



## **Exploring England: Community and Culture** IFSA Semester Programs in London

**US semester credit hours:** 3

**Contact Hours:** 45

**Course Code:** IS354-01

**Course Length:** Semester

**Delivery Method:** Face to face

### **COURSE DESCRIPTION**

The Exploring England: Community and Culture course (“C&C”) is a vibrant London based course that introduces students participating in IFSA-Butler London programs to the fundamental principles of intercultural learning and ethnographic research.

Through rigorous discussion, workshops, field trips, the C&C course explores the intersection of ‘the global’ and ‘the local’ and offers IFSA-Butler students the resources they need to meet the challenges of intercultural experiences and have meaningful engagement with local cultural contexts while abroad. Students are exposed to intercultural learning theories as well as resources for culture learning. Cultural mentorship from the course instructor is a core component of the learning process in C&C, as students are encouraged to become more self-aware and to explore their own cultures through their increasing understanding of the differentiated perspectives.

Ethnographic research is built in the course so that students may map cultural patterns, consider socialisation processes, and explore values and beliefs of a cultural, social, academic or business community in their host community. C&C offers students practical tools for living and working sustainably in diverse cultural environments.

### **COURSE DELIVERY**

Students are expected to read or watch resources in advance and be prepared to actively discuss them in class. In each meeting, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students’ thoughtful engagement with the topic. Students are encouraged to bring their prior learning experiences into class discussions and to make connections between this course and others whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

## **COURSE SYLLABUS**

This course consists of:

9 weekly seminars of 100 minutes each

2 workshops of 100 minutes each

2 field trips of 200 minutes each

2 one-on-one consultations with course instructor (mid-term and course conclusion) of 60 minutes each

## **STUDENT LEARNING OBJECTIVES**

This course includes the following overarching goals for students:

- Basic knowledge of contemporary issues facing the country/city/region in which they are studying in historical context.
- Awareness of their cultural perspective and a critical understanding of how that perspective impacts their reaction to and interaction with others.
- Understanding of how to navigate cultural complexities in order to more productively and appropriately interact and communicate across cultural differences.
- Understanding that the cultural adaptation skills, including intercultural communication and cultural empathy, developed in their study abroad experience with IFSA-Butler, can be constructively utilized when engaging with difference of any kind in the future.

Additional goals for students include:

- Strengthened critical reflection and critical evaluation skills.
- Basic understanding of and basic facility with ethnographic research, including data collection and analysis.
- Strengthened academic writing skills.
- Increased ability to work effectively in both independent and collaborative contexts.
- Ability to articulate study abroad learning from C&C in future contexts.
- Ability to make cognitive connections between learning in this course and other learning experiences in the student's IFSA-Butler study abroad program in London.

## **ASSIGNMENTS**

Take-Home Mid-Term Exam

Requirements: 6 pages, double-spaced, 12 point Times New Roman font

Response Papers (Total of 10)

Requirements: 2 pages each, double-spaced, 12 point Times New Roman font

PowerPoint Presentation

Requirements: 5 slides/5 minute oral presentation

Ethnographic Project

## **COURSE SYLLABUS**

10-12 pages, double-spaced, 12 point Times New Roman font

Due dates for each assignment will be provided by the instructor at the start of the course.

### **ASSESSMENT**

Your performance in this course will be assessed through the following, and your final grade will be determined by the percentages indicated:

Participation (includes attendance, engagement in discussion, civility, and respect)	10%
Take-Home Mid-Term Exam	20%
Response Papers (Total of 10)	20%
PowerPoint Presentation	10%
Ethnographic Project	40%

Individual grading rubrics for the Take-Home Mid-Term Exam, Response Papers, PowerPoint Presentation and Ethnographic Project will be provided by the instructor during class.

### **Special note about Response Papers:**

Response papers can be constructed in a way that makes the most sense for you as the learner. Consider the class resources provided for the topic. Select one for the focus of your response. In a single page, describe your responses to what you encountered. Was your thinking challenged or were your prior ideas confirmed? Perhaps you found a particular reading compelling and it prompted you to consider new ideas or possible solutions; perhaps you made personal connections between a class discussion and your own learning; or maybe you located an additional resource that gave you more information on the topic. Feel free to describe your learning using any of these approaches or others, but do not use the response paper assignment to merely summarize a reading or a discussion. The response paper should demonstrate that you have given additional, reflective thought to an issue. Your voice should be heard in this paper.

