

Course Last Updated 4/02/2024



Britain In the Twentieth Century: From Imperial to Cultural Superpower

Section I: Course Overview

Course Code: HIS331

Subject Area(s): History

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

This course investigates the historical development of Britain throughout the twentieth century with particular emphasis on the ways in which society, culture, and politics have been shaped during this period. It considers aspects such as changing perceptions about the role of the State; the rise of consumer culture; the effect of two world wars; the development of the welfare state; the decline of empire; the impact of multiculturalism; the social and cultural innovations of the 1960s; and the impact of Thatcherism. The course addresses notions of personal and national identity within the changing context of 'Britishness', focusing on the ways in which the lives of ordinary British people have evolved during the last century. Classes are arranged both chronologically and thematically, combining lectures, seminars, film, presentations, and a wide variety of field studies.

Learning Objectives

- Identify historical problems in relation to 20th century British history.
- Illustrate how historical factors have influenced life in London today.
- Applying personal experience from field studies to historical perspectives.
- Explain the development of diversity (including gender, ethnicity, class, and sexuality) in Britain during the 20th century from a historical perspective.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Presentation – East End - 15%

Midterm – Field Study Paper - 20%

Field Study Research Paper - 30%

Exam - Class Presentation - 15%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Oral Presentation - East End Culture & Community (15%): For this presentation, students will explore the rich history of London's East End as presented by the area's buildings and structures, with a particular focus on the interwar era, between 1919 and 1939. The purpose of this assignment is to research and analyse a specific aspect of interwar British history, such as: political radicalism, poverty, public housing, philanthropy, education, entertainment, religion, art, commerce, migration, and working-class culture, through an interpretation and presentation of a specific East End site. Presentations will be delivered at the chosen site to enable students to engage directly with the building and its surroundings and to develop their research and fieldwork skills and techniques.

Student presentations are based on an analysis of one of the East End sites listed below. Student presentations should address how the chosen site provides insight into the character of British society during the interwar era. In approx. 10 mins, students will introduce the chosen site and outline main points of interest, identify its historical development in the 20thC, with a particular focus on the interwar period and within the context of the East End, and analyse its significance in relation to the main themes of 20thC British history. Presenters should

incorporate questions for the class in order to generate discussion. Students will be evaluated on their ability to introduce and examine the main features of their chosen site, including visual details, analyse its significance within the East End, consider how it contributes to an understanding of interwar Britain, contextualise their site within the main themes of the course and 20thC British history, and generate discussion.

Resources: Louis Berk and Rachel Kolsky, *Whitechapel in 50 Buildings* (Amberley, 2016). Ed Glinert, *East End Chronicles* (Penguin, 2006).

UCL Survey of London: <https://www.ucl.ac.uk/bartlett/architecture/research/survey-london/whitechapel>; <https://surveyoflondon.org/>

Spitalfields Life: <https://spitalfieldslife.com/2013/11/14/the-east-end-preservation-society/>

Memory Map Jewish East End <https://www.historyworkshop.org.uk/the-memory-map-of-the-jewish-east-end/>

<https://www.historyworkshop.org.uk/walking-as-radical-history-on-the-east-end-womens-museum-trail/>

Students may select from the following East End sites:

- Whitechapel Art Gallery, Whitechapel High St.
- Whitechapel Library, Whitechapel High St.
- Tower House, Fieldgate Street
- Jewish Soup Kitchen, Brune St.
- Brady Centre, Hanbury St.
- Wash Houses, Old Castle Street
- Petticoat Lane Market, Middlesex St.
- Toynbee Hall, Commercial St.
- Providence Row/ Lillian Knowles House, Crispin St.
- Sandys Row Synagogue, Sandys Row
- Working Lads' Institute, Whitechapel Road.

