

Term Information

Effective Term Summer 2025
[Previous Value](#) [Spring 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The proposed changes (title, description, objectives, content) revise an existing course to satisfy GE Foundations: Cultural Studies requirements. The readings and lectures now introduce students to foundational cultural studies approaches and significant cultural expressions (material, visual, textual) and phenomena (identities, politics, religion, language, class, diversity). The field experiences and class discussions provide opportunities for students to apply these approaches to analyzing and interpreting local forms of thought, culture, ideas, and expression observed. Throughout the course, students practice their skills in describing and analyzing phenomena and ideas across time, drawing from the assigned readings, lectures, museum labels, and tour guides (secondary sources) and the signs of culture observed (primary sources) to construct and articulate their perspectives of cultural periods, events, and ideas that have influenced British perceptions, beliefs, and behaviors.

What is the rationale for the proposed change(s)?

The changes proposed align with the requirements for GE Foundations: Cultural Studies and focus the course on actively engaging students in learning and practicing cultural studies while living abroad. The Expected Learning Outcomes for GE Foundations: Cultural Studies fit many of the topics addressed in lectures and field experiences in past offerings of the course; adding the cultural studies content enriches the course by providing students a relevant approach for analyzing the influences on British perceptions, beliefs, and behaviors. Since the implementation of the new GE, students have repeatedly requested that this Global Education course earn them GE credit rather than be an elective. Sustaining the course—and future iterations of it—therefore, necessitated the proposed changes: with GE approval, the course will be more appealing to broader population of students who will, in turn, enhance the course with their invaluable diverse experiences and interdisciplinary perspectives.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The only programmatic implication is that students may now fulfill a GE requirement with a Global Education course which they have been requesting for years.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Arts and Sciences
Fiscal Unit/Academic Org	ASC Administration - D4350
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2798.03
Course Title	Introduction to the Cultures of Great Britain
Previous Value	Study Tour: Introduction to the History, Politics, and Culture of Great Britain
Transcript Abbreviation	IntroCulturesGBrit
Previous Value	Std Tour HPCGrBrit
Course Description	This interdisciplinary, experiential learning course introduces students to the rich multicultural heritage of Great Britain while living abroad. Foundational learning about cultural studies, ideas, periods, events, and representations complements field experiences at museums and sites of cultural and historical interest. Global Education course. GE Foundation: Historical and Cultural Studies.

Previous Value

This interdisciplinary study tour introduces students to the History, Politics, and Culture of Great Britain. An examination of certain core British institutions, traditions, and problems mainly through the lens of imaginative literature - especially poetry and short stories - but will also incorporate other kinds of sources.

Semester Credit Hours/Units

Fixed: 3

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value *Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior
Previous Value *Freshman, Sophomore*

Requirement/Elective Designation

General Education course:
Education Abroad (new); Historical and Cultural Studies

Previous Value

*General Education course:
Education Abroad (new)*

Course Details

Course goals or learning objectives/outcomes

- Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.
- Throughout the course, students will develop the skills and knowledge to:
 - 1.1. Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
 - 1.2. Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
 - 1.3. Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events, or ideas that influence human perceptions, beliefs, and behaviors.
 - 1.4. Evaluate social and ethical implications in cultural studies.
- The course will satisfy the stated Expected Learning Outcomes through lecture, class discussions, field experiences to museums and sites of cultural significance, and assignments.

Previous Value

- *Goals: By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.*
- *Expected Learning Outcomes: Students recognize and describe similarities, differences, and interconnections between Britain and the U.S. through analysis of course materials and participation in class discussions.*
- *Students function effectively outside the United States by living and studying in Britain and by traveling independently both to and from and within Britain.*
- *Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Britain through essays, journals, blogs, and group discussions.*

Content Topic List

- Introduction to Cultural Studies
- Cultural Identities
- Politics, Religion, and Culture
- Visual Culture
- Topographies and Hybridity of Culture
- Britain in the Two World Wars
- Post-War British Politics and Culture
- Sport and English Identity
- Theater and Entertainment
- The English Sense of Humor: Satire, Laughter, and Society

Previous Value

- *Overview of British History and Royal Dynasties*
- *Politics in Britain; the United Kingdom and its Breakup*
- *Britain and the Wider World: From Empire to European Union*
- *Post-Colonial Britain*
- *Social Class and the British Educational System*
- *Britain in the Two World Wars*
- *Post-War British Politics and Culture*
- *Sport and English Identity*
- *Theater and Entertainment*
- *The English Sense of Humor: Satire, Laughter, and Society*