### **ATTENDANCE**

All workshops, consultations with the course instructor and field trips are part of the course. Your participation in these activities is mandatory, but your participation does not positively impact your final grade.

### **ACADEMIC INTEGRITY**

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual

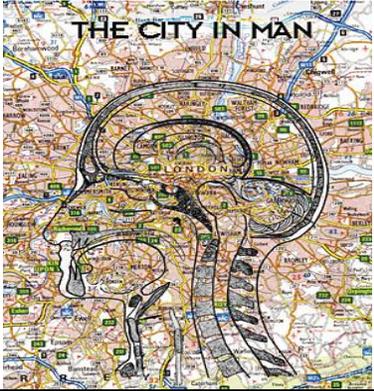
## COURSE SYLLABUS

responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action

### COURSE OUTLINE: DISCUSSION TOPICS AND RESOURCES

<p>Week 1:</p> 	<h2>Stereotypes</h2>
<p>Seminar Description</p>	<p>This course is all about making the strange familiar and the familiar strange. In this session we will consider stereotypes. What preconceptions do you have about 'English people' or 'Londoners'? What stereotypes might British people have of Americans? What are the origins of these stereotypes and how might we critique and contest them?</p>
<p>Required Reading (For the first seminar this will be given out in class to read through as part of Activity 1)</p>	<p>Nigel Rapport and Joanna Overing, <i>Social and Cultural Anthropology: the key Concepts</i> (Routledge, 2007). Chp on 'Stereotypes'.</p>
<p>Activity</p>	<p>In break-out groups read through the selected passages and answer the questions on your worksheet.</p>
<p>Spotlight on Skills</p>	<p>Reading Skills: A discussion (with exercises) of strategies for effective academic reading.</p>

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<p>Week 2:</p> 	<h2>The City as Classroom</h2>
<p>Seminar Description</p>	<p>In order to get beyond 'touristy stereotypes' of London/England we need to develop 'tools' to enable us to navigate the city in all its diversity. In this seminar we will be exploring the concept of the 'City as Classroom' (an idea first popularized by the anthropologist Eric McLuhan). De Certeau described walking in the city as having its own rhetoric and noted that the very act of walking through the city shaped the way that we perceive it. Here, we will examine De Certeau's ideas in the context of our own cultural experiences and what we hope to get from the course.</p>
<p>Required Reading</p>	<p>Michel de Certeau <i>The Practice of Everyday Life</i> (University of California Press, 1984). Read the chapter on 'Walking in the City'.</p>
<p>Activity</p>	<p>British Museum 'Enlightenment Room' (a few mins. walk from the classroom). We will be taking notes on what the categorization of objects on display here tells us about ways of reading cities/countries.</p>
<p>Spotlight on Skills</p>	<p>Note-taking: A discussion (with examples) on effective strategies for taking research and seminar notes.</p>

<p>Week 3:</p>	<h2>'The Establishment' and its Discontents</h2>
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<p>Seminar Description</p>	<p>In this seminar we will be exploring key concepts in political anthropology with reference to the UK political system. This seminar will introduce key theories of government and political philosophies (Conservatism, Liberalism, Socialism etc) as they relate to a UK context. We will discuss the development of the UK political system and the role of the monarchy, parliament, and protest movements in shaping Britain today.</p>
<p>Required Reading</p>	<p>Ted Lewellen <i>Political Anthropology: An Introduction</i></p>
<p>Activity</p>	<p>Debate: Each break-out group will be given a key topic to debate (eg 'This House believes the monarchy should be abolished'). In your groups choose a chair, two (or more) debaters for each side, and a vote of thanks. Each group will take it in turn to debate while other students present questions from the floor.</p>
<p>Spotlight on Skills</p>	<p>Debating: A discussion about effective ways to construct an argument and win a debate.</p>

