

## British Life and Culture

14 Week course – Instructor: Dr Adam Elliott-Cooper

Contact: a.elliott-cooper@qmul.ac.uk

This course introduces Britain's history and culture as a case study in diversity. It does this by using a historically informed approach that makes use of the local environment in order to explore ways in which patterns of class, gender, race and sexuality have changed over time. Students are encouraged to make connections between theoretical understandings of these distinctive cultural phenomena and the contemporary country that they encounter during their study abroad. Britain today is caught at a crucial moment in its development. Its political structures are in flux and Britain's imperial history and contemporary role in the world is being questioned. The historical alliance between America and Britain is resented by some other countries in Europe. There are those in Britain who want to return to the more conservative culture of the past and there are others who want the country to embrace a multicultural future. This course develops skills in the critical analysis of history, culture and socio-politics both in general terms and as it has evolved over time. There will be tutor-led and student-directed visits across the city. A key focus will be location-specific study of social and cultural diversity. This will involve examining the opportunities and challenges faced by individuals, businesses and non-profit organisations in their engagement with issues of equality and social justice.

### Objectives

By the end of the course students will have developed an awareness of the historical evolution of Britain and its role as an imperial and post-imperial nation. They will be able to identify the cultural and socio-political developments that have taken place since the dawn of Empire, particularly more recent changes in post-WW2 Britain. They will be able to analyse definitions of social and cultural diversity, particularly those related to class, race, gender and sexuality. They will have obtained a historical overview of the evolution of patterns of diversity in the United Kingdom over time. Students will have learned the skills to enable them to research diversity in an international urban destination, since they will have been introduced to a wide range of relevant source material and approaches to the analysis of culture. They will be able to discuss the opportunities and challenges presented by the diverse, multicultural nature of contemporary society in the United Kingdom, notably through case-studies of social-justice organisations and their work within neighbourhoods of London.

### Attendance

Attendance, site visits, assignments and exams are mandatory for all students as part of this programme. No students are exempt.

### Students with disabilities

Policy to be determined by the University of Connecticut.

Schedule: Dates: Monday 4 September – Wednesday 18 October

		Class	Visits	Essential readings
WK	Date	Topic		
1		Introduction to Britain, to one another and the course.	British Museum	Catherine Hall, <a href="https://soundcloud.com/the-british-library/thinking-about-englishness-britishness-and-identity-catherine-hall">https://soundcloud.com/the-british-library/thinking-about-englishness-britishness-and-identity-catherine-hall</a>
2		Origins: The establishment of Britain: King, Country and Conflict  Visit Imperial War Museum	Imperial War Museum	Gopal, Priyamvada. Insurgent Empire: Anti-Colonial Resistance and British Dissent. London: Verso, 2019, pp. 1-9, 42-52.
3		Gender and Sexuality: Norms, Respectability and Resistance.  Class discussion of Moss and Ware Readings.  Visit to the V&A Museum	Victoria and Albert Museum	Ware, V All the rage: Decolonising the suffragette movement.
4		Lecture: Empire, Science and Power.  Visit to Wellcome Collection's 'Genetic Automata' exhibition.	Wellcome Collection	Stevens, B (2011) All Connected? Immigration, politics and eugenics <a href="http://blogs.ucl.ac.uk/events/2011/11/03/all-connected-immigration-politics-and-eugenics/">http://blogs.ucl.ac.uk/events/2011/11/03/all-connected-immigration-politics-and-eugenics/</a>
5		Class lecture and discussion: Britain and Europe: The post-war consensus and European Union.	Tate Modern	Bob Jessop From Thatcherism to New Labour: Neo-Liberalism, Workfarism, and Labour Market Regulation

