

POLS 361: WAR AND NATIONALISM IN BRITAIN

Summer 2015

May 6 - 17 in the United Kingdom and France
online through Lander Blackboard, May-July 2015

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E-mail is the preferred way to reach me, and I will respond quickly. Students are welcome to leave messages for me on my office phone, but I may not be as quick to return them. I am happy to make appointments to speak with students over the phone.



COURSE DESCRIPTION

This course examines the history and politics of the United Kingdom by focuses upon issues of war and nationalism in modern Britain. The course examines how World War II changes Britain—its domestic society, its place in the world, its relationship to Europe and the United States—as well as how British nationalism has evolved since 1945. Although WW II is the primary conflict to study, the course also look at Britain’s role in the Cold War, Iraq War of 2003-2011, and the global war on terrorism. Each of these conflicts affected British nationalism and the U.K.’s place in world politics.

The course examines the intersection of British politics with global issues, such as trade and immigration, and pays special attention to the globalization of the U.K. through its primary hub, London. With the recent referendum on Scotland’s independence, the course will also examine subnationalism in Britain and draw some parallels to subnationalism in the United States. At the end of the course, students should be able reflect upon practical and theoretical dimensions of globalization and nationalism in political, economic, and cultural dimensions.

This course is connected with a 11 day study tour to England and France, the purpose of which is twofold: (1) to inspire a love and understanding of international travel, and (2) to explore national identity, the impact of World War II on Britain and the world, and modern globalization through many days in one of the most globalized cities on the earth. Both Dr. McMillan and his wife will guide students in considering how national and global identity is formed in modern Britain while reflecting on their own identities as travelers.

The study tour will arrive in London on the scheduled day of the 2015 national election, May 7. Thus, we may be witness to a change in government and a new occupant in 10 Downing Street on day one of our visit. The study tour centers on time in London, but will include visits to some surrounding areas in southern England and a visit to Normandy, France. While in London, students will tour Churchill’s Cabinet War Rooms, the Imperial War Museum, The Tower of London, The British Museum, St. Paul’s Cathedral, and a West End play for historical and contemporary study of both war and nationalism. Students will also experience the global community that now works, plays, and eats in London and be asked to think about how Britain has changed since 1945. Planned trips outside of London include Dover Castle (where materials were stored in the medieval tunnels during WW II) and Bletchley Park (where British code breakers—*primarily women*—worked during WW II to break the Nazi’s plans and set up the modern British intelligence services that worked in cooperation with the Americans during the Cold War). During the final days of the trip, the group will travel to Normandy to see the location of the D-Day invasion on June 6, 1944 and visit the D-Day Museum, national cemeteries, and memorial sites.

During the study tour, students will be asked to engage course topics, such as interviewing at least two persons in the U.K. as part of one of their assignments about national identity and having a specific grave to look up at the American cemetery near Omaha Beach in order to better connect with the WW II, personal sacrifice, and nationalism.

Students will also be asked to incorporate what they learn from different museums and historical sites that we visit into their journals and writing assignments for the course.

Students will meet with Dr. McMillan as a group several times in the spring semester to talk about the details of the study tour, specific course components (such as readings that must be completed prior to departure), and how to pack for this adventure. After returning from Europe, students are expected to use Blackboard to access course materials and complete all assignments through the summer. This will enable students to have completed all assessments for the course prior to the fall 2015 semester and allow them to have 3 hrs. of coursework that they are receiving in fall, but the work has already been completed.

CATALOG DESCRIPTION

Diversity of human experience in politics with focus on politically-oriented issues of interest either globally or in the non-Western world.

RATIONALE FOR THE COURSE

Students may be taking this course for one or more of the following reasons:

- to complete the 3 hour General Education requirement in global issues
- as a course for your major or major in political science
- as a course for the minor in political science or minor in international studies
- as an elective course so you may learn about British and European politics, engage as a citizen, and/or develop your personal orientation toward politics.

COURSE OBJECTIVES

After taking this course, the student will be able to:

- *Describe* the main historical and cultural events that have shaped modern Britain.
- *Apply* an understanding of British politics, nationalism, and modern globalization to interpret what we see and learn on the study tour.
- *Explain* the forces and processes behind nationalism, identity politics, military decision-making, and modern globalization since 1945.
- *Evaluate* how nationalism affects domestic and international politics, such as the changing nature of the United Kingdom's government, the relationship of the U.K. to the European Union, and how national identity has been challenged by globalization.

