



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
History of British Culture / Didžiosios Britanijos kultūros istorija	

Academic staff	Core academic unit(s)
Coordinating: Hannah Shipman-Gricienė Other:	Faculty of Philology Institute of Foreign Languages

Study cycle	Type of the course unit
First cycle	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures and seminars	Semester 5	English

Requisites	
Prerequisites: Contemporary English Language (I/V-IV/V)	Co-requisites (if relevant): –

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5 credits	133	32	101

Purpose of the course unit

To develop:
general competences: analytical critical thinking; independent work and time management; intercultural communication and teamwork;
subject competences: understanding of cultural specifics and knowledge of the culture of English-speaking countries; knowledge of English literature.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able: to assess the peculiarities of the English language as indicators of sociocultural realities; to perceive human behaviour and self-expression as a result of cultural, geographical, and social context; to realise the influence of social variables of age, gender, social status, class, and living place upon people's speech and behaviour; to interpret the conventional behaviour in of the people of the target cultures of England, Scotland, and Wales (Great Britain) and to understand cultural connotations in the English language; to gather and synthesise information about the target culture from various resources and apply it during assignments.	Active learning methods: interactive lectures, including brainstorming, group discussions, individual presentations, home reading, project work, creating revision materials, discussion of academic articles and portrayals of culture in the mass media, compiling a bank of written materials,	Written examination: (open-ended and closed written essay-based tasks) Individual presentation Home reading task, preparing questions, and chairing a discussion on the seminar topic Written assignment

Content	Contact hours	Individual work: time and assignments

<p>L = Lecture S = Seminar (the topics for discussion may change according to the needs and interests of the students)</p>	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
<p>1L. Introductions: aims, assessment/evaluation, reading lists, requirements and expectations. Allocate topics for Presentations and Home Reading Chair People</p> <p>Overview of History, Geography — physical & human Terminology: A brief overview of history until 1066 GB, UK, The Commonwealth, Empire, The British Isles, Labelling a map — basic geography (islands, rivers, cities) Identifying symbols of the 4 nations. The concept of “an island nation”. Problems: regions, coastal erosion, flooding The Shipping Forecast Explorers – Empire (The Livingstones, Sir Francis Drake, Nelson) The North/South divide Human geography and demographics (census data)</p>	2						2	6	<p>Prepare for the seminar: 1) O’Driscoll on Geography and History (Britain for Learners of English) 2) Banknote task 3) Terminology task 4) Map labelling task</p>
<p>2. Seminar 1</p> <p>Overview of historical events (cont.)</p> <p>Geography — physical & human Terminology:</p> <ul style="list-style-type: none"> • Terminology Task • Labelling a map with key cities and other geographical features • Discussion about the concept of “an island nation”. • The Shipping Forecast • HR Task on History • Bank note task 			2				2	12	<p>Prepare for the individual presentation</p>
<p>3. L2. ‘Britishness’ and the three individual countries of England, Scotland, and Wales</p> <p>The North/South divide, British society and identity, ethnic minorities, the class system. Unity and tensions – multiculturalism. What are British values / what does it mean to be British? The difficulty of defining “Britishness”. Brexit. Features of each region (language, politics, education, law, etc.) England: the North/South divide, London, Yorkshire, diversity, British Asians, Caribbean Scotland: highlands/lowlands, languages, education</p>	2						2	6	<p>Prepare for the seminar: articles on Britishness, England, Scotland, Wales, etc.</p> <p>Read newspaper articles from various viewpoints on attempts to define Britishness. Come ready to discuss the points raised.</p>