Sought Concurrence

No

Attachments

- 2025_ARTSSCI2798_Syllabus (002).pdf: Syllabus
(Syllabus. Owner: Hanlin,Deborah Kay)
- ARTSSCI2798.03_ge-foundations-submission_CulturalStudies.pdf: GE Foundations Submission
(Other Supporting Documentation. Owner: Hanlin,Deborah Kay)
- ASC 2798.03 Completed Revisions_02_04_2025.pdf: Completed Revisions
(Other Supporting Documentation. Owner: Hanlin,Deborah Kay)

Comments

- Please see Subcommittee feedback email sent 01/22/2025 *(by Hilty,Michael on 01/22/2025 03:33 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanlin,Deborah Kay	01/06/2025 11:18 AM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	01/08/2025 08:59 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/08/2025 08:59 PM	College Approval
Revision Requested	Hilty,Michael	01/22/2025 03:33 PM	ASCCAO Approval
Submitted	Hanlin,Deborah Kay	02/05/2025 01:01 PM	Submitted for Approval
Pending Approval	Blackburn,Mollie Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/05/2025 01:01 PM	Unit Approval



The College of Arts and Sciences
ASC Curriculum and Assessment Services

4 February 2025

Dear Micheal Hilty and Subcommittee Members,

Thank you for your feedback on my proposal for ASC 2798.03. I have revised the syllabus as you suggested and submitted last year's course syllabus for reference.

In revising the syllabus to meet the requirements of a GEN Foundation: Historical and Cultural Studies course, I used backward design to reframe the course content entirely to support the ELOS for cultural studies:

- integrated readings throughout the course to introduce students to foundational cultural studies approaches and to significant British cultural expressions (material, visual, textual) and phenomena (identities, politics, religion, language, class, diversity);
- focused lecture topics to support students' analyses of influences on British perceptions, beliefs, and behaviors through a cultural studies lens;
- developed class discussion topics to provide students opportunities to apply cultural studies approaches to analyzing and interpreting British forms of thought, culture, ideas, and expression observed during the field experiences; and
- revised course assignments to assess students' skills in describing, analyzing, and interpreting British cultural expressions and phenomena.

Reviewing the 2024 course syllabus will make apparent the intentional revisions I have made to ground the course content in cultural studies and lessen its focus on history and political institutions.

I greatly appreciate your consideration of this submission. Please let me know if you have further questions or need additional information.

Sincerely,

E. Leigh Bonds

E. Leigh Bonds, PhD
Associate Professor
Digital Humanities Librarian
490 18th Avenue Library
bonds.19@osu.edu
614-292-0849 Phone

Introduction to the Cultures of Great Britain

ARTSSCI 2798.03, ASC Global Education Course, May 2025

GEN Foundations: Cultural Studies

Lecture and Experiential Learning, Contact Hours: ~24/week

Instructors

Professor Leigh Bonds, bonds.19@osu.edu, 440.724.4186

Professor Jennifer Schnabel, schnabel.23@osu.edu, 215.300.7043

Goal

Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

GE Expected Learning Outcomes

Throughout the course, students will develop the skills and knowledge to:

- 1.1. Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
- 1.2. Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
- 1.3. Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events, or ideas that influence human perceptions, beliefs, and behaviors.
- 1.4. Evaluate social and ethical implications in cultural studies.

The course will satisfy the stated Expected Learning Outcomes through lecture, class discussions, field experiences to museums and sites of cultural significance, and assignments.

Course Description

This interdisciplinary, experiential learning course introduces students to the rich multicultural heritage of Great Britain. The foundational learning in class about cultural studies, ideas, periods, events, and representations will complement field experiences at museums and other sites of cultural and historical interest. Students will learn to think critically about the cultural relevance of artifacts, traditions, and places as a reflection of the country, its people, and its social and political constructs. In addition, they will learn to think critically about the institutions that preserve and present cultural memory. Throughout, students will identify similarities, differences, and interconnections between Britain and the United States, and reflect on what British cultures and values teach them about the United States and its position in the world. Individual and collaborative assignments are designed to provide students with opportunities to explore and document their critical engagement, observations, and reflections.

Class sessions are held Monday-Wednesday from 10:00-12:00 with afternoon field experiences in London typically scheduled from 1:00 to 4:00. On Thursdays, field experiences outside of London are scheduled for the full day.

