

HSS 310: HONORS ABROAD

UNITED KINGDOM · SPRING 2007

INSTRUCTOR INFORMATION	Dennis Leyden – 205 Foust Building, leyden@uncg.edu , 334-5538. Office hours by appointment.
PREREQUISITES	Students must (1) be admitted members of one of Lloyd International Honors College's Honors programs, (2) be a student at UNCG in fall 2006, and (3) be an exchange student at one of UNCG's exchange partner universities in the United Kingdom in spring 2006.
COURSE DESCRIPTION	This course complements and enriches the experience of UNCG Honors students taking a semester of study at one of UNCG's exchange partner universities in the United Kingdom giving them the opportunity to explore the United Kingdom so as to develop a more sophisticated understanding of its culture than is typically developed by first-time visitors, and an ability and confidence to continue exploring the United Kingdom and other cultures in the future.
STUDENT LEARNING OBJECTIVES	On successful completion of the course, the student will be able to: <ul style="list-style-type: none">• Successfully negotiate United Kingdom urban and interurban transportation systems;• Describe significant elements of the culture of people in the United Kingdom;• Compare and contrast United Kingdom and American cultures; and• Work independently on a significant research project using local resources.
READINGS MATERIALS	Required readings for this course are taken from: <ul style="list-style-type: none">• Kate Fox (2005). <i>Watching the English: The Hidden Rules of English Behavior</i>. London: Hodder & Stoughton.• Alain de Botton (2002). <i>The Art of Travel</i>. New York: Pantheon Books.• Bensons MapGuides(2005). <i>The Handy London Map & Guide</i>. London: Bensons MapGuides. All books will be provided to you by the program. In addition, students may wish to consult other introductory texts on British culture. The following books are available in Lloyd International Honors College's office for consultation: <ul style="list-style-type: none">• David Christopher (1999). <i>British Culture: An Introduction</i>. London: Routledge.• John Oakland (2002). <i>British Civilization: an Introduction</i>, fifth edition. London: Routledge.• John Oakland (2001). <i>Contemporary Britain: A Survey with Texts</i>. London: Routledge.• Martin Pugh (1999). <i>State and Society: A Social and Political History of Britain 1870-1997</i>, second edition. London: Arnold.

CONDUCT
OF COURSE

This course consists of four parts. The first part takes place at UNCG in fall 2006, and consists of four classes at which students will examine the United Kingdom's culture and the notion of travel through the media of literature, discussion, and writing. The second part takes place January 12 – 19, 2007 and consists of a week in London during which time students will explore central London, and talk and write about their impressions. The third part takes place while students are studying at university in the United Kingdom and requires that students keep a structured journal and write a research paper. Finally, the fourth part of the course consists of participation in the Honors Abroad Colloquium in mid-August 2006 when students and the instructor will have the chance to talk about their research and experiences.

ASSESSMENT

Students are assessed on the quality of their participation in the course's various activities as well as on the quality of their journal and paper. The course grade is an average of these assessments using the following weights:

- Fall classes & August colloquium 10%
- Week in London 10%
- Journal Entries 30%
- Paper 50%

FALL 2006
CLASSES

Students will meet four times in fall 2006 on the UNCG campus to be introduced to the course to explore the notion of travel, to examine culture in the United Kingdom, and to reflect on their own expectations.

- **Class 1: Organization of Course & Introduction to English Culture (2:00-4:00 pm, Friday October 27)** – This class will review the organization of the course, discuss necessary travel arrangements, and provide an introduction to culture in the United Kingdom. Students should come to class prepared to choose one of the chapters in “Part Two” of *Watching the English* from which to give a 10 minute lecture in Class 3. No duplication allowed.
- **Class 2: Why are You Traveling? (2:00-4:00 pm, Friday November 3)** – Students should read *The Art of Travel* before class and, based on that book, write an introspective journal entry that answers the question, “What are the reasons that I want to travel?” Class time will be spent discussing *The Art of Travel* and these journal entries.
- **Class 3: A Survey of English Culture (2:00 -4:00 pm, Friday November 10)** – Travelers are often deceived that culture in the United Kingdom and in the United States are essentially the same because of a common language. After initial comments by the instructor, students will present their 10 minute lectures based on the chapter that they chose from *Watching the English*. Remaining time in the class will be spent comparing and contrasting culture in the United Kingdom and the United States.
- **Class 4: Travel Arrangements and the Week in London (2:00-4:00 pm, Friday, December 1)** – Travel arrangements and the itinerary for the week in London will be the subject for this last fall class.

