diversity

13 The English man who went up a hill – introduction

Video

14 Finish Video & Discussion

Essay assignment

The Celtic "other": Wales & cultural diversity

15 Social Class – Reading & Discussion

Britain 1900-1920 Reading & Discussion

16 World War One – Reading & Discussion

Ireland – Reading & Discussion

Cultural contact & separation: Ireland

UNIT FOUR: The “short” Twentieth Century

17 Ireland Continued – Reading & Discussion

Northern Ireland – Reading & Discussion

18 The 1920's & 1930's – Reading & Discussion

World War Two – Reading & discussion

The Sceptered Isle: Cultural Separation and distinctions

19 The 1950's – Reading & Discussion

Introduction to “The Remains of the Day”

20 Video & Discussion

21 Video & Discussion

Essay Assignments

Class differences as representative of intercultural separation

22 The Second Elizabethan Age - Readings with Discussion

UNIT FIVE: Getting Where we are – Where are We?

23 The 1960's to 1980's – Series of Readings with Discussion

Immigration and diversity

24 The Thatcher Years and the Blair Years - Series of Readings with Discussion

The Big Issue(s)

25 Britain & the Wider World – Economics & Politics

Britain and the US – Reading & Discussion

America and the US: Divided by a common language?

26 Britain and Europe – Reading & Discussion

The EU – Reading & Discussion

Brexit and Intercultural Communication

27 Multicultural Britain & Immigration – Reading & Discussion

In class exercises

The United Kingdom and the new cultural diversity

28 An Independent Scotland? - Reading & Discussion

and Wales?: Dych'in siarad cymraeg? and should you have to

29 What's changed, what's changing – and what hasn't

Social Class: North & South - the great cultural divide?

30 Conclusion

Roundtable


This is a tentative schedule reflecting past semesters. Each semester will be different depending on the speed of completion of the units so that not all units will necessarily be taught each semester.

There is no text book, the instructor writes all the material. Additional sound material will be used.

Emphasis on in class exercises: problem solving.

All students are expected to work for 45 minutes to one hour before and after each class either in reviewing material or completing homework assignments.

All readings will be: 1) Pre-read; 2) Read aloud in class; 3) Selected vocabulary will be explained with examples of usage. The following rubric will form part of the final assessment for this class.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions. Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize ways in which it can be combined with complex problem, but with complete recognizing relationships.
	Information Gathering			
	Assessment of Credibility			
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer and give basic information. However, incorrect pronunciation, and stress may make their responses difficult to understand.
	Social Skills			
	Professional Skills			
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits intelligent intrigue in current and world culture. difficulty understanding relevant.
	Awareness of Current Events & Global Issues			
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English must reference often.
	Writing			
	Oral Communication			
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral communication have difficulty expressing.
	Writing			
	Oral Communication			