		Visit Tower Hamlets Local History Library & Archives  277 Bancroft Road London E1 4DQ		
6		Lecture: Windrush and the Rise of Multiculturalism.  Visit Tate Britain's 'An Alternative Terrain'	Tate Britain	
7		Lecture: Crime, Violence and Media Moral Panics  Walking tour of Brixton and visit to Black Cultural Archives  Revision Session	Black Cultural Archives	Revision
8		Thatcherism, New Labour and Class Struggle.  Visit to the British Library  *ESSAY DEADLINE*	British Library	
9		Class, Migration and Gentrification  Visit the Hackney Museum's 'At Home in Hackney: A community photographed 1970s-today'	Hackney Museum	George Mavrommatis (2010) A Racial Archaeology of Space: A Journey through the Political Imaginings of Brixton and Brick Lane, London, Journal of Ethnic and Migration Studies,
10		Class, Migration and Gentrification  Travel to Bethnal Green. Visit Brick Lane and Whitechapel Gallery	Whitechapel Gallery	Presentation Readings Prep

11		Presentation Week		Presentation Readings
12		The 'migrant crisis' and Brexit Class Discussion of readings Visit to Museum of London, Docklands	Museum of London, Docklands	<a href="https://www.thenation.com/article/archive/brexit-sovereignty-imperial-violence/">https://www.thenation.com/article/archive/brexit-sovereignty-imperial-violence/</a>
13		Revision Week		
14		Final Exam		

Students will be expected to lead class sessions based on the readings.

## Key Topics

1,  
Introducing Britain: Overview of national formation from individual nations to Britain as an imperial state.

2,  
Power and politics: discussion of the development of the British state, and its expansion

3,  
British modern history: political legacies of empire and the European Union.

4,  
Cultural politics and diversity in historical perspective: expansion of the franchise, British feminist movements.

5,  
Multicultural London: visits to key districts of inner London with historical account of post-war migration.

6,  
Contemporary workplaces and lives:, Talk on equalities issues, discussion of contemporary debates on immigration, ethnicity, gender and sexual identities.

Readings: 2 hours per week reading (note that this represents reading into the additional materials given below in addition to the set readings given in the table above)

a. Key readings to be discussed in class – note some of these are written from opinionated viewpoints which make them more interesting to read. Feel free to read them critically and it is fine to disagree with what they say so long as you can justify your own viewpoints (Provided in PDF format: to read them open Adobe Reader. If they appear vertically, just click on ‘view’, and then ‘rotate view’, and ‘clockwise’ to correct this).

Bhambra, Gurminder K (2017) Brexit, Trump, and 'methodological whiteness': on the misrecognition of race and class. *British Journal of Sociology*, 68 (S1). pp. 214-232. ISSN 0007-1315

Bhambra, Gurminder K (2017) The current crisis of Europe: refugees, colonialism, and the limits of cosmopolitanism. *European Law Journal*, 23 (5). pp. 395-405. ISSN 1351-5993

Cook, Matt 'From gay reform to Gaydar, 1967-2006', in ed. Cook, *A Gay History of Britain* (London: Praeger, 2011).

George Mavrommatis (2010) A Racial Archaeology of Space: A Journey through the Political Imaginings of Brixton and Brick Lane, London, *Journal of Ethnic and Migration Studies*,

Gilroy, Paul 'Race, nation and ethnic absolutism', in Gilroy, *There ain't no Black in the Union Jack: The Cultural Politics of Race and Nation* (London: Routledge, 2002).

Hall, Catherine (2012) *Macaulay and Son: Architects of Imperial Britain*, Yale University Press, Introduction

Hall, C; (2006) At home with history: Macaulay and the history of England. In: *At Home with the Empire: Metropolitan Culture and the Imperial World*. (pp. 32-52).

Hall, Stuart et al (1979) *Policing the Crisis*, Introduction.

Bob Jessop *From Thatcherism to New Labour: Neo-Liberalism, Workfarism, and Labour Market Regulation*

Levine, P. (2006). Sexuality and empire. In C. Hall & S. Rose (Eds.), *At Home with the Empire: Metropolitan Culture and the Imperial World* (pp. 122-142). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511802263.006

Lewis, G (2001) 'Racialising emotional labour and emotionalising racialised labour: anger, fear and shame in social welfare', (2001) in, *Journal of Social Work Practice*, vol.15, no.2, pp.125-142

Martha Vicinus, 'Introduction: the perfect Victorian lady', in ed. Vicinus, *'Suffer and be still': Women in the Victorian Age* (London: Methuen, 1972).