Midterm – Field Study Paper (1000 words; 20%): Students may choose to write on either of the following:

- Imperial Culture at the V&A and Department Stores
- Imperial War Museum (World War One Gallery)

This assignment is based on an analysis of one of the course's initial field studies: Imperial Culture at the V&A and Department Stores, or the World War One Gallery at the Imperial War Museum. Students will be able to develop fieldwork methods and techniques which allow them to interpret British history as presented in specific sites (e.g. museums, galleries, department stores). You will learn how to "read" these sites and analyse their significance both historically and as aspects of the heritage industry in Britain today. The paper involves a written interpretation of one of these sites in relation to a specific era of British history and the main themes of the course. Papers also will address the ways in which their chosen site presents British imperial relationships in the early-twentieth century. For example, papers on Imperial Culture at the V&A and Department Stores will examine imperialism, its presentation and consumption, within early twentieth-century Britain, as presented at the museum and the department stores, through their architecture, collections and merchandise, with specific examples from the guided tour. For the Imperial War Museum, students will engage specifically with the First World War Gallery and the ways in which it presents not only British experiences of war, but also the importance of imperial relationships during this conflict through its artefacts, collections, and displays. Papers should be analytical rather than descriptive, based on a clearly stated thesis, and supported by students' observations, field study details, lecture content, and secondary readings. Specific assignment details and guidelines will be provided for each field study.

Field Study Research Paper (2000 words, 30%): Students may write on ANY ONE of the following:

1. Churchill War Rooms & Churchill Museum
2. Brixton and the Black Cultural Archives

3. Southbank and Bankside Tour

This project analyses a specific topic or theme within British history in relation to one of the course field studies. The aim of the research paper is to 'read' the chosen site in order to assess its significance for an understanding of British history, and to write analytically about it drawing upon relevant primary and secondary sources and specific examples from the field study. The paper should be based on a specific topic or theme linked to the field study selected which relates to the main themes and ideas of the course. Topics may include: the British empire and its legacies; social/ethnic diversity; the impact of international warfare; British political culture; art and social change; commerce and consumerism; postwar culture and the arts; multiculturalism and migrant communities; Britain's global relations; the heritage industry; and the role of the past in shaping the present. Papers should address the ways in which the selected field study provides insight into the chosen topic and enhance understanding of 20th century Britain.

Questions to consider: How does Brixton showcase cultural and social diversity and Britain's relationship with the wider world? In what ways do the Churchill War Rooms & Museum reveal British experiences of military conflict? Assess the Southbank & Bankside in relation to the social and cultural ideals of the cultural revolution of the 1960s. In what ways does Brixton highlight the impact of immigration and the experiences of migrants in 20thC Britain? How do the Churchill War Rooms & Museum showcase the significance of Winston Churchill within British history? Examine how the Southbank & Bankside reveals the character and evolution of Britain's cultural landscape in the latter 20thC. In what ways do the Churchill War Rooms & Museum provide insight into the heritage industry and WWII? What does the built environment of Brixton reveal about migration, economic forces and globalization in 20thC Britain? How does the architecture of Southbank & Bankside provide insight into the role and significance of art in postwar Britain?

Papers should be analytical rather than descriptive, based on a well-defined argument, and supported by specific details from the field studies, lecture material, class handouts and readings, and student observations. Students may also incorporate an analysis of photographs and other visual material. Papers should engage with material from at least 10 secondary sources, including course resources and the field study guide. Papers may incorporate images and photographs and must include a bibliography. References to primary and secondary sources must be clearly cited in the text using endnotes, footnotes, or MLA style. Bibliography and references are not included in the word count. Specific details and questions will be provided for each field study. Please feel free to contact the instructor for topic advice and suggestions.