Wales: coal mining, language and education, citizenship									
4. 2S. Discussion on Britishness: insights on home reading Video samples on regions Continuation of the lecture themes. Addressing students' questions Quiz - what is each region famous for?			2				2	6	Prepare for Chairing a discussion related to the home reading task allocated to you
5. L3. Language, culture, and identity. The Class System The main dialects and accents (Scouse, Geordie, Yorkshire, RP, Glaswegian, Cockney, Multicultural London English, Brummie). Linguistic Class Codes (Kate Fox).	2						2	6	Read Kate Fox on Linguistic Class Codes, articles on accent bias in Britain, and the Class System. Take the modern class system questionnaire
6. S3 Discussion of the chapter from Kate Fox's 'Watching the English' and articles on accent bias and class New non-U words			2				2	1	Listen to more samples on the British Library's language mapping project page
7. L4. Attitudes, values, self-perception, Empire, Britain's place in a post-Brexit world Wider beliefs and so-called British values: tolerance, morality, fair play, Poet Laureate (Betjeman poem), attitudes towards tradition v individualism (The State Opening of Parliament / The Trooping of the Colour). Empire and its legacy (Jeremy Paxman, Niall Ferguson, William Dalrymple, Shashi Tharoor, etc.)	2						2	6	Read newspaper articles on the British Empire, dealing with a colonial past – statues (slavery). Read O'Driscoll on Values or International Relations. Listen to the 'Empire' podcast.
8. S4 Discussion: How should Britain deal with its colonial past and the legacy of Empire? Video of Jeremy Paxman on Empire			2				2		
9. L5. Housing and The Welfare State Post-war reforms, healthcare, social services, the welfare state, housing, analysis of the debate about the media portrayal of those on benefits, The NHS, pensions and welfare, household and demographic structures, attitudes to the social services.	2						2	6	Read about the Welfare State from 'British Civilization' (John Oakland) Read O'Driscoll on Housing
10. S5 Types of housing 'James Turner Street' - reaction and debate on Channel 4's 'Benefits Street' Renovate or knock down? Discussion on media portrayals of the welfare state			2				2	6	Read O'Driscoll on The Media
11. L6. The media, newspapers, film/cinema, TV, music, poetry, art National heroes, types of newspaper, censorship, classic British TV programmes, British films, journalism. The Last Night of the Proms, patriotic songs – an English national anthem?, choral, classical, Gilbert & Sullivan, Lloyd Webber & Rice, folk, rock, Britpop, electronica, etc.	2						2	6	Prepare your 'Desert Island Discs': pick your top 8 British songs, 1 novel, 1 British luxury Pick from: Listen to BBC Podcasts to review Review a film Watch British TV Watch Last Night of the Proms

12. S6 Discussion on Last Night of the Proms Listen and discuss the students' reviews and recommendations on podcasts, films, TV, etc. Discuss the impact of the British media. Further input on art or poetry according to the students' interests			2				2	6	Read feature article about Eton in the National Geographic magazine
13. L7. Education and schooling The education System in England & Wales. The History of Schooling. State funded v. Public Schools. Independent Academies. Debate about grammar schools v. comprehensives. School organisation and examinations. Further & Higher Education. Adult education. The issue of the quality of contemporary British state schools.	2						2	6	Read about the debate on Grammar Schools Watch video depictions of the education system in popular culture (Catherine Tate, Little Britain) Read Oakland on Education
14. S7 Education discussion: What is the fairest system of education? Should schools be selective? Should schools teach citizenship? Politics? How much parental choice should there be? Should businesses get involved in education (Academies)? What should be on the National Curriculum? Is it good to have different Exam Boards? Should there be separate faith schools in a multicultural country?			2				2	6	Read the O'Driscoll chapters on: Festivals and Food 12 Complete the written assignment task
15. L8. The Cultural Year: an overview of cultural life in modern Britain. The sporting calendar, cricket, tennis, athletics, football, rugby, rowing, etc. / Classic and contemporary art, class and contemporary theatre: writers and plays, literary and theatre festivals. / Holidays, national holidays, festivals, food / Major historical dates and their significance, famous festivals, food, etc.	2						2	6	Read O'Driscoll on Sport and Art
16. S8. The cultural year & revision Home reading			2				2	4	Revision activities (Quizlet, Mentimeter and online tools)
Total	16		16				32	101	

Assessment strategy	Weight %	Deadline	Assessment criteria
Continuous Assessment (60%)			
WRITTEN ASSESSMENT An individual writing task with a choice of topic. The student should choose an area of interest or one that has not been explored on the course (i.e., theatre, film, politics) or during seminars. The student should suggest a concrete title, which should be approved in advance. The aim is further individual exploration of an aspect of British culture and to present this to a specified	15%	Mid-late November	Further details of the specific marking criteria will be outlined during seminars: 1. Content (accuracy, originality) / 5 2. Presentation /5 3. Language: Accuracy of Grammar, Vocab/ 5

audience (academic, the general reader). The assignment should demonstrate familiarity with the topic, present the student's unique stance in relation to the topic, and demonstrate evidence of home reading and research.			
PRESENTATION (INFOGRAPHIC) Make a presentation based on an Infographic / visual-rich (minimal text) depiction of a particular aspect of British Culture. Each speaker should make their presentation and then address questions from the audience. Each presenter should ask the audience for their reaction to initiate a discussion on the material presented by asking 2-3 questions to explore the presentation themes.	20%	During the seminars throughout the semester according to the schedule agreed at the beginning of the semester	Infographic Presentation 1. Quality and content: Information /5 2. Visual Depiction: Clearly, attractively and concisely presented /5 3. Accuracy and fluency of language /5 Interactive Q&A (audience — presenter / small group discussion) 4. Handling audience questions. Chairing the discussion: involving everyone, quality of Qs and discussion /5
HOME READING AND DISCUSSION Home reading and participation in class discussions. Act as Chair for part of the discussion.	20% 5%	During the seminars throughout the semester according to the agreed schedule	Leading a group discussion on a home reading topic Content and accuracy of questions for discussion /10 The Chair should be sensitive to the needs of the group, and time management • [Evidence of home reading • Active participation in all Seminars and Lectures • Deadlines consistently met]
N.B. If an extension has not been agreed in advance, a late penalty will be applied. Students who do not achieve pass (5) grades for each task have not fulfilled the course requirements and will only be allowed to sit the exam at the discretion of the lecturer.			
Written Examination (40%)			
Written exam	40%	During the exam session	Part 1: [10 - 20 Qs] Defining terminology, factual info, events — short answers and/or matching, or multiple choice • 1 point per short answer (gaps or definitions in note form) • 0.5 points per multi-choice item 20 points Part 2: Write an essay on a choice of topics from the course themes 20 points Total: 40 points