Course Materials

Readings from *Introducing Cultural Studies* (Longhurst et al., 2016), *Routledge Handbook of Leisure Studies* (Blackshaw, 2013), *Oxford Dictionary of National Biography*, and multimedia sources are linked in this syllabus. Readings from *British Cultural Identities* (Storey and Childs, eds., 2002), *The Making of English Popular Culture* (Storey, 2016), and *Watching the English* (Fox, 2014) will be provided. If students prefer not to bring their laptops or iPads to class, then they should prepare notes to access during class either on their phones or on paper for class discussion.

Assignments and Grading Information

Visual Culture Presentation, 15%

Working in groups (randomly drawn), students will be assigned a period in the Tate Museum's "Historic and Early Modern British Art" display to examine. Groups will select one artwork that represents their assigned period and prepare a 10-minute presentation for the class about how the particular artwork serves as a touchstone of that moment in time. Assessed by rubric.

Field Experience Preview & Blog Post, 20%

Each student will be assigned a field experience (randomly drawn). Before the field experience, they will provide the class with a preview (5-minute maximum), detailing the significance of the cultural institution or site with one or two examples. Afterwards, they will write a reflective blog post (750-word minimum with images) on the cultural significance of the institution or site and specific artifacts or activities. Preview assessed by completion; blog post assessed by rubric.

Neighborhood Walking Tour, 15%

Working in groups (self-selected), students will be assigned a London neighborhood to research and explore. Groups will develop a 10-minute walking tour to present in class, highlighting the neighborhood's history and cultural identity, including specific signs and sites of cultural significance. Assessed by rubric.

Cultural Sign Blog Post, 20%

Students will select one or more cultural sign(s) (e.g. artifact, figure, icon, or site) representative of a period, event, or idea. Each will research and write a blog post (1000-word minimum with images) about their selected sign(s), drawing on primary and secondary sources to critically analyze and evaluate its significance and its connections with the critical concepts addressed in the course (e.g. cultural identities, politics, religion, language, class, diversity, beliefs, behavior, etc.). Assessed by rubric.

Fun Facts, 10%

En route to London (British Etiquette) and to three Thursday field experiences (Knole, Brighton, and Bath), students will share a fun fact (and its source) in Carmen. Assessed by completion.

Participation, 20%

Preparation before and active engagement during class and field experiences are expected.

Grading Scale

A	100% to 93%
A-	<93% to 90%
B+	<90% to 87%
B	<87% to 83%
B-	<83% to 80%
C+	<80% to 77%
C	<77% to 73%
C-	<73% to 70%
D+	<70% to 67%
D	<67% to 60%
E	<60% to 0%

Course Policies

Attendance

Students are expected to attend all class sessions, field experiences, and day trips. In the event that extenuating circumstances prevent a student from attending as expected, hybrid accommodations (if available) or alternative assignments will be provided to ensure the student meets the Expected Learning Outcomes.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-487 \[B\]](#)). For additional information, see the [Code of Student Conduct](#).

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily

activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614.292.5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614.292.5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline. In addition, Arcadia University will provide information about local resources available to you in London.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit odi.osu.edu or cbsc.osu.edu.)

Generative AI Use



Given the experiential learning focus of this course, the expected genuine engagement with the course topics and field experiences in assignments precludes the use of generative artificial intelligence (GenAI) tools. Any use of GenAI tools for assignments in this class to generate writing, presentations, or images may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

If you feel you need to use GenAI for translation, please contact me first. If you have any other questions regarding this course policy, please contact me.

Course Schedule

Session 1 Introduction to Cultural Studies

Preparation

- 1.0 Culture and Cultural Studies, [Introducing Cultural Studies](#), pp. 3-31
- 5.0 Researching Culture, [Introducing Cultural Studies](#), pp. 165-187

Class Session

- Lecture: Cultural Studies & Researching Cultures
- Discussion: What opportunities does study abroad afford for Cultural Studies?

Field Experience: [British Museum](#)

- What did you learn about early British cultures from the objects on display in the British Museum—specifically in Britain and Europe 800BC-AD 43, Roman Britain, and Sutton Hoo and Europe AD 300-1100 displaysee?