Final Exam - Class Presentation (15%): The exam is composed of an individual in-class presentation (approx. 10 mins.) based on an analysis of a specific site, activity or event visited or undertaken independently during the semester which provides insight into 20thC British history. The aim of the assignment is to understand how a particular topic or theme related to Britain in the 20thC is displayed, presented, and interpreted as part of public history and the significance of this representation. Students will visit a venue or attend an event of their choice anywhere in Britain, such as a public square, exhibition, museum, cultural event, gallery, festival, performance, or other site or activity, to examine how this venue or event exhibits Britain in the 20thC and constructs British national identity. Presentations should be supported by specific details of observations and experiences at the site, provide analysis of its significance, and refer directly to course themes and concepts to illustrate how the site/event provides insights into public history and the character of 20thC Britain. Students are encouraged to be creative with their presentation format and to engage the class through discussion. Note: Students must not present on course field studies from this or any other course, or CEA CAPA event, for this assignment. Specific guidelines for the presentation will be covered in class & on Canvas.

The exam must relate to topics and incorporate specific ideas about 20thC Britain covered throughout the course (lectures, field studies, films, readings, Canvas discussion, etc.) The exam will encourage students to engage creatively with public history in the British context, enable students to evaluate how public history contributes to an understanding of the past, assess

students' ability to identify and analyse specific sites and topics, and situate their topic within the broader themes of 20thC British history and British national identity.

Suggested sites & events include:

- National Portrait Gallery – 20thC Portraits
- The Palace of Westminster (tour)
- Statues and Memorials – e.g. Whitehall, Parliament Square
- Biba Exhibition at the Fashion & Textile Museum
- Chartwell (home of Winston Churchill)
- London Transport Museum
- Queer Britain (Museum)
- The Boat Races
- Charleston (Bloomsbury Group)
- Bletchley Park (Milton Keynes)
- Science Museum
- Cavern Club (Liverpool)
- Museum of London Docklands – Fashion City exhibition
- Trains and Underground stations
- Theatrical performance, Sporting event or stadium
- Festivals – music, food, arts, literature, etc.

*Students may select their own topic, subject to the instructor's approval.

Students must complete all required components by the set deadlines. Late submission will incur a 3% per day penalty without the instructor's prior approval of extension and may result in a grade of F (zero) for the course. If all work is not submitted by the end of the program, students will receive an F (zero) for the course. All written work must be submitted via Turnitin on Canvas.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- **Imperial Culture at the V&A and Department Stores**
- **Imperial War Museum**
- **Churchill War Rooms & Churchill Museum**
- **Brixton & the Black Cultural Archives**
- **Southbank and Bankside**

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

This course does not have a textbook, but a collection of selected readings listed below.