LANDER UNIVERSITY POLICIES

STUDENTS' CLASSROOM RESPONSIBILITIES:

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the *Lander University Student Handbook*.

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University **Student Wellness Center** at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors.

INCLEMENT WEATHER: I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

TITLE IX STATEMENT: It is the policy of Lander University to prohibit discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex, veteran's status, and genetic information in regard to the administration of all campus programs, services and activities including intercollegiate athletics, the admission of students, employment actions, or other sponsored activities and programs as included in Title VII and Title IX.

Title IX of the Educational Amendments of 1972 addresses sexual harassment, gender based discrimination and sexual violence and assault. This conduct is illegal and prohibited.

For students, report incidents to Randy Bouknight, Vice President of Student Affairs and Deputy Title IX Coordinator at 864.388.8293. Mr. Bouknight's office is located in Room 345 at Grier Student Center or e-mail to rbouknight@lander.edu. You may also contact Cheryl Bell, Deputy Title IX Coordinator for Athletics at 864.388.8530 or cbell@lander.edu. Ms. Bell's office is located in Horne Arena.

Students who wish to file a criminal report should contact LUPD at 864.388.8922 on campus. If the alleged perpetrator is an employee, visitor to campus, vendor, or other non-student, please report the incident to Jeannie McCallum, Title IX Coordinator, by calling 864.388.8053 or e-mailing jmccallum@lander.edu. Her office is located in Human Resources at 511 Willson Street.

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
- Olson, Lynne. 2010. *Citizens of London: The Americans Who Stood With Britain in its Darkest, Finest Hour*. New York: Random House.
- Smith, Helen Zeena. 1993. *Not So Quiet*. New York: The Feminist Press at City University of New York.
- Selected chapters from the following books:
 - Aldrich, Richard J. 2011. *GCHC: The Uncensored Story of Britain's Most Secret Intelligence Agency*. London: Harper Press.

- Krieger, Joel. 2009. “Britain.” In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin.
- Articles from BBC News, *Foreign Affairs*, *The Economist*, and *The New York Times*.
- PowerPoint slides and short essays written by Dr. McMillan.

GRADING

▪ Cooperative Participation in the Study Tour	10%
▪ Travel Journal	20%
▪ Participation in discussions on Blackboard	5%
▪ 2 reports from personal interviews	20%
▪ Research Paper	20%
▪ Reflective Essay/Final Exam	25%

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions presented completely, providing facts and evidence, providing examples, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

▪ A	90-100%	excellent understanding
▪ B	80-89%	good understanding
▪ C	70-79%	satisfactory understanding
▪ D	60-69%	poor understanding
▪ F	below 60%	marginal understanding

ASSIGNMENTS

Completing specific readings and looking over PowerPoint slides before the study tour. Prior to departing from the United States, students will be expected to have looked at Dr. McMillan’s slides explaining important times in British history, how the U.K. government works, and British politics today. They will also be expected to have read certain sections about Britain in the *European Politics in Transition* textbook and to have started reading the Heyck book. If necessary, the instructor will create online quizzes that must be taken before departure.

Cooperative Participation in the study tour is part of your assignment because—just as participation and discussion can be a portion of your grade in a regular course—it is vital that you follow along with the group, attend all required portions of the itinerary, keep up with your belongings, work well with others and be flexible, and enter into good conversations with fellow travelers and locals. Rick Steves, an author, PBS TV host, and expert traveler, says that the cultural and societal differences we observe during our travel and how first-hand experiences bring us a broader perspective on American culture and nationalism. The issues he raises include: comparisons of political systems and norms; capitalist and socialist economies; types of religious worship; attitudes towards hygiene, relationships, sex, and nudity; and attitudes towards alcohol and drugs. Keep your eyes, ears, and minds open for chances to make your own observations on such cultural differences. I both expect you three big things from each of you:

- ***Thing 1: Talk with people.*** Ask about their jobs, the economy, politics, religion, food, and healthcare. Ask what they think of us “Yanks” and try not to get defensive if they say something negative. (Sadly, many people in the world think of us as loud, pushy bullies, and some of us are.) This is your chance not only to counteract unpleasant stereotypes and make connections, but also to gain a broader understanding of what makes Americans “American.” Allow *them* to ask you questions and see what you learn about how *you* describe yourself, your home, your politics, your beliefs, etc. You will learn a lot about political culture and nationalism from these conversations.