Session 2 Cultural Identities

Preparation

- 6.7 Performing Identities, [Introducing Cultural Studies](#), pp. 221-225
- 6.8 Living in a Material World, [Introducing Cultural Studies](#), pp. 225-230

Class Session

- Discussion: What is the role of cultural institutions in the preservation and presentation of culture? How are early British cultures are presented in the British Museum?
- Lecture: Periods, Moments, and Identities

Field Experience: [National Portrait Gallery](#)

- What do the portraits in the gallery reflect about British histories and cultural identities?

Session 3 Politics, Religion, and Culture

Preparation

- 6.4 National Identity, [Introducing Cultural Studies](#), pp. 202-206
- 7.1 Performing State Power, [Introducing Cultural Studies](#), pp. 261-269
- 10.8 The City as Text, [Introducing Cultural Studies](#), pp. 392-399
- Religion and Heritage, *British Cultural Identities*, Edmund Cusick (pp. 240-254)

Class Session

- Discussion: What signs did you notice in the portraits that signify cultural concepts or ideas?
- Lecture: Political and Religious Influence on British Cultures

Field Experience: [Westminster Abbey](#)

- What signs of culture are present in Westminster Abbey?

Session 4 Knole

Preparation

- [Rise and Fall of the English Stately Home](#)

Field Experience: [Knole](#)

- What cultural histories are represented at Knoke?

Session 5 Visual Culture

Preparation

- 6.3 Landscape Representation, [Introducing Cultural Studies](#), pp. 198-202
- 10.0 Visual Culture, [Introducing Cultural Studies](#), pp. 360-362

Class Session

- Discussion: Thinking about our field experiences last week, what can we learn from visual culture? How do we analyze it? Was there a sign that you found particularly compelling or intriguing?
- Lecture: Visual Cultural & Memory

Field Experience: [Tate Britain](#)

- What can we tell from the cultural signs in art about a historical period and/or a people?

Session 6 Topographies and Hybridity of Culture

Preparation

- 6.0 Topographies of Culture, [Introducing Cultural Studies](#), pp. 191-195
- 6.6 Mobility, Hybridity and Heterogeneity, [Introducing Cultural Studies](#), pp. 212-221

Class Session

- Discussion: As you walked through the Tate, what signs of British culture stood out to you and how did you analyze them?
- Lecture: British Imperialism and Its Cultural Impact

Field Experience: [Greenwich](#), [National Maritime Museum](#), and [Royal Observatory](#)

- How have space, place, and mobility impacted British cultures?

Session 7 Material Culture and Consumption

Preparation

- 4.1 Consumption, [Introducing Cultural Studies](#), pp. 126-138
- Accept No Substitutions! *The Making of English Popular Culture*, Allison Cavanaugh, pp. 90-103

Class Session

- Discussion: What signs of mobility, hybridity, and imperialism did you observe during our visit to Greenwich and in other field experiences?
- Lecture: The Great Exhibition and British Consumer Culture

Field Experience: [Victoria & Albert Museum](#)

- What signs of material culture and consumption are present in the V&A?

Session 8 Brighton

Preparation

- Liminal Seaside? Working-class Tourism in the Nineteenth Century, *The Making of English Popular Culture*, Robert Troschitz, pp. 104-117
- [My Brighton and Hove](#)

Field Experience: [Brighton](#)

- What are Brighton's unique cultures and cultural histories?

Session 9 Linguistic Class Codes

Preparation

- 2.2 Language, Representation, Power and Inequality, [Introducing Cultural Studies](#), pp. 60-69
- Linguistic Class Codes, *Watching the English*, Kate Fox, pp. 101-116

Class Session

- Discussion: What observations about materiality, consumption, space, or place did you make at the V&A or in Brighton?
- Lecture: Linguistic Class Codes
- Assignment: Visual Culture Presentations

Field Experience: Performance of a Shakespeare play at [The Globe](#)

- Who was the intended contemporary audience for performances of Shakespeare's plays: highbrow or lowbrow? What is the view today?

Session 10 Cultural Economy

Preparation

- Shakespeare, [Oxford Dictionary of National Biography](#) (ODNB)
- Jane Austen, [Oxford Dictionary of National Biography](#) (ODNB)
- Charles Dickens, [Oxford Dictionary of National Biography](#) (ODNB)
- Agatha Christie, [Oxford Dictionary of National Biography](#) (ODNB)
- Shocking Readers: The Genres of Victorian Popular Fiction, the Classes and the Book Market, *The Making of English Popular Culture*, Ralf Schneider, pp. 118-130

Class Session

- Discussion: Who do you consider British cultural icons?
- Lecture: Literary Icons & Legacies

Field Experience: [British Library](#)

- What is the British Library's role in preserving and presenting Britain's cultural economy?