Martin Pugh, 'Feminism in the era of Thatcherism, 1979-1999' in Pugh, *Women and the Women's Movement in Britain, 1914-1999*, 2<sup>nd</sup> ed. (Basingstoke: Macmillan, 2000).

Mirza, H S (1997) *Black British Feminism: A Reader* (London: Routledge)

Moss G L (1985) 'Introduction', in *Nationalism and Sexuality: Middle-Class morality and sexual norms in Modern Europe* (University of Wisconsin Press)  
policy, action, 17:1, 99-118,

Scott, S (2018) *The War on Gangs or a Racialised War on Working Class Black Youths.*

Statham, Paul & Gray, Emily (2005) *The public sphere and debates about Europe in Britain*, *Innovation: The European Journal of Social Science Research*, 18:1, 61-81

Stuart, Elizabeth. "A queer death: The funeral of Diana, Princess of Wales." *Theology & Sexuality* 2000.13 (2000): 77-91.

Tomlinson, S. and Dorling, D. (2019) (Mis)Rule Britannia: Brexit is the last gasp of empire, LSE Blog, February 20th, <https://blogs.lse.ac.uk/brexit/2019/02/20/misrule-britannia-brexit-is-the-last-gasp-ofempire/>

Watt, Paul (2013) 'It's not for us', *City: analysis of urban trends, culture, theory,*

b. Short introductions to key background issues (provided in electronic format)

Leo Barker, 'London and the Industrial Revolution'.

James Ellison, 'Is Britain more European than it thinks?' (about the European Union). Available at <https://www.historytoday.com/james-ellison/britain-more-european-it-thinks>

Gavin Weightmann, 'Was it British?' (about Diana).

c. Additional reading

British history (a good way to get a quick overview is via the Oxford Very Short Introductions series):

Harvie, Christopher, and Colin Matthew. *Nineteenth-century Britain: a very short introduction*. Oxford Paperbacks, 2000.

Langford, Paul. *Eighteenth-century Britain: a very short introduction*. Vol. 22. Oxford Paperbacks, 2000.

Morgan, Kenneth O. *Twentieth-century Britain: a very short introduction*. Oxford Paperbacks, 2000.

Cultural politics:

Bennett, Joe. "Chav-spotting in Britain: the representation of social class as private choice." *Social Semiotics* 23.1 (2013): 146-162.

Cannadine, David. "The present and the past in the English industrial revolution 1880-1980." *Past & Present* 103 (1984): 131-172.

Cook, Matt, et al. *A gay history of Britain: love and sex between men since the Middle Ages*. Greenwood World Publishing, 2007.

Janes, Dominic. "'One of us': The queer afterlife of Margaret Thatcher as a gay icon." *International Journal of Media & Cultural Politics* 8.2-3 (2012): 211-227.

Jones, Owen. *Chavs: The demonization of the working class*. Verso Books, 2012.

Pugh, Martin. "Women and the Women's Movement in Britain, 1914-1999." (2000).

Rhodes, James. "The Working Class in Exile." *New Labor Forum*. Vol. 21. No. 3. The Murphy Institute/City University of New York, 2012.

Vicinus, Martha. *Suffer and Be Still (Routledge Revivals): Women in the Victorian Age*. Routledge, 2013.

Research will otherwise be based on field work.

### **Assessment**

#### **Student guidelines**

Document must either be a word document, PDF or PowerPoint.

Please ensure the document is not as a link to an online document, for example, google docs.

Work must be emailed to [a.elliott-cooper@qmul.ac.uk](mailto:a.elliott-cooper@qmul.ac.uk)

Please contact [InternshipProgram@angloeducational.com](mailto:InternshipProgram@angloeducational.com) if you have academic accommodations for the Semester. Please ensure you do this within your first week as we may need to get further information from your University.