- **Thing 2: Deal with inconveniences.** Some of my best travel stories have come from the things that went wrong. My best travel learning has come from seeing how exaggerated our culture's expectations are for comfort. Sometimes it rains...actually if often rains in Britain. Sometimes transportation breaks down. Sometimes the group does not want to do what *you* want to do. That is okay. Most European hotel rooms are smaller and shabbier than what Americans expect. Customer service expectations are much higher in the U.S. than elsewhere in the world. Rather than get frustrated, observe the differences and grow a little.
- **Thing 3: Act like the adult you are.** Do not put yourself or anyone else at risk. Do not go off on your own without telling me and shortening my life with intense stress. And do NOT participate in any illegal activities. Period.

Participation in discussions on the Discussion Board in Blackboard involves students responding to questions posed by the instructor to get students to better describe what they learned on the trip and connect this with course readings. There will be three discussions that students are asked to participate in on Blackboard during June and July.

The **Travel Journal** is your best record of what you experience on the study tour. It will help you remember your daily activities. This is important so that you can (a) catalog all that you saw and learned; (b) tell others about your trip—especially those that may have helped to pay for this!; (c) relate the relevant experiences to the other writing assignments in this course, such as the personal interview reports and the reflective essay/final exam. Therefore, I suggest that you keep a daily log of your activities in NOTE form. Each day, you should write down: (1) the major events of the day; (2) names of people you meet; (3) reminders about interesting, funny, and/or frustrating things that happen. This will enable you to put these thoughts into a reflective journal upon your return.

A reflective journal of 2,000-3,000 words does not need to hash out everything you did each day. You need to spend some time explaining those things that intrigued you and why. These things may happen because of our visits to museums, a feeling in a castle, cathedral, or on a train looking out at the countryside, or a conversation with a fellow traveler or new friend in a pub. If you notice some things related to assigned course readings, be sure to note this!

It is probably best to pick 10 to 12 major experiences and write about them, but I am flexible on the formatting of this travel journal. You are welcome to incorporate pictures or trip materials to make this more of a digital scrapbook or blog, but nicely-presented Word documents are also just fine. The Travel Journal is due on May 31.

Two Reports from Personal Interviews will summarize the answers from your conversations with locals in two brief reports. While students may have many conversations with locals during the study tour, you are required to successfully ask at least two persons in London the following series of questions in order for comparisons about national identity and politics. The five questions below should be asked.

- *How would you describe yourself in terms of nationality?*
Answers are: British? English? Scottish? Welsh? European? A citizen of the world?
- *How would you describe the U.K.'s relationship with the U.S. and why?*
- *What has changed most about British nationalism in the last ten years and why?*
- *On a scale of 1 to 10, 10 being the most positive, what do you think about the European Union? What informs your choice of rating?*
- *On a scale of 1 to 10, 10 being the most informed, how would you rate your knowledge about the European Union? What informs your choice of rating?*

Each report should be at least 600 words in length and these are due on June 15.

The **Research Paper** assignment will require students to utilize what has been learned about British history, politics, and nationalism primarily from course readings and a few other readings that result from the students' own research. (You may learn more about politics and history from the study tour and these experiences may prove beneficial in application of the readings.) This formal and analytically-driven paper will be between 1,400 and 1,600 words in length and will require in-text citations and a bibliography. Details about citation styles accepted and bibliographic requirements will be provided later in a separate document. The exact topic (or list of approved topics) for the research paper is not yet determined. The research paper is due on July 1.

A **Reflective Essay** will serve as the final exam. This will be composed of three large questions that will require students to synthesize what they have learned from the study tour itself, the required course readings, and their reflections about this experience (perhaps first described in the Travel Journal). For example, the exam will ask students to reflect on visiting the American cemetery at Normandy and reflecting on the personal sacrifice exhibited by World War II soldiers. The final exam is therefore cumulative and should display a mastery of information and concepts from assigned readings, discussions on the trip and with the professor, and study tour experiences. This essay should be between 1,200 and 1,800 words and is due on July 15.