WEEK IN
LONDON

The week in London is scheduled for January 12 - 19 and will be spent exploring central London – its “villages,” great buildings, parks, museums, pubs, and shops. Students will be required to share their impressions in discussion and in writing on British culture while in London and to contrast those impressions with their initial expectations and in the context of de Botton. While there will be a number of required activities and discussions, unstructured time will also be provided so that students can

explore on their own and develop the ability and confidence to negotiate the London and the United Kingdom public transportation systems.

JOURNAL ASSIGNMENTS

Students are required to keep a structured journal in which they reflect on their expectations about, and experiences in, the United Kingdom. This assignment is not a log of activities. Rather it is a collection of focused observations and reflections about living abroad in the United Kingdom. Students should email their journal assignments (in the form of an MSWord document if at all possible) to the instructor (leyden@uncg.edu). The one exception is the second assignment which may be submitted in typed or handwritten form, or by email. Each journal assignment should be approximately 500 words (2 pages typed, double-spaced).

JOURNAL ASSIGNMENT 1

Due: Friday, 3 November 2006

Using the themes from *The Art of Travel*, ask yourself what the reasons are that you want to travel. What do you hope to get out of your semester abroad? Be sure to explore both personal and academic motivations.

JOURNAL ASSIGNMENT 2

Due: Friday, 19 January 2007

Assess your week in London. What was most enjoyable, and most disagreeable, about your week in London? What about London and the British was surprising or unexpected? What about your personal reaction to the week in London was surprising or unexpected?

JOURNAL ASSIGNMENT 3

Due: Thursday, 1 February 2007

How does your United Kingdom university compare and contrast to UNCG? What are your initial impressions of British culture? Finally, take stock of your emotions (good and bad) over these past two weeks. Have you been surprised by the emotions that you have experienced?

JOURNAL ASSIGNMENT 4

Due: Thursday, 15 February 2007

Now that you've had a chance to settle in, do you find that the book *Watching the English* is an accurate characterization of the British students you know? Have you noticed any class differences among the British students and professors whom you have met? Explain and provide examples.

JOURNAL ASSIGNMENT 5

Due: Thursday, 1 March 2007

By now, you should have had the opportunity to observe non-university people going about their daily lives (at pubs, shopping, riding public transportation, working, etc.). Describe the situations you have had a chance to observe. Do you find that the book *Watching the English* is an accurate characterization of the people you have observed? Have you noticed any class differences among people? Explain and provide examples.

JOURNAL ASSIGNMENT 6

Due: Thursday 15 March 2007

Now that you've been in the United Kingdom for more than 2 months, take stock of yourself and your attitudes toward British culture. What do you like? What do you dislike? Have your views changed since you arrived in the United Kingdom? Explain and provide examples.

JOURNAL ASSIGNMENT 7

Due: Before April vacation, 2007

Describe your holiday plans. Using the themes in *The Art of Travel*, explain the reasons both personal and academic for choosing the plans that you have. What are your expectations for your vacation?

JOURNAL ASSIGNMENT 8

Due: After April vacation, 2007

Now that you've completed your April vacation, how did it go? Did it meet your expectations? Would you do anything differently if you could do it over again? Using *Watching the British* as background, compare and contrast the people you have interacted with to the British you have met while at university.

JOURNAL ASSIGNMENT 9

Due: Before you return to the US, 2007

What are your thoughts as you prepare to return to the US? Was your time in the UK worthwhile? Why or why not? What are your hopes, expectations, and concerns about what will happen after your return to the US?

JOURNAL ASSIGNMENT 10

Due: 1 July, 2007

How have things gone since you returned to the US? Explain what insights you have about US culture that you never thought about before your study abroad trip. Explain what you have learned about yourself (personally and academically) as a result of the study abroad experience.

PAPER ASSIGNMENT

Students are required to write a research paper on a topic approved by the instructor. The length of these papers may vary, but in general should be approximately 10-15 pages double-spaced (2500-3750 words) excluding cover, references, pictures, etc. Students should use this assignment to enhance their understanding of some aspect of the United Kingdom. Students should have at least 5 substantive sources of information, and may make use of libraries, site visits, interviews, and other sources of information. However, they should rely primarily on information gathered from sources that they could not readily gain access to in the US. Due dates are:

- Topic proposal due February 1, 2007.
- Structural outline due February 15, 2007.
- First complete draft due before the April 2007 vacation.
- Final complete draft due May 15, 2007.