Session 11 Class and Culture

Preparation

- Class and the Invention of Tradition, *The Making of English Popular Culture*, John Storey pp. 197-212
- [Everything You Wanted to Know About Regency London, the High-Society Setting of "Bridgerton,"](#) Valentina Valentini
- [Inside "The Season": Regency London's most glamorous time of the year as depicted in Bridgerton,](#) Tatler, Annabel Sampson

Class Session

- Discussion: What is the relationship between class and culture? Has this changed over time?
- Lecture: Class and Culture

Field Experience: Neighborhood Walking Tours

- What can you learn from exploring London neighborhoods about its class histories and cultures?

Session 12 Bath

Preparation

- [The Roman Baths](#)
- [The Pump Room](#)
- [The City of Bath](#)

Field Experience: [Bath](#)

- What are Bath's unique cultures and cultural histories?

Session 13 Leisure Culture

Preparation

- The Making of Modern Leisure: The British Experience c.1850 to c.1960, [Routledge Handbook of Leisure Studies](#), Dave Russell (pp. 15-25)
- 'But It's More Than a Game. It's an Institution.' Cricket, Class and Victorian Britain's Imperial Englishness, *The Making of English Popular Culture*, Clarie Westall (pp. 32-46)

Class Session

- Discussion: Based on your observations, how does leisure differ between Britain and the US?
- Lecture: Leisure Culture

Field Experience: [Lord's Cricket Grounds](#)

- What is the cultural significance of the game of cricket?

Session 14 War, Memory, and Cultural Identity

Preparation

- [How Did WW1 Start? | Causes of the First World War](#), Imperial War Museums
- [Did WW1 Really Promote Women's Rights?](#), Imperial War Museums
- [Life in the Trenches WW1 | Trench Warfare Explained](#), Imperial War Museums
- [The Christmas Truce | What really happened in the trenches in 1914?](#), Imperial War Museums
- [London Blitz](#), British Pathé
- [Battle of Dunkirk](#), War Archives
- [Our Stories: The Battle of Britain, Roland Beamont](#), Imperial War Museums
- [Our Stories: The Battle of Britain, Edith Kup](#), Imperial War Museums
- [The Poppy | The History of Remembrance Day Poppies](#), Imperial War Museums
- [Clothes Rationing in Britain: Make Do and Mend](#), Imperial War Museums
- [On the Ration](#), British Pathé
- [Dig for Victory](#), Imperial War Museums

Field Experience: [Imperial War Museum](#)

- How did the two world wars impact British cultures?

Class Session

- Discussion: What observations have you made about the impact of the two world wars on British cultures?
- Lecture: Impacts of War on Cultural Memory and Identity

Session 15 Cultural Diversity

Preparation

- [United Kingdom Migration History](#), Melissa Siegel
- [Pathé Reporter Meets WINDRUSH Passengers](#), Windrush Anchor Foundation
- [Voices of Preston's Windrush Generation](#), Alan Rice & Jack Hepworth
- [Windrush Generation and Still We Rise](#), Westminster City Council

Class Session

- Discussion: What observations have you made about the impact of mobility, hybridity, and imperialism on British cultures across time during field experiences?
- Lecture: Britain's Cultural Diversity
- Assignment: Neighborhood Walking Tour Presentations

Field Experience: [Brick Lane](#) and the East End

- How does the area's history exemplify London's cultural diversity?

Session 16 Observing Signs of Culture

Field Experience: Hampstead Heath & [Kenwood House](#)

- Discussion: Share a sign of culture that you observed either on Hampstead Heath or Kenwood House and how you interpret it.

Introduction to the History, Politics, and Culture of Great Britain

ARTSCI 2798.03, GE Education Abroad Course

May 2024

Instructors

Professor Chris Highley (Dept. of English) (highley.1@osu.edu)

Professor Leigh Bonds (University Libraries) (bonds.19@osu.edu)

Goal

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Learning Outcomes

- Students recognize and describe similarities, differences, and interconnections between Britain and the U.S. through analysis of course materials, participation in class discussions, quizzes, and three multi-media exercises.
- Students function effectively outside the United States by living and studying in Britain and by travelling independently both to and from and within Britain.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Britain through discussions, multi-media exercises, and a reflective essay.
- Students will gain a foundational knowledge of British history, politics, and culture.
- Students will develop critical thinking skills by analyzing course materials and field experiences.
- Students will practice communications skills through blog posts, class discussions, reflective essay, and the collective sharing of their overseas experiences.
- Students will develop research and collaboration skills through group assignments.