If a student requires an extension, they need to email [InternshipProgram@angloeducational.com](mailto:InternshipProgram@angloeducational.com) no later than 48 hours before the deadline.

There are four elements of assessment:



### **Social Justice Essay (30%): Due 20 September, Midnight!**

In essay format (1500 words) write a discussion of a non-profit social-justice organization that has been in existence in Britain for at least fifteen years that aims to address issues of class, race, gender or sexuality discrimination (you are advised check your choice of organisation with me before you write your essay, examples include Shelter, Show Racism the Red Card, White Ribbon UK and Stonewall). You should explain its origins and development in relation to changes in culture and societal attitudes in the United Kingdom. You should then explain what its role is today and evaluate its success in bringing about positive change and looking at what continuing challenges remain. Research for this exercise should not be limited to information derived from the organisation's own website (that should be used as a starting point). You should find and discuss aspects of the media profile and reporting of the organization. You may also make reference both to conversations with people who work for or with the organization and you should make reference, where relevant, to discussion in the key and additional readings, ie Cook, Jones, Gilroy, Pugh, etc. Use of such source materials should be indicated using citations, footnotes and/or a bibliography.

Your essay will be marked on the following criteria:

- 1) Style: The essay must be written in a formal academic style, with clear language and proper use of grammar/punctuation.
- 2) Structure: The essay must be coherently structured. The essay should begin with an introduction, summarising the key points. Each point/argument must be separated by paragraphs, and each paragraph should begin with a point/argument, followed by evidence, and then analysed using theory. The essay should end with a conclusion, summarising each point.
- 3) Referencing: In order for the reader to know how much research you have carried out, and what kind of research you have done, sources must be cited. This means citing sources when you present evidence, as well as citing theorists when you use theory to analyse your evidence. Citations should include the author surname and date (e.g. Smith 1999), followed by a page number if you are quoting. You should include a bibliography at the end of the essay.

Please submit essays via email to: [a.elliott-cooper@qmul.ac.uk](mailto:a.elliott-cooper@qmul.ac.uk)

Please ensure your essay is a Word or PDF attachment (not a link to a Google Doc etc.)

You will receive your grades with two weeks of submission

### **British Society and Culture Presentation (30%):**

This exercise enables you to study multicultural England's modern cultures, subcultures and social movements in more detail by looking at a case study. You will research and give a class presentation on a specific aspect of multicultural English culture and the social context in which it emerged (the presentation should last about 20 minutes, which includes a 5-10 minute video clip). You should focus on the relationship between the

video and text, how the compliment/contradict each other and how they reproduce or challenge dominant discourses. You should be able to pick out and summarise the key characteristics of the historical and social context, and class/ethnic cultural mix of the cultural phenomenon in question, and present them clearly for a B or B+ grade. For a higher grade, you should be able to clearly explain the historically determined reasons for the distinctiveness of the cultural phenomenon and examine the ways in which it is changing, and what social tensions there might be.

Please submit presentation slides to me before the presentation day, via email to: [a.elliott-cooper@qmul.ac.uk](mailto:a.elliott-cooper@qmul.ac.uk)

Please ensure your presentation is a PowerPoint or PDF attachment (not a link to a Google Doc etc.)

You will receive your grades within a week of the presentations

Presenters will take questions/comments from myself and other students following the presentation.

I suggest that you use visual aids, such as Powerpoint (load files onto a memory stick, or make sure they are available online – there will be a computer already in the classroom), or handouts, as well as playing a 5 minute clip from the video you have been assigned.