ATTENDANCE

- Students are expected to attend all class meetings in order to best prepare for the study tour and fulfill course expectations.
- Students are expected to fulfill all expectations while abroad during the study tour. This means attendance at all required tours, events, or scheduled meetings. This also means that students act like mature adults when provided freedom to explore.
- Students are expected to participate in class discussions on the Discussion Board in Blackboard after the trip to better synthesize what we all have learned about different topics.
- Students are expected to look at all class materials on Blackboard (monitored by the professor) at the appropriate times. Expectations will be laid out in the course schedule and by Dr. McMillan.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students will be allowed to turn in assignments late without penalty *only* in cases of extraordinary circumstances such as an illness or family emergency. Students should make every effort to inform the professor about such circumstances before the day of the assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a deadline extension is within the professor's discretion.
- Written assignments must be e-mailed to the professor.
- Assignments turned in after the deadline (without a prior approved excuse from the instructor) will receive a zero.

IMPORTANT DATES TO REMEMBER

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| ▪ Attend three study tour meetings | TBA between March-May, 2015 |
| ▪ Read required materials and PowerPoints | by May 5, 2015 |
| ▪ Study Tour | May 6-17, 2015 |
| ▪ Travel Journal is due | May 31 at midnight |
| ▪ Reports from Personal Interviews due | June 15 at midnight |
| ▪ Research Paper due | July 1 at midnight |
| ▪ Reflective Essay/ Final Exam due | July 15 at midnight |
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REQUIRED READINGS

MATERIALS TO READ BEFORE THE STUDY TOUR

- Dr. McMillan's PowerPoint slides about British history, politics, & culture (on Blackboard)
- Dr. McMillan's essay on the creation of nations and states (on Blackboard)
- parts of the Heyck book, particularly the history of Britain during WW II and beyond
- check out *some* of the websites listed below to better understand D-Day and WW II

BOOKS (purchase used copies of these books)

- Heyck, Thomas William. 2008. *The Peoples of the British Isles: A New History from 1870 to the Present*. 3rd ed. Chicago: Lyceum Books.
- AND**
- Olson, Lynne. 2010. *Citizens of London: The Americans Who Stood With Britain in its Darkest, Finest Hour*. New York: Random House.
- OR**
- Smith, Helen Zeena. 1993. *Not So Quiet*. New York: The Feminist Press at City University of New York.

BOOK CHAPTERS (posted on Blackboard)

- Krieger, Joel. 2009. "Britain." In *European Politics in Transition*. 6th ed. Mark Kesselman and Joel Kieger, eds. Boston, MA: Houghton Mifflin. [chapters 1-5]
- Aldrich, Richard J. 2011. *GCHC: The Uncensored Story of Britain's Most Secret Intelligence Agency*. London: Harper Press. [Introduction, chapters 1, 2]

WEBSITES (posted on Blackboard as well)

- BBC News. 2014. "D-Day Anniversary: "World-Changing" Day Remembered." June 6. <http://www.bbc.com/news/uk-27727518>
- BBC News. 2014. "D-Day Timeline." June 6. <http://www.bbc.co.uk/timelines/z9k99j6>
- The British Museum, <http://www.britishmuseum.org/>
- Government of the United Kingdom. 2014. "Citizenship and Living in the UK." <https://www.gov.uk/browse/citizenship>.
- The Imperial War Museum, <http://www.iwm.org.uk/>
- National Public Radio. 2015. "Britain's Muslims Still Feel the Need to Explain Themselves." <http://www.npr.org/blogs/parallels/2015/03/02/390188555/britains-muslims-still-feeling-the-need-to-explain-themselves>
- *The New York Times*. 2014. "Images of the World War I Galleries at the Imperial War Museum, London." <http://www.nytimes.com/2014/08/16/arts/design/first-world-war-galleries-reopen-at-imperial-war-museum.html?mabReward=RI%3A15&r=0>
- *The Washington Post*. 2014. "Historic Photos from Invasion of Normandy." <http://www.washingtonpost.com/blogs/worldviews/wp/2014/06/04/d-day-at-70-historic-photos-from-the-invasion-of-normandy/>
- UK Election 2015 Forecast, <http://www.electionforecast.co.uk/>
- London School of Economics "First Past the Post: When You Can Lose and Still Win," <http://blogs.lse.ac.uk/generalelection/first-past-the-post-when-you-can-lose-and-still-win/>