Selected Readings

- A.N. Wilson, *After the Victorians: The world our parents knew* (Arrow Books, 2006).
- Akala, *Natives: Race & Class in the Ruins of Empire* (Two Roads, 2018).
- Andrea Levy, *Small Island* (Headline, 2004)
- Andrew Marr, *A History of Modern Britain* (Macmillan, 2008).
- Andrew Marr, *The Making of Modern Britain: From Queen Victoria to VE Day* (Macmillan, 2009).
- Benjamin Zephaniah, *Too Black, Too Strong* (2001) poetry.
- Bernardine Evaristo, *Girl, Woman, Other* (Hamish Hamilton, 2019).
- Beverley Bryan, Stella Dadzie, and Suzanne Scafe, eds., *The Heart of the Race: Black Women's Lives in Britain* Penguin, revised edition (2018).
- C. Breward et. al., eds., *Swinging Sixties: Fashion in London and Beyond, 1955-70* (V&A, 2006).
- Charles More, *Britain in the Twentieth Century* (2014).
- Chris West, *First Class: A History of Britain in 36 Postage Stamps* (Square Peg, 2012).
- Christopher Breward, *Fashioning London: Clothing and the Modern Metropolis* (Berg, 2004).
- Colin MacInnes, *City of Spades* (1957) *Absolute Beginners* (1959)
- D. Sandbrook, *Never Had it So Good: A History of Britain from Suez to the Beatles* (Abacus, 2005).
- D. Sandbrook, *White Heat: A History of Britain in the Swinging Sixties* (LittleBrown, 2006).
- Danny Dorling, *So You Think You Know about Britain?* (Constable, 2011).
- David Cannadine, *In Churchill's Shadow: Confronting the Past in Modern Britain* (Penguin, 2002).
- David Edgerton, *The Rise and Fall of the British Nation: A Twentieth-Century History* (Penguin, 2018).
- David Morley and Kevin Robbins, eds. *British Cultural Studies: Geography, Nationality, and Identity*, (Oxford University Press 2001).
- David Olusoga, *Black and British: A Forgotten History* (Pan Macmillan, 2017).
- Dick Hebdige, *Subculture: The Meaning of Style* (Routledge, 1995).
- Dominic Sandbrook, *The Great British Dream Factory: The Strange History of our National Imagination* (Allen Lane, 2015).
- Elizabeth Bowen, *The Heat of the Day* (1948).
- Eric Hobsbawm, *The Age of Extremes* (1995).
- Francesca Carnevali and Julie-Marie Strange (eds.) *Twentieth-Century Britain: Economic, Cultural and Social Change* (2014).
- Hakim Adi, Ed., *Black British History – New Perspectives* (Bloomsbury, 2019).
- Helen Lewis, *Difficult Women: A History of Feminism in 11 Fights* (Jonathan Cape, 2020)
- Jeremy Black, *A Brief History of Britain: 1945 to Brexit*. Indiana University Press (2017).
- Jerry White, *London in the Twentieth Century-A City and its People* (Penguin, 2001).
- John Benson, *Affluence and Authority: A Social History of Twentieth-Century Britain* (Hodder Arnold, 2005).
- John Cooper, *Great Britons – The Great Debate* (National Portrait Gallery, 2002).

John Eade et. al. eds. Tales of Three Generations of Bengalis in Britain, Oral History and Socio-Cultural Heritage Project, Nirmul Committee, London (2006).

Juliet Gardiner, Wartime Britain: 1939-1945 (Headline, 2004).

Kenneth O. Morgan, Twentieth-Century Britain: A Very Short Introduction (2000).

Linda Colley, Acts of Union and Disunion: What has held the UK together and what is dividing it? (Profile, 2014).

Linda Woodhead and Rebecca Cato, eds. Religion and Change in Modern Britain (Routledge, 2012).

Mike Phillips and Trevor Phillips, Windrush: The Irresistible Rise of Multi-Racial Britain (HarperCollins, 1999).

Nick Tiratsoo, ed., From Blitz to Blair: A New History of Britain since 1939 (Phoenix, 1998).

Pat Barker, Regeneration Trilogy (1991).

Patrick Vernon and Angelina Osborne, 100 Great Black Britons (Little, Brown Ltd, 2020)

Paul Gilroy, There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation (Routledge, 2002).

Peter Clarke, Hope and Glory: Britain 1900-1990 (Penguin, 1997).

Sam Selvon, The Lonely Londoners (1956). ***

Selina Todd, The People: The Rise and Fall of the Working Class, 1910-2010 (2014).

Sheila Rowbotham, A Century of Women: The History of Women in Britain and the United States (Penguin: 1999).

Sonya O. Rose, Which People's War?: National Identity and Citizenship in Wartime Britain, 1939 - 1945 (Oxford UP, 2003).

Zadie Smith, White Teeth (2000).