Each student will be given one text and one video to analyse and present on:

Nicholas

**Punk Rock:** D. Simonelli (2002) Anarchy, Pop and Violence: Punk Rock Subculture and the Rhetoric of Class, 1976-78, *Contemporary British History*, 16:2, 121-144

Punk in London – ‘77

<https://www.youtube.com/watch?v=hCeXozE0Zf0>

Bestaina

**Reggae:** Pryce, E A “Notting Hill Gate Carnival – Black Politics, Resistance and Leadership 1976 -1978” *Caribbean Quarterly*, 31 2 pp.35-52

Reggae Britannia

<https://www.youtube.com/watch?v=wQXyK1uxTps>

**Metal:** Leigh Michael Harrison (2010) Factory Music: How the Industrial Geography and Working-Class Environment of Post-War Birmingham Fostered the Birth of Heavy Metal, *Journal of Social History*, Volume 44, Number 1

BBC Proto / Early Heavy Metal

<https://www.youtube.com/watch?v=zmceqLZqvPY>

**Asian Dub:** Ramamurthy, A (2006) The politics of Britain's Asian Youth Movements, *Race and Class* 48:2 pp. 38-60

Asian Dub Foundation

<https://www.youtube.com/watch?v=iTg7CVWmhKs>

Pascal

**UK Rap:** Fatsis, L. (2019). Policing the beats: The criminalisation of UK drill and grime music by the London Metropolitan Police. *The Sociological Review*.

Don't Call It Road Rap

<https://www.youtube.com/watch?v=xn-70oSrLgA>

Ariya

**Grime:** Perera, J (2018) The politics of Generation Grime. *Race and Class*

New Gen: The Film

<http://grmdaily.com/video/new-gen-the-film>

**Electronic Music:** Emmerson (1991) Live electronic music in Britain: three case studies, *Contemporary Music Review*, 6:1, 179-195

The Delian Mode - Delia Derbyshire

<https://www.youtube.com/watch?v=nXnmSgaeGAI>

**Northern Soul:** Wall, T (2006) Out on the floor: the politics of dancing on the Northern Soul scene

Northern Soul : Living for the Weekend

<https://www.youtube.com/watch?v=dNAiKCWMv30>

**Afrobeats:** Garigue, P (1953) The West African Students' Union: A Study in Culture Contact, Africa: Journal of the International African Institute, Vol. 23, No. 1

Lagos to London

<https://www.youtube.com/watch?v=urGj3A9ndiI>

Stephania

**Classical:** Melissa C. Dobson (2010) New Audiences for Classical Music: The Experiences of Non-attenders at Live Orchestral Concerts, Journal of New Music Research, 39:2, 111-124

Brass at the Academy: The Royal Academy of Music

<https://www.youtube.com/watch?v=4hcGpOaepk4>

**Irish London:** Mary E. Malone & John P. Dooley (2006) 'Dwelling in Displacement', Community, Work and Family, 9:1, 11-28

Cricklewood Craic

<https://www.youtube.com/watch?v=2IE7OYQwsHs>

Alexa

**Folk Music:** George Revill (2005) Vernacular culture and the place of folk music, Social & Cultural Geography, 6:5, 693-706,

Ralph McTell Streets of London

<https://www.youtube.com/watch?v=DiWomXklfv8>

**Two Tone, Ska and Rock Against Racism:** Dawson, A. (2005). "Love Music, Hate Racism": The Cultural Politics of the Rock Against Racism Campaigns. *Postmodern Culture* 16(1), Johns Hopkins University Press.

Two Tone Britain

<https://www.youtube.com/watch?v=ueMDcBp5tQU>

Yiani

**Swinging London:** David Gilbert (2006) 'The Youngest Legend in History': Cultures of Consumption and the Mythologies of Swinging London, *The London Journal*, 31:1, 1-14

Swinging London and Carnaby Street

<https://www.youtube.com/watch?v=2gDqHvImAvw>

David

**Northern Rave Culture:** Halfacree, Keith H., et al. "Madchester Rave on': Placing the Fragments of Popular Music." *Area*, vol. 28, no. 1, 1996, pp. 47–55.

The Summer Of Rave 1989

<https://www.youtube.com/watch?v=A-XrlMpwEuM>

### Exam Questions (30%).

You are expected to research and prepare to answer **one question** out of the following four themes. Exam time, 1.5 hours. The exam will take place on the **final class of the course**.