Course Description

This interdisciplinary course introduces students to the History, Politics, and Culture of Great Britain. This particular iteration of the course will examine certain core British institutions, traditions, and problems through various media, including literature and art. Students will become familiar with the broad sweep of English/British history, the development of England's/Britain's political institutions, and the nation's rich cultural heritage. Among other topics, students will explore the relationship between England and the other countries that make up the British Isles; they will study the impact of two world wars on the British people and reflect upon the nation's imperial past and current position within Europe; and they will examine key aspects of English/British culture like the education system, sport, and the performing arts. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what English/British traditions and values can teach them about the United States and its position in the world.

Class sessions on Monday-Wednesday will be from 10:00-12:00 with afternoon field visits and excursions from approximately 1:00-4:00. On Thursdays, excursions will be as scheduled for the full day.

Readings and Viewings

Most of our readings and viewings will be linked in this syllabus. If you don't want to bring your laptop or iPad to class, then please have notes that you can access during class either on your phone or on paper for class discussion. We will project the images in class that we ask you to examine.

You will need to buy a cheap paperback copy of Shakespeare's *Richard III*. The Folger and Penguin editions are good choices. The Folger edition online is free (but has no notes). You must read the original play and not just watch a movie version. Also don't waste your time reading a "No Fear Shakespeare" or similar perversions of the play!

Assessment and Grade Weights

Blog posts x 2 (1 individual and 1 group) – 20%: Individual blog posts (350-500 words with images) focused on the writer's experience of an afternoon excursion or day trip (randomly drawn), due by 5 June; group blog post (500 words with images) reporting on the explorations of a London museum or gallery we are not visiting together during the course, due by 5 June.

Reflective essay – 20%: Pick an artifact (building, painting, statue, poem), person, or site that you have encountered this May and that especially interests you. Write an essay on your topic that connects some of the themes we have discussed this term (e.g., social class (including royalty), race and national identity, gender relations, empire and imperialism. Develop an argument about the significance of your topic. (1000 words min.) Due by 5 June.

Google it! activities x 3 (individual/pair) – 15%: Brief research assignments on a variety of topics completed in class.

Quizzes x 8 – 20% Unannounced quizzes will be given orally at the beginning of class. Quizzes will cover everything you have studied and encountered both in and out of class since the last quiz. You may, for example, get a question about something important one of our tour guides has said.

Group presentations x 2 – 15%: Brief, 10-minute presentations on assigned topics.

Participation – 10%: Participation and engagement is expected in and out of class, as well as your punctuality for, and attention at, all excursions, events, etc.

Course Policies

Accommodations: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as

possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> If you have concerns related to a disability or condition that has not been certified by ODS but that may have an affect on your coursework and ability to participate, please let me know privately so that we can be prepared should any issues arise.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Group Expectations: At orientation, students will determine expectations for the group and abide by them during the course.

Course Schedule

	Topic	Preparation	Assignments
Tue, 7 May	Orientation <i>Highley & Bonds</i>	<ul style="list-style-type: none"> • <i>Watching the English</i>, "Introduction" WTE.Introduction.PDF • Very British Problems • English Heritage's Women in History (optional) • Museum of London's Votes for Women (optional) 	
Wed, 8 May	London History: House, District, City, Empire <i>Highley</i>	<ul style="list-style-type: none"> • Layers of London. <p>Using this site: Click 'Explore the Map' (top right), then the 'overlays' icon (top left). Pick a map and click 'use this overlay' (on right). Click 'hide pins' (on right). Zoom in on map.</p> <p>What did you learn about London from this map? Could you find Southampton Place, Holborn (if it even exists on your map)? Make sure to read any explanatory text and links in the left-hand panel. You might want to look at several maps before choosing one you can talk about in class.</p> <ul style="list-style-type: none"> • Map of the British Empire, 1887 Study this map of the British Empire at its height. What kinds of statement is it making about British identity and values, etc.? • History of Britain in 20 minutes 	<p>Individual Blog Post Assignment</p> <p>Individual blog posts (350-500 words with images) focused on the writer's experience of an afternoon excursion or day trip (randomly drawn), due one week after assigned excursion</p>
Thu, 9 May	Roman and Georgian England	<ul style="list-style-type: none"> • The Roman Baths • The Pump Room • The City of Bath 	<p>Google it! (en route)</p> <p>Each individual will find a "rule" of British etiquette and/or manners to share in the GroupMe.</p>