Course Calendar

Session 1	
Topics	INTRODUCTION – THE TWENTIETH-CENTURY NATION
Activity	20thC Britain – an overview; Edwardian Britain; the monarchy and national identity; characteristics of 20thC Britain; review of syllabus & assessment; ‘Great’ Britons
Readings and Assignments	<p>Readings: David Edgerton, “Introduction,” The Rise and Fall of the British Nation: A Twentieth-Century History (Penguin, 2018). Available at: https://www.google.co.uk/books/edition/The_Rise_and_Fall_of_the_British_Nation/VTFFDwAAQBAJ?hl=en&gbpv=1&dq=20thC+British+history&printsec=frontcover BBC Poll – 100 Greatest Britons (2002) Greatest 100 Britons: https://www.biographyonline.net/british/greatest-britons2.html 100 Great Black Britons (2020): https://www.100greatblackbritons.co.uk BBC History: http://www.bbc.co.uk/history/british/</p> <p>Assignments: CANVAS Discussion Post: 100 “Great” Britons: Who & Why? Assessing “greatness”</p>

Session 2	
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Topics	FIELD STUDY – IMPERIALISM & CONSUMERISM: SELLING THE EMPIRE
Activity	The rise of consumerism in Edwardian Britain; the imperial landscape & British identity; department stores and popular culture; imperial commodities and consumer spaces
Readings and Assignments	<p>Readings: Imperialism and Consumerism Field Study Guide Felix Driver and David Gilbert, “Heart of Empire? Landscape, Space and Performance” Environment and Planning, Society and Space, vol. 16, 1988, pp. 11-28. Erica Rappaport, “A New Era of Shopping’: An American Department Store in Edwardian London” in Shopping for Pleasure: Women in the Making of London’s West End (Princeton, 2000). Jerry White, “London 1900,” in London in the Twentieth Century-A City and its People (Penguin, 2001). Screening (Independent): A. Marr, The Making of Modern Britain: From Queen Victoria to VE Day “Part One: A New Dawn,” https://www.youtube.com/watch?v=_tRJ1E9Ai2E</p> <p>Assignments: Canvas Discussion Post: Re/representing the British Empire</p>

Session 3	
Topics	PATRIOTISM & FEMINISM - WOMEN'S SUFFRAGE CAMPAIGNS & WWI
Activity	Campaigns for female suffrage; feminism in World War One; the experiences of the First World War; war and citizenship; how World War One shaped Britain; commemoration and the legacy of WWI Lecture – Feminism, Patriotism, and the First World War Discussion – Women’s Suffrage Primary document analysis
Readings and Assignments	<p>Readings: Screening: Andrew Marr, The Making of Modern Britain, Part Three “The Great War”, https://www.youtube.com/watch?v=880iGypD8s4 Resources: Nicoletta F. Gullace, Ch. 6 in ‘The Blood of Our Sons:’ Men, Women, and the Renegotiation of British Citizenship During the Great War One Houndsmills: Palgrave Macmillan, 2002. Arthur Marwick, The Deluge: British Society & the First World War, Ch. 6 (Penguin, 1991) ***Keir Hardie, “The Citizenship of Women: A Plea for Women’s Suffrage” (1905) Women’s Suffrage Campaign: https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/campaign/ Suffrage Timeline: https://www.bl.uk/votes-for-women/articles/womens-suffrage-timeline</p>

Session 4	
Topics	FIELD STUDY – MILITARISM: IMPERIAL WAR MUSEUM
Activity	The First World War Galleries; War & Commemoration; War Games: Real Conflicts, Virtual Worlds; the Queen’s Platinum Jubilee Display – Crown and Conflict
Readings and Assignments	<p>Readings: Imperial War Museum Field Study Guide Paul Cornish, “Introduction” in The First World War Galleries (IWM, 2014). Imperial War Museum: https://www.iwm.org.uk/</p>