ARTICLES & ESSAYS (posted on Blackboard)

- Atkinson, Rick. 2013. "The Road to D-Day: Behind the Battle That Won the War." *Foreign Affairs*. Vol. 92, No. 4 (July/Aug), pp. 55-75.
- BBC News. 2010. "Cameron is the New U.K. Prime Minister." May 12.
- BBC News. 2014. "D-Day Anniversary: "World-Changing" Day Remembered." June 6.
- BBC News. 2014. "How the D-Day Invasion Launched." June 6.

- BBC News. 2014. “How Close Did D-Day Come to Failure.” June 6.
- BBC News 2014. “Scottish Referendum: Scotland votes ‘No’ to Independence.” Sept. 20.
- Castle, Stephen. 2012a. “Britain Rethinks its Opposition to a Two-Tier Europe.” *The New York Times*. Oct. 9. B4.
- Castle, Stephen. 2012b. “European Union Exit? Concerns Grow for Britain.” *The New York Times*. Oct. 28. A4.
- Cowell, Alan. 2009. “In Britain, It’s Crass Warfare.” *The International Herald Tribune*. Dec. 12.
- Dent, Grace. 2013. “How We Can Learn to Love Prince Charles.” *The Independent*. May 8. 13.
- *The Economist*. 2008a. “Britain and Europe: Push-pull.” Jan. 24.
- *The Economist*. 2008b. “The In and Out Club.” Jan. 24.
- *The Economist*. 2010. “Who Are We? In Few Areas Has So Much Changed in the Past 13 Years.” April 29.
- *The Economist*. 2011a. “The First Year of the Coalition: The Uncivil Partnership.” May 12.
- Erlanger, Steven. 2014. “Britain’s Strange Identity Crisis.” *The New York Times*. June 29. SR3.
- Favell, Adrian. 2014. “A Tightly Bordered EU is at Odds with Britain’s Openness.” *Policy Network*. June 2.
- Gregory, Joseph R. 2013. “Margaret Thatcher, ‘Iron Lady’ Who Set Britain on New Course, Dies at 87.” *The New York Times*. April 9. A1.
- Hennessy, Mark. 2013. “Britain’s Royal Family Slowly Prepares Transition to Reign of King George VII.” *The Irish Times*. May 10. 10.
- Lyall, Sarah, and Stephen Castle. 2011. “Britain Suffers as a Bystander to the Euro’s Crisis.” *The New York Times*, Dec. 8. A1.
- Nelson, Fraser, and James Forsyth. 2014. “The Union is Saved – but at what Cost?” *The Spectator*. Sept. 20.
- Rothstein, Edward. 2014. “Revisiting the Nightmares of World War I: First World War Galleries Reopen at Imperial War Museum.” *The New York Times*. August 16. C1.
- Sciolino, Elaine. 2008. “Britain Grapples with Role for Islamic Justice.” *The New York Times*. Nov. 19.
- Stephanopolous, Nicholas. 2009. “Britain’s New Supreme Court.” *The National Law Journal*. Dec. 14.
- Witte, Griff. 2014. “Anti-Immigration Party is Shaking Up the Political Order in Britain.” *The Washington Post*. May 14.
- Witte, Griff, and Dan Balz. 2015. “In British Election Campaign, the Center Cannot Hold.” *The Washington Post*. May 4.
- Witte, Griff, and Karla Adam. 2015. “The British Election is the Most Unpredictable in a Generation. Here’s why.” *The Washington Post*. April 14.

POWERPOINT SLIDES (on Blackboard)

--Dr. McMillan’s PowerPoint slides about the European Union

--Dr. McMillan’s PowerPoint slides about political economy (Keynesian economics vs. Monetarism/Neoclassical economics/Chicago School of Economics)

Reviewing these slides will help better explain some of the readings.