Mon, 13 May	Monarchy, Religion, and the Tower <i>Highley</i>	<ul style="list-style-type: none"> • Kings and Queens: A Family Tree • Queen Elizabeth coronation 	Group Presentation #1 Assignment Tate Britain's " Historic and Early Modern British Art " is divided by period. Each group of 3 (randomly selected) will be assigned a period gallery and will select an artwork from it that they find especially interesting in terms of its cultural context: <ul style="list-style-type: none"> ○ 1545-1640 ○ 1640-1720 ○ 1720-1760 ○ 1760-1830 ○ 1815-1905 ○ 1910-1940 Each group will then prepare a short 5 min presentation, showing their artwork and explaining what it tells us about the period.
Tue, 14 May	18 th & 19 th Century <i>Bonds</i>	<ul style="list-style-type: none"> • Mary Robinson as "Portia," "St. James Street on the Eighteen of January, 1795" (p. 3) MorningPost.1795-01-21.pdf • Mary Robinson as "Portia," "January 1795" (p. 3) MorningPost.1795-01-29.pdf • "Was Life in Victorian Britain Actually That Bad?" Life In Victorian Times Absolute History • Rudyard Kipling, "The Widow at Windsor" 	
Wed, 15 May	Greenwich & the Thames		
Thu, 16 May	Brighton	<ul style="list-style-type: none"> • History of Brighton • English Heritage's LGBTQ+ History • Museum of London's London's LGBTQ+ History 	
Mon, 20 May	Sport, Empire, and Class	<ul style="list-style-type: none"> • A Cultural History of the British Empire (Ch.3 section on cricket) 	

	<i>Highley</i>	<ul style="list-style-type: none"> • Sir Henry Newbolt, "Vital Lampada" ('Play up! play up! and play the game!') • Cricket, Explained 	
Tue, 21 May	The Great Exhibition and Home & Gardens <i>Bonds</i>	<ul style="list-style-type: none"> • The Great Exhibition • <i>Watching the English</i> "Home Rules" WTE.HomeRules.pdf 	Group Blog Post Assignment Groups (self-selected) will select a London museum, gallery, or archives we are not visiting together during the course and write a blog post (500 words with images) reporting on their exploration of it. Due by 5 June.
Wed, 22 May	Education <i>Bonds</i>	<ul style="list-style-type: none"> • <i>Watching the English</i> "Linguistic Class Codes" WTE.LinguisticClassCodes.pdf 	Group Presentation #1 due Group Presentation #2 Assignment Each group of 3 (self-selected) will be randomly assigned a London neighborhood to research and prepare a short 5 min presentation, explaining what characterizes that community, its people, its culture.
Thu, 23 May	Oxford	<ul style="list-style-type: none"> • Review history of Oxford and Ashmolean Museum 	Google it! (en route) Pair will find three fun or interesting facts about Oxford University or the Bodleian Library to share in GroupMe.
Mon, 27 May	Britain, War, and the Homefront <i>Highley & Bonds</i>	WWI <ul style="list-style-type: none"> • Wilfred Owen, "Dulce et Decorum Est" • Laurence Binyon, "For the Fallen" WWII <ul style="list-style-type: none"> • Winston Churchill, 'Finest Hour' speech, June 18, 1940 Women at War <ul style="list-style-type: none"> • Did WW1 really promote women's rights? Homefront	