	<p>BBC World War One Centenary: http://www.bbc.co.uk/history/0/ww1/ Assignments: Canvas Discussion Post: World War Galleries at the IWM</p>
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Session 5	
Topics	FIELD STUDY - RADICALISM: EAST END PRESENTATIONS
Activity	Interwar Politics, Society, Housing, Poverty, Religion, Philanthropy, Migration, Commerce, Art & Culture; the rise of Communism, Fascism, Anti-Semitism, and Socialism Student Presentations in the East End
Readings and Assignments	<p>Readings: Ed Glinert, East End Chronicles (Penguin, 2006). UCL Survey of London: https://www.ucl.ac.uk/bartlett/architecture/research/survey-london/whitechapel/; https://surveyoflondon.org/ Spitalfields Life: https://spitalfieldslife.com/2013/11/14/the-east-end-preservation-society/ Memory Map of the Jewish East End https://www.historyworkshop.org.uk/the-memory-map-of-the-jewish-east-end/ Walking as Radical History https://www.historyworkshop.org.uk/walking-as-radical-history-on-the-east-end-womens-museum-trail/</p>

Session 6	
Topics	HEROISM – WORLD WAR TWO AND THE CULT OF WINSTON CHURCHILL
Activity	National identity and war; narratives of “heroism”; Winston Churchill as wartime leader; women’s experiences; social conflict during war Lecture – Heroism & Heroic Culture in the Second World War FIELD STUDY - CHURCHILL WAR ROOMS & CHURCHILL MUSEUM https://www.iwm.org.uk/visits/churchill-war-rooms Note: This field study will take place in the second half of class.
Readings and Assignments	<p>Readings: Screening (Independent): Andrew Marr, The Making of Modern Britain, Part Six “Britannia at Bay” Resources: David Cannadine, “Language: Churchill as the Voice of Destiny,” in In Churchill’s Shadow: Confronting the Past in Modern Britain, Penguin, 2003. Juliet Gardiner, “Blitz,” in Wartime: Britain 1939-45, Headline Books, 2004. A.N. Wilson, “Churchill in 1940,” in After the Victorians Arrow, 2005. ***BBC Second World War: http://www.bbc.co.uk/history/worldwars/wwtwo/ Assignments: Midterm Field Study Paper Due</p>

Session 7	
Topics	Midterm Break

Session 8	
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Topics	MULTICULTURALISM – DECOLONISATION, IMMIGRATION, AND RACE
Activity	Decolonisation; postwar immigration; racism and racial violence; resistance to racism; immigration narratives and strategies Lecture – The Impacts of Decolonisation, Immigration, Racism, and Racial Discourses
Readings and Assignments	Readings: Resources: Peter Ackroyd, 'Maybe it's because I'm a Londoner', in his London: The Concise Biography, Vintage, London, 2012; pp. 483-498. Beverley Bryan, Stella Dadzie, and Suzanne Scafe, from The Heart of the Race: Black Women's Lives in Britain, Penguin, revised edition, 2018; pp. 124-181. Mike Phillips and Trevor Phillips, Windrush: The Irresistible Rise of Multi-Racial Britain (HarperCollins, 1999). Chapter 12. ***George Orwell, The English People (1947) from the introduction. ***Sam Selvon, The Lonely Londoners (1956) excerpts ***Enoch Powell, "Rivers of Blood," (1968) Google Arts & Culture - Black Cultural Archives: https://artsandculture.google.com/project/black-cultural-archives

Session 9	
Topics	FIELD STUDY – RESISTANCE TO RACISM: BRIXTON
Activity	Guided tour of Brixton and the Black Cultural Archives Topics: Immigration, Community Formation, Black British culture, art, & identity, 1981 Brixton Uprising
Readings and Assignments	Readings: Philip Dayle, "Brixton: regeneration or gentrification?" The Guardian, 24 October 2010, www.guardian.co.uk/uk/2005/apr/24/britishidentity.race Black Cultural Archives: http://bcaheritage.org.uk/ ; Windrush Generation, BBC, April 18, 2018 https://www.bbc.co.uk/news/uk-43782241 Assignments: Canvas Discussion Post: Art, Immigration and Community in Brixton