<p>Week 4:</p>	
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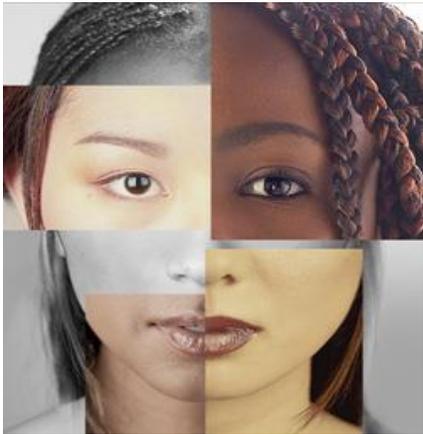
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	<h2>Ethnographic Case Study 1: Royal vs Radical London</h2>
<p>Seminar Description</p>	<p>In this seminar we will apply the theories learnt last session to a case study of 'radical vs royal' London. We will leave the classroom and during our walking tour discuss key features of political authority and opposition.</p>
<p>Required Reading</p>	<p>Nigel Rapport <i>I am Dynamite: An Alternative Anthropology of Power</i> (Routledge, 2003)</p>
<p>Activity</p>	<p>Each student will be given a key individual/event to research prior to the walk. As we progress past various monuments relating to these individuals/events students will feed back to the rest of the group about their findings.</p>
<p>Spotlight on Skills</p>	<p>Research 1: Locating resources (internet sources, library resources, potential pitfalls)</p>

<p>Week 5 :</p> 	<h2>Mapping Communities and Cultures in Context</h2>
<p>Seminar Description</p>	<p>Cultural mapping involves locating, situating, and contesting the culture of who, or what, you are (whether as a tribe, individual, community, group, or organization). In this seminar</p>

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	<p>we will be looking at some methods for cultural mapping with a particular focus on the concept of 'Habitus' and Geertz's ethnographic technique of 'thick description'. We will be exploring how to apply these techniques to a study of our own individual/group identities and to those of other London groups.</p>
Required Reading	<p>Clifford Geertz Clifford Geertz, <i>The Interpretation of Cultures</i>, (Hutchinson 1975) and Robert Darnton <i>The Great Cat Massacre</i> (London, 1984)</p>
Activity	<p>Visit to the Warburg Institute (2 mins walk): We will briefly leave the classroom to explore the collections at the nearby Warburg Institute. The Warburg Institute was founded in London by Aby Warburg, a Jewish refugee from Germany, in 1944 (initially founded in Hamburg in 1933) and contains a collection of leading anthropological texts for understanding the interactions between images and society across time and space. We will consider the unique classification of these literatures in relation to what we have learnt so far about the concept of Habitus.</p>
Spotlight on Skills	<p>Research 2: Effective use of theory in academic work. We will consider here Darnton's successful use of Geertz's theory in his essay <i>The Great Cat Massacre</i>.</p>

<p>Week 6:</p> 	<h2>Race, Ethnicity, and Globalisation: understanding Hyperdiversity</h2>
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Seminar Description	In this seminar we will be exploring race, ethnicity, and multi-culturalism in the context of C20th and C21st Britain and the wider world. We will examine the postcolonial legacy, the relationship between media, commerce, and race, and culture as a site of social action and intervention. In so doing, we will consider, and critique, key theoretical concepts including ‘hybridisation’, ‘mimicry’, and the notion of ‘Third Space’.
Required Reading	Homi K. Bhabha, ed. <i>Nation and Narration</i> (Routledge, 1990) and Stuart Hall ‘The local and the global: globalization and ethnicity’, in A. McClintock, M. Aamir and E. Shohat <i>Dangerous liaisons: gender, nation, and postcolonial perspectives</i> (Minnesota, Minneapolis: University of Minnesota Press) pp. 173–187.
Activity	In break out groups we will look at the introduction to Ben Pitcher’s <i>Consuming Race</i> (Routledge, 2004) and consider successful techniques for constructing a coherent, well-argued, essay.  (Receive the take-home mid-term exam paper)
Spotlight on Skills	Essay Writing

<p>Week 7:</p> 	<p><b>Ethnographic Case Study 2: The Jewish East End</b></p>
Seminar Description	In this walking tour of the East End we will applying some of the theories we have learnt so far in the course to our second ethnographic case study of the East End Jewish Community(ies). We will begin at Sandy’s synagogue and on our way discuss the use of material culture (artefacts, monuments, buildings) for ethnographic research.

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Required Reading	V. Buchli ed. <i>The material culture reader</i> (Oxford, 2002) and Henare, A., Holbraad, M., and Wastell, S., eds. <i>Thinking through things: Theorising artefacts ethnographically</i> . (London, Routledge, 2009).
Activity	Each break-out group will be given a worksheet relating to the various monuments (eg the Kindertransport Memorial, Frederick Mocatta Drinking fountain etc) and, as we stop at each monument, will feed back to the group about the cultural significance of these sites and what they tell us about culture as an 'aide-memoire'.
Spotlight on Skills	Research skills 3: Using material culture for ethnographic purposes.