All materials should be submitted by email. Students who wish to have additional feedback along the way are welcome to submit additional or incomplete drafts. The paper will be graded according to the following rubric:

STRUCTURE (30 points)

- Well defined introduction with subject, why important, and main point addressed
- Body with arguments to prove main point
- Conclusion with restatement of main point and discussion of implications
- Paper broken into sections with headings
- Grading
 - A (27-30): all the above accomplished well
 - B (24-26): generally accomplished but substandard work in one of the above
 - C (21-23): substandard work in two of the above
 - D (18-20): substandard work in three of the above
 - F: (0-17): generally substandard work in all areas

CONTENT (30 points)

- Well defined topic
- Adequate number (5) & quality of sources
- cogent conceptual and empirical arguments
- good use of resources
- Grading
 - A (27-30): all the above accomplished well
 - B (24-26): generally accomplished but substandard work in one of the above
 - C (21-23): substandard work in two of the above
 - D (18-20): substandard work in three of the above
 - F: (0-17): generally substandard work in all areas

PROSE (20 points)

- Grammar
- Punctuation
- Spelling
- General flow/use of language
- Grading
 - A (18-20): all the above accomplished well
 - B (16-17): generally accomplished but substandard work in one of the above
 - C (14-15): substandard work in two of the above
 - D (12-13): substandard work in three of the above
 - F: (0-11): generally substandard work in all areas

PRESENTATION (10 points)

- typed, no widows or orphans, page numbers, 10-15 pages double spaced (2500-3750 words) excluding cover, illustrations, references, etc.
- research described and references in proper style
- proper citations in text
- cover page with name, course, title, & date in proper format
- Grading
 - A (9-10): all the above accomplished well
 - B (8): generally accomplished but substandard work in one of the above
 - C (7): substandard work in two of the above
 - D (6): substandard work in three of the above
 - F: (0-5): generally substandard work in all areas

MET DEADLINES (10 points)

- Grading – 1 point off for each day each deadline not met.

While the range of topics is boundless, here are some ideas that may help you get your creative juices focused on choosing a topic:

- **A Comparison of British and American Culture as Seen Through the Eyes of Alexis de Tocqueville** – Alex de Tocqueville is a renowned, early 19th century observer of American culture. However, he also wrote insightfully about British culture. This paper would compare and contrast British and American culture as de Tocqueville saw it, and then move to an assessment of the relevancy of de Tocqueville's observations for modern Britain and America. You can visit the cities sites described by de Tocqueville (particularly the older industrial cities of the north) and discuss with locals whether de Tocqueville's observations were accurate and are relevant to understanding Britain today.
- **Wilberforce and the Anti-Slavery Movement** – In the late 18th and early 19th centuries, Britain led the Western world in attacking the institution of slavery and the slave trade. The leading figure in this movement was William Wiberforce, a Hull merchant. His former

residence is now a museum dedicated to illustrating his life and work and the movement he led. Doing this paper requires exploring the museum, learning about the movement and the Evangelical Christianity out of which it emerged, and the intellectual and economic world of 18th century Hull as well as about Wilberforce and the role he played.