The exam will include four questions, each covering a different topic. Each topic has four key readings, which will help you to answer the exam question.

Your grades, along with your overall average for the course, will be submitted to your home institution, and you will receive your final grade upon arrival at your home campus.

Top marks will be given to students that can draw on texts that go beyond these key readings and/or identify overlaps between the different topics.

Please submit exams via email to: [a.elliott-cooper@qmul.ac.uk](mailto:a.elliott-cooper@qmul.ac.uk)

Please ensure your exam is a Word or PDF attachment (not a link to a Google Doc etc.)

## **1) Brexit and the European Union**

Minford, B (2017) The Economic Case For A Brexit  
<http://blogs.lse.ac.uk/businessreview/2017/09/09/economists-for-free-trade-the-case-for-brexit/>

Van Rompuy, H & Manuel Durão Barroso, J (2012) From war to peace: a European tale, Acceptance speech of the Nobel Peace Prize® Award to the European Union

Amandine Crespy & Nicolas Verschuere (2009) From Euroscepticism to Resistance to European Integration: An Interdisciplinary Perspective, *Perspectives on European Politics and Society*, 10:3, 377-393

Dorling, D (2016) Brexit: the decision of a divided country. *The British Medical Journal*.

Anthony R. Zito & Adriaan Schout (2009) Learning theory reconsidered: EU integration theories and learning, *Journal of European Public Policy*, 16:8, 1103-1123

## **2) The British Empire and it's Legacies**

Bhambra, Gurinder K (2017) The current crisis of Europe: refugees, colonialism, and the limits of cosmopolitanism. *European Law Journal*, 23 (5). pp. 395-405.

Gilroy, Paul 'Race, nation and ethnic absolutism', in Gilroy, *There ain't no Black in the Union Jack: The Cultural Politics of Race and Nation* (London: Routledge, 2002).

J.M. Moore (2014) Is the Empire coming home? Liberalism, exclusion and the punitiveness of the British State. *Papers from the British Criminology Conference, the British Society of Criminology*, Vol. 14: 31-48

Stevens, B (2011) All Connected? Immigration, politics and eugenics  
<http://blogs.ucl.ac.uk/events/2011/11/03/all-connected-immigration-politics-and-eugenics/>

Coleman, N A (2015) Eugenics: the academy's complicity  
<https://www.timeshighereducation.com/comment/opinion/eugenics-the-academy-complicity/2016190.article>  
(access requires free registration)

## **3) Stereotypes and Campaigns**

Ramamurthy, A (2006) The politics of Britain's Asian Youth Movements, *Race and Class* 48:2 pp. 38- 60

Cook, Matt 'From gay reform to Gaydar, 1967-2006', in ed. Cook, *A Gay History of Britain* (London: Praeger, 2011).

Martin Pugh, 'Feminism in the era of Thatcherism, 1979-1999' in Pugh, Women and the Women's Movement in Britain, 1914-1999, 2nd ed. (Basingstoke: Macmillan, 2000).

Watt, Paul (2013) 'It's not for us', City: analysis of urban trends, culture, theory,

Sivanandan, A (1981) From resistance to rebellion: Asian and Afro-Caribbean struggles in Britain, Race Class 23: 111

#### **4) Culture and Politics**

Dawson, A. (2005). "Love Music, Hate Racism": The Cultural Politics of the Rock Against Racism Campaigns. Postmodern Culture 16(1), Johns Hopkins University Press.

Pryce, E A "Notting Hill Gate Carnival – Black Politics, Resistance and Leadership 1976-1978" Caribbean Quarterly, 31 2 pp.35-52

D. Simonelli (2002) Anarchy, Pop and Violence: Punk Rock Subculture and the Rhetoric of Class, 1976-78, Contemporary British History, 16:2, 121-144

Perera, J (2018) The politics of Generation Grime. Race and Class

[Attendance and Participation](#) (10%).

Each class will include a trip to a cultural institution, where you will have a series of tasks to carry out. Completion of these tasks will be assessed each week, and go towards your final attendance and participation grade.