Week 8: 	<h2>Reason, Ritual, and Religion</h2>
Seminar Description	In this seminar we will explore basic concepts in religious anthropology. We will then apply these concepts to an examination of religion and atheism in a British context, exploring the development of the Church of England (as a state Church) and its relationship with religious minorities in Britain.

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Required Reading	R. L Stein, <i>The Anthropology of Religion, Magic, and Witchcraft</i> (Routledge, 2015) and Micea Eliade <i>The Sacred and Profane</i> (Harcourt Brace, 1959)
Activity	As a group we will take a short walk down the road to the Dr Williams Library (an institution containing documents relating to Protestant religious dissent/non-conformity). We will consider the types of documents contained there and their potential use as ‘evidence’. We will then take a short tube ride to Tyburn Convent (founded on the site where Catholics were executed during the period of religious persecution in England) where you will have the opportunity to meet the nuns and discuss ideas relating to ‘religious persecution’, ‘martyrdom’, and ‘commemoration’.
Spotlight on skills	Research skills 4: Evidence and analysis

<p>Week 9:</p> 	<p><b>Ethnographic Case Study 3: Landscapes of faith in London (Shri Swaminarayan Mandir)</b></p>
Seminar Description	In our third ethnographic case study we will visit the Shri Swaminarayan Mandir (a Hindu Temple) in Neasden London.
Required Reading	M. Agar, <i>The Professional Stranger. An Informal Introduction to Ethnography</i> (London, 2000).
Activity	During the visit students will work through worksheets relating to the history of the Temple and the Hindu community in London.

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Spotlight on Skills	Choosing an appropriate case study for an ethnographic project
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<p>Week 10:</p> 	<p><b>Exploring ‘Outcast London’: citizenship, criminality, social status, and social justice</b></p>
Seminar Description	<p>In this seminar we will explore issues relating to ‘citizenship’, ‘criminal justice’, and ‘conformity/deviance’ as they apply to the UK context. We will be considering definitions of ‘citizenship’, the UK Criminal justice system, homelessness, and representation.</p>
Required Reading	<p>M. Foucault, <i>Discipline and Punish: the birth of the prison</i> (New York, 1995)</p>
Activity	<p>In the first half of the seminar we will walk over to UCL (2 mins. walk away) to look at Jeremy Bentham’s Panopticon drawings. We will discuss the drawings in relation to this week’s reading.</p> <p>In the second half of the session we will be having a Twitter Q&amp;A with representatives from Cardboard Citizens (Details to be confirmed). Each group will think of potential ‘interview’ questions prior to the twitter Q&amp;A.</p>
Spotlight on Skills	<p>Interview Skills for researchers</p>

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<p>Week 11:</p> 	<p><b>Ethnographic Case Study 4: Queer London Sex and Gender: Biology, Identity, and Society</b></p>
<p>Seminar Description</p>	<p>In this seminar we will be exploring identity politics with reference to the LGBTQI community in the UK. We will consider the relationship between sex and gender and examine sexual identities over time. The seminar will introduce students to new ideas in Queer theory and act as a forum for debate.</p>
<p>Required Reading :</p>	<p>Jeffrey Weeks <i>Sexuality</i> (Routledge, 2003) and Silvia Antosa ed. <i>Queer Crossings</i> (Milan, 2014)</p>
<p>Activity :</p>	<p>During the seminar we will be visiting the Bishopsgate Institute (the largest repository for LGBTQI documents in the UK). The archivist there will introduce, and discuss, some key documents relating to London’s LGBTQI community. Each student should prepare two questions relating to the seminar reading to ask the archivist.</p>
<p>Spotlight on skills:</p>	<p>Working with archives and archivists: ‘dos’ and ‘don’ts’</p>
<p>Week 12:</p>	<p><b>Course Review: Culture Travelers</b></p>



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	and skills might be articulated in different contexts. We will look at resume building, skills portfolios, and networking.
Required Reading	Stella Cottrell, <i>Skills for Success. Personal Development and Employability</i> , (Palgrave, 2015)
Activity	A pecha kucha session with careers representatives (details to follow)
Spotlight on Skills	Networking tools for future employment

### Additional Field Trips

1. London Central Mosque and Islamic Centre (Details to be Confirmed)
2. Houses of Parliament/Westminster Cathedral (TBC)

### Deadlines

<u>Assignment</u>	<u>Deadline</u>
Take Home Mid-Term Exam	Week 7
Power-Point Presentations	TBC
Ethnographic Project	TBC
Response Papers	Week 12

2 x 1:1 Consultations with lecturer TBC