- **Hull in World War II** – During the Second World War, Hull served as a naval base as well as working port. Its proximity to German-occupied Europe and its clear visibility on the North Sea and the Humber estuary made it an easy and desirable target for German bombers. It was raided probably more than any other British city, and its city center was very badly damaged. Doing this paper involves reading about Hull's experience in the war, exploring the cityscape looking for evidence of the bombing, looking into city archives regarding the city's experience, interviewing older residents who survived the bombing, and assessing the impact of the bombing on the city.
- **Post-War Urban Redevelopment** – As a result of World War II, many cities in Britain such as Plymouth and Hull were faced with having to rebuild their city centers. Some cities chose to recreate city centers much the way they were before the war; others chose to reinvent themselves using new theories of urban planning and architecture. Do background reading on this issue, then visit a couple of these redeveloped areas and research local views today on the success or failure of such redevelopment.
- **Yorkshire and the Brontë Sisters** – The Brontë sisters grew up and lived in Haworth near Bradford, about an hour or two by train from Hull. Their works are especially evocative of the North of England in the early 19th century as well as being major examples of English romantic literature. Read several novels, visit the Brontë home, and walk on the moors and in the towns and cities of the North. Do a paper exploring the ways in which where they lived affected the books they wrote.
- **The Life and Poetry of Philip Larkin** – Larkin was Britain's poet laureate and one of the major poets of the 20th century. For many years he was also the head librarian at the University of Hull. Do a paper examining Larkin's life and work by studying his works, interviewing locals who knew him, and assessing the ways his position as a provincial professional library influenced his point of view and that of his poetry.
- **English Medieval Religion and Catholic Building** – Beverley is a small town a few miles north of Hull which in the middle ages was a major commercial center of northeastern Yorkshire. Beverley Minister, in the center of town, is one of the great medieval churches of the North. Constructed largely in the 13th and 14th centuries, it is a magnificent example of the devotion of the populace and their willingness to commit both talent and money to such structures. Its fabric (the technical term for the building itself) is filled with architectural and artistic expressions of the ideas and attitudes of the age. This paper would explore the relationship of the art and architecture to the philosophical and religious views of the day. The same or a similar topic could be done using any of the British medieval cathedrals.
- **Hull and the Economy of North Britain** – Hull used to be a thriving fishing port. That is now long gone. However, the city is making the transition into the new economy of Britain and the European Union (EU). Explore the transition between the old and the new economy. Interview local business and political leaders. Examine some specific aspect of the local business structure. What is the relevance of Hull's proximity to the Netherlands and the continent? Assess Hull's current business position and prospects for the new future.
- **British Local Government** – The British structure of government is significantly less federal than that of the US. This can be seen perhaps clearest by looking at the structure of local government. This paper would explore British government by examining the structure of local government and its relationship to the national government. Interview local political leaders, gather information from local political parties, assess the general population's attitude toward local government. Then contrast this with your understanding of US local government.
- **The Legacy of Roman Britain** – In many ways, modern Britain differs from Scotland, Wales, and Ireland because of the early and significant influence of the Romans. Evidence of Roman influences abounds from Hadrian's wall in the north to the Roman ruins in the City of London. Visit several sites that preserve the ruins of Roman structures and learn

about the influence that the Romans had on Britain. Interview locals of various ages on the knowledge, interest, and degree of appreciation for their Roman past. Then write a paper on the cultural importance (or lack thereof) of Roman Britain for people in Britain today.

- **Local British Theater** – Despite all the attention London gets, theatre is vibrant in a number of British cities. Explore this world by reading about modern theater in Britain in general, learn what you can of the background of the local groups, attend various performances, interview actors, directors, managers, etc. Assess the nature and strength of theater in your chosen town in terms of its artistic quality, its financial health, and its cultural impact.
- **British Art** – British art has a long history from medieval times forward. Explore a period of British art, note its salient characteristics using sample works from the period, note of the influences on that period, and note the influences that period has had on later periods or on other countries. To conduct your research for this paper, visit relevant museums, libraries, and other sites. You may also find it interesting to identify an expert on that period and interview that person.
- **19th Century Model Industrial Communities** – As the world's first industrialized nation, England grappled was the first to have to deal with the squalor and de-personalization of factory life. To counteract such problems, a number of English industrialists created model communities such as Saltaire near Bradford and Port Sunlight near Liverpool. Research 19th century planned communities and visit a few sites. Then write a paper that assesses their purpose and whether such communities were the acts of enlightened industrialists or simply selfish ways to assure a reliable workforce.
- **The resurgence of the Welsh Language** – The Welsh language, like other Celtic languages, were almost eliminated from modern use by the beginning of the 20th century. People since then have made considerable efforts to ensure the survival, and indeed the resurgence, of Celtic languages in Scotland, Ireland, Brittany, and Wales. But the Welsh have been remarkably successful. Research the history of the demise and the resurgence of the Welsh language and investigate what it is about the Welsh culture that has led to such success in contrast to the more limited successes elsewhere.

FALL 2007
COLLOQUIUM

Students will meet in mid-August 2007 on the UNCG campus (at a time and date to be determined) to share their research and their experiences with fellow students and faculty in an informal colloquium.