The following mark scale will be used for all tasks:

Mark Percentage

10 (excellent) 100–93

9 (very good) 92–85

8 (good) 84–77

7 (highly satisfactory) 76–69

6 (satisfactory) 68–60

5 (sufficient) 59–51

4-1 (insufficient – does not fulfil the course requirements) <50%

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
O'Driscoll J.	2009	Britain for Learners of English (Student Book and Work Book)		Oxford: OUP
Recommended reading				
Christopher, D.	2004	British Culture		London: Taylor & Francis
Childs P., Storry M. (eds.)	1999	Encyclopedia of Contemporary British Culture		London and New York: Routledge
Fox K.	2014 or later	Watching the English		Hodder and Stoughton Ltd.
Higgins M., Smith, C. J. Storey (eds.)	2010	The Cambridge Companion to Modern British Culture.		Cambridge: Cambridge University Press
McDowal D.	2001	Britain in Close-Up		Oxford: Pearson Education Limited
Oakland, J.	2019	British Civilization		London: Taylor & Francis
Extended reading list				
<p>BOYLE, D. (2015) <i>How to be English</i>, United Kingdom: Square Peg.</p> <p>BRYSON, B. (1991) <i>The mother tongue: English and how it got that way</i>, New York: HarperCollins Publishers.</p> <p>BRYSON, B. (2001) <i>Troublesome words: [dictionary: Words and phrases: Thesaurus: Dangling modifiers: Abbreviations]</i>, United Kingdom: Viking.</p> <p>BRYSON, B. (2009) <i>The complete notes; notes from a small island</i>, Black Swan.</p> <p>BRYSON, B. (2010) <i>Icons of England</i>, London: Black Swan.</p> <p>BRYSON, B. (2015) <i>The road to little Dribbling: More notes from a small island</i>, United Kingdom, Doubleday.</p> <p>BRYSON, B. (2015) <i>Notes from A small island: Journey through Britain</i>, United Kingdom: Black Swan.</p> <p>DENNIS, H. (2014) <i>Britty Britty bang bang: One man's attempt to understand his country</i>, United Kingdom: Headline Book Publishing.</p> <p>ENGEL, M. (2014) <i>Engel's England: Thirty-Nine counties, One capital and One man</i>, United Kingdom: Profile Books.</p> <p>FORD, M. A. & LEGON, P. C. (2005) <i>The how to be British collection Two</i>, United Kingdom: Lee Gone Publications.</p> <p>JENKINS, S. (2011) <i>A Short History of England</i>, United Kingdom: Profile Books</p> <p>LEGON, P. C. & FORD, M. A. (2003) <i>The how to be British collection</i>, United Kingdom: Lee Gone Publications.</p> <p>MACONIE, S. (2008) <i>Pies and prejudice: In search of the north</i>, United Kingdom: Random House UK.</p> <p>MARR, A. (2017) <i>A History of Modern Britain</i>, United Kingdom: Pan</p> <p>MIKES, G. & BENTLEY, N. (1986) <i>How to be a Brit: The classic bestselling guide</i>, New York, NY: Penguin Putnam Trade.</p> <p>MOUNT, H. (2012) <i>How England made the English: From why we drive on the left to why we don't talk to our neighbours</i>, London: Viking.</p> <p>PAXMAN, J. (1999) <i>The English: A portrait of a people</i>, London: Michael Joseph.</p> <p>RUDD, M. (2014) <i>The English: A field guide</i>, United Kingdom: William Collins.</p> <p>THAROOR, S. (2018). <i>Inglorious empire: What the British did to India</i>. Penguin Books Ltd.</p> <p>Recommended listening: William Dalrymple and Anita Anand explore the stories, personalities and events of empire over the course of history in 'Empire' (Goalhanger podcasts): https://www.goalhangerpodcasts.com/empire</p> <p>Also recommended for discussions of modern politics and global affairs from a British perspective: The Rest is Politics with Rory Stewart and Alistair Campbell https://www.goalhangerpodcasts.com/the-rest-is-politics</p>				



. Atnaujinta 2023-10-05