		<ul style="list-style-type: none"> • Make Do and Mend Clothes Rationing in Britain: Make Do and Mend Archive Film Favourites • Mrs. Sew and Sew Mrs Sew & Sew (1944) • On the Ration On the Ration British Pathé • Dig for Victory Dig for Victory 	
Tue, 28 May	Shakespeare's London <i>Highley</i>	<ul style="list-style-type: none"> • Richard III (make sure you have read the play) 	
Wed, 29 May	Museums and Libraries <i>Bonds</i>	<ul style="list-style-type: none"> • British Museum, “Contested Objects from the Collection” • NYT, “A Scandal and Its Fallout Compound the British Museum’s Woes” • BBC, “British Library starts restoring services online after hack” • BBC, “Why some cyber-attacks hit harder than others” 	
Thu, 30 May	Multicultural London <i>Highley & Bonds</i>	<ul style="list-style-type: none"> • United Kingdom Migration History • “Voices of Preston’s Windrush Generation” • “Windrush Generation and Still We Rise” 	Group Presentation #2 due
Fri, 31 May	Hampstead Heath and Kenwood House		<p>Google it! Pair will share three interesting bits of information about Hampstead Heath and/or Kenwood House during our outing.</p>

Excursion Itinerary

	Excursion	Student Leader	Tentative Schedule
Tue, 7 May	Highgate	NA	2:30 PM. Walking tour of Highgate (PEH Front Entrance)
Wed, 8 May	British Museum	Edwin	1:15 PM. Walk to British Museum 2:00-4:00 PM. Tour of British Museum with Dan Wheatly
Thu, 9 May	Bath	Tea: Sylvia Roman Baths: Taryn Walking Tour: Maeve	9:00 AM. Meet at Paddington Station. 12:00-1:30 PM. Tea in The Pump Room 1:45-2:00 PM. Self-guided tour of Roman Baths 4:00-5:30 PM. Walking tour of Bath OPEN RETURN (Recommended departure 7:13) – group of 3
Mon, 13 May	Tate Britain	Kaitlyn	1:15 PM. Depart for Tate Britain 1:45-? PM. Explore Tate Britain
Tue, 14 May	Tower of London	Stevie	1:00 PM. Depart for Tower of London. 1:30-4:00 PM. Tour of Tower of London with Jackie Slater.
Wed, 15 May	Greenwich	Autumn	9:30-11:30. Tour of Greenwich with Morgan Daniels. 1:00-1:45 PM. Boat from Greenwich to Westminster Pier. 2:00-4:00 PM. Walk around Westminster.
Thu, 16 May	Brighton	Chloe	9:30 AM. Meet at Blackfriars Station. 11:45-1:15 PM. Brighton walking tour with Julian Clapp 2:00-3:30 PM. Brighton Museum. OPEN RETURN – group of 3
Mon, 20 May	Lord's Cricket Grounds	Ava	1:15 PM. Depart for Lord's Cricket. 2:00-3:00 PM. Cricket induction 3:00-4:00 PM. Tour of Lord's Cricket Grounds
Tue, 21 May	Victoria & Albert Museum	Sofi	1:00 PM. Depart for Victoria & Albert Museum 2:00-4:00 PM. Tour of Victoria & Albert Museum
Wed, 22 May	Museum, Gallery, or Archives	NA	12:00-4:00 PM. Group exploration of Museum, Gallery, or Archives
Thu, 23 May	Oxford	Annalise	9:00 AM. Meet in Paddington Station 11:00-1:00 PM. Walking Tour of Oxford 2:10-3:10 PM. Christ Church Self-Guided Tour 3:20-4:00 PM. Bodleian Library Tour

			OPEN RETURN
Mon, 27 May	Imperial War Museum & The Mousetrap	Imperial War Museum: Kylie The Mousetrap: Heather	10:00-12:00 AM. Explore Imperial War Museum. 12:00-1:00 PM. Class in the Park. 7:00 PM. Meet at St. Martin's Theatre.
Tue, 28 May	Walking Shakespeare's London, Crossbones Graveyard, and The Globe Theatre	Shakespeare Walking Tour: Claire L. The Globe: Claire K.	10:00-12:00 PM. Shakespeare Walking Tour. 1:30 PM. Meet at The Globe. 2:00-5:00 PM. <i>Richard III.</i>
Wed, 29 May	British Library	Della	1:00 PM. Depart for British Library 2:00-3:30 PM & 2:15-3:45. Tour of British Library. 3:45 PM & 4:00 PM. "Beyond the Bassline: 500 Years of Black British Music" (Special Exhibit)
Thu, 30 May	Brick Lane Walking Tour	Grace	1:15 PM. Depart for Brick Lane 2:00-4:00 PM. Walking Tour of Brick Lane with Morgan Daniels
Fri, 31 May	Hampstead Heath and Kenwood House	Lucy	10:00-1:00 PM. Walking Tour of Hampstead Heath & Picnic 1:00 PM. Kenwood House

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.