Session 10	
Topics	ACTIVISM – THE CULTURAL & SOCIAL REVOLUTION OF THE SIXTIES
Activity	Topics: Sixties' cultural revolution; popular culture – music, art, fashion; 'Swinging London;' peace & protest movements; the global character and impact of the cultural revolution Lecture – The Cultural Revolution and Social Activism of the 1960s
Readings and Assignments	Readings: Resources: Christopher Breward, "The Dolly Bird: Chelsea & Kensington, 1960-70," in Fashioning London: Clothing and the Modern Metropolis Oxford: Berg, 2004. Sheila Rowbotham, "The 1960s", in A Century of Women: The History of Women in Britain and the United States (Penguin, 1999). Dominic Sandbrook, 'The Swinging City,' in White Heat: A History of Britain in the Swinging Sixties London: Little Brown, 2006. Selected song lyrics

Session 11	
Topics	FIELD STUDY – OPTIMISM: SOUTHBANK & BANKSIDE

Activity	Art & Culture at Southbank & Bankside; Tate Modern
Readings and Assignments	<p>Readings: Southbank Field Study Guide Deborah Philips, 'Stately Pleasure Domes: nationhood, monarchy, and industry – the celebration exhibition in Britain', Leisure Studies, Vol 23, (April 2004) Sarah Kent, 'The Merry Go Round', London Calling: High Art and Low Life in the Capital since 1968 London: Time Out, 2008, 94 -118. Adrian Forty, "The Royal Festival Hall – a 'Democratic' Space," in I. Borden et. al. Eds., The Unknown City. Cambridge: MIT Press, 2001. Southbank Centre http://www.southbankcentre.co.uk/ Tate Modern: https://www.tate.org.uk/visit/tate-modern</p>

Session 12	
Topics	THATCHERISM – HOW THE IRON LADY TRANSFORMED BRITAIN
Activity	Politics, society, economics, & culture during the 'reign' of Margaret Thatcher Lecture – Thatcherism: Conservatism, Permissiveness, Privatisation, Nationalism Screening: Andrew Marr, History of Modern Britain, Part Five "Revolution!"
Readings and Assignments	<p>Readings: Akala, "Born in the 1980s," Natives: Race & Class in the Ruins of Empire (Two Roads, 2018) pp. 1-34. Kevin Albertson and Paul Stepney, "1979 and all that: a 40-year reassessment of Margaret Thatcher's legacy on her own terms," Cambridge Journal of Economics, 44:2 (March 2020) https://academic.oup.com/cje/article/44/2/319/5550923 Dominic Sandbrook, "Smash Hits" in The Great British Dream Factory: The Strange History of our National Imagination (Allen Lane, 2015); pp: 517-537. "Margaret Thatcher: No Ordinary Politician," The Economist, 13 April, 2013. http://www.economist.com/news/briefing/21576081 Andrew Kerr, "Margaret Thatcher's legacy in Scotland, 25 years after her downfall," BBC, Nov 2015, https://www.bbc.co.uk/news/uk-scotland-34950041</p>

Session 13	
Topics	COURSE REVIEW: LEGACIES OF 20thC BRITAIN
Activity	Review Session – How Britain transformed in the 20th century
Readings and Assignments	<p>Readings: David Olusoga, "Wake Up Britain. Should the Empire really be a source of pride?" Guardian, 23 Jan 2016. https://www.theguardian.com/commentisfree/2016/jan/23/britain-empire-pride-poll Multicultural Britain in the 21st century: https://www.opinium.com/wp-content/uploads/2017/07/Multicultural-Britain-2017-v6.pdf</p> <p>Assignments: Field Study Research Paper Due 2pm on Canvas</p>

Session 14	
Topics	Final Presentation Workshop
Activity	In class workshop

Readings and Assignments	Prepare presentations
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Session 15	
Topics	FINAL EXAM PRESENTATIONS
Activity	Exam Presentations: Upload on Canvas no later than 1pm
Readings and Assignments	Assignments: Exam Presentations: Upload on Canvas no later than 1pm

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.