

**History 227:  
Race and National Identity in the US and UK since 1945**

**Instructor:** Kate Turner

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**Office Hours:** Wed, 11-1pm CDT and by appointment (via Blackboard online conferencing and Canvas Chat)

**NOTE:** All the times below refer to Madison time (CDT).

**Course Description**

In both the UK and the USA, the second decade of the twenty-first century has so far been racked with questions of race and nation: who belongs in the nation? Has globalization killed nationalism, or is nationalism now rising from the ashes? How do we use race to define 'us' and 'them'? In this context of these polarized contemporary debates over race and nationhood we have become accustomed to seeing comparisons between the British and American experiences, but the parallels have a longer history. History 227 traces this history since the end of World War II, using a comparative framework to better understand just what makes both nations' trajectories unique, but also revealing the ways in which they were interconnected, highlighting the ideas about race and nation that exceeded national boundaries and flowed back and forth across the Atlantic. This course argues that we cannot fully understand the history of either nation in a vacuum.

**Course Objectives**

The readings, activities and assignments of this course are designed to meet the following History Department goals for all students:

- Understand and assess primary sources;
- Understand and assess historical arguments and debates;
- Present original and coherent arguments based on primary and secondary materials; and
- Apply historical knowledge and skills to contemporary debates and representations.

More specifically, by the end of this course, students should be able to:

- Describe the key turning points in the history of racial identity and nationhood in the US and the UK since the Second World War.
- Use this knowledge to explain how cultural, social, political and other factors contribute to changing understandings of race, and the ways in which these understandings interact with concepts of nation and national identity.
- Discuss this trajectory within each nation's broader historical context since 1945, identifying how the history of racial and national identity is connected to these other developments.
- Understand some of the historical foundations of racial inequality and compare the different methods and actors that have challenged and upheld these structures since 1945.
- Apply a basic comparative history methodology: contrasting the specific histories of the US and UK, as well as identifying the ways that ideas of race and nation function in an interrelated transatlantic framework.

### Assignments

- 12 daily discussion posts (total: 40%; your grade will be negatively affected if you respond to your classmates fewer than 8 times)
- 4 writing assignments (total 60%)
  - Unit 1: short source analysis (500 words, 10%, due 6/23, Sun Unit 1)
  - Unit 2: final project proposal (500 words, 10%, due 6/30, Sun Unit 2)
  - Unit 3: historical film review (1,000-1,200 words, 15% due 7/7, Sun Unit 3)
  - Unit 4: final historical memoir project (1,500-2,000 words, 25%, due 7/14, Sun Unit 4)

### **Daily Discussion Posts:**

These are particularly important in an online class as they replace discussion section. As such they will be graded simply based on your active engagement with the course readings and themes; they don't have to be perfect, just thoughtful and interested.

- **The posts are generally due at 5 pm CDT the day *after* the relevant readings are assigned**, although I strongly encourage you complete them as soon as possible to ensure you don't fall behind and to allow other students to respond.
- These are called *discussion* posts for a reason: please actively participate by responding to at least one other student on each thread. **If you respond fewer than eight times it will negatively affect your grade** (just like missing section would in an in-person class).
- The class will be divided into smaller discussion groups to encourage a friendly, engaged learning environment.

### **Short Source Analysis (due 5pm on 6/23, Sunday Unit 1):**

Write a 500-word historical analysis of primary source that captures an aspect of life under Jim Crow (don't forget to cite and link to your source):

- What does the source tell you about the impact of Jim Crow on individual Americans, as well as its broader relevance to ideas about race and nation?
- Does the source mention any specific Jim Crow laws, rules or etiquette? If so, include a short analysis of *why* you think this particular mode of behavior was restricted or policed; what was its significance to the racial order of postwar America?
- Place your source in context: what does it teach you more generally about America in the 1940s and 50s? Can you place it the longer history of race in the US?
- Your analysis should incorporate at least one of the course readings, and include a comparison to what you've learned about the UK.

### **Final Project Proposal (due 5pm on 6/30, Sunday Unit 2):**

Write a 500-word proposal describing your final memoir project:

- Imagine you are pitching a book to a publisher: what is it about? Who are you following? What events do you plan to focus on?
- What sources might you use (pull on the independent research you do)?
- What is it about this subject that interests or inspires you?

### **Historical Film Review (due 5 pm on 7/7, Sunday Unit 3):**

Write a 1,200-word film review of *Do the Right Thing* or *My Beautiful Laundrette* as if you are a contemporary, writing at the time of the film's release.

- Although you may comment on the film's plot and artistic merit, you should focus on placing it in context.

- What does this film tell you about the state of racial politics and national identity in the 1980s? How and why has this changed over the post-war period?
- Your review should contain a comparative element regarding the US/UK.

**Final Memoir Project (due 5pm on 7/14, Sunday Unit 4):**

Write an extract from a fictional memoir (2,000 words). Your memoir should trace the life of a British or American individual over the course of a 20-year period between 1945 and 2008. You should discuss:

- Their racial, national, class and other forms of identity, and how and why these changed over this period.
- The extent to which they felt like they ‘belonged’ in the nation, why, and whether this varies between the generations in their family.
- 3 historical moments that made a big impact on them.
- Their thoughts on the comparative situation in the UK (if your individual is American) or the US (if they are British) – how has life compared for people with similar identities?
- Include sources, citations and images.

**NOTE:** Do not base this on general impressions or stereotypes but use the historical material and sources we have encountered in the class.

**Plagiarism**

If you copy someone else’s ideas without citing them, you are plagiarizing, and there’s a good chance you’ll get caught and punished (you could fail the class). Drawing on someone else’s ideas is fine; just remember to always acknowledge them. If you need help avoiding plagiarizing and learning how to cite correctly, let me know. Likewise, if you ever feel driven to knowingly plagiarize, please tell me – there is always a better option.

**The Common Room and ‘Raise your Hand’**

In addition to the formal discussion assignments, the class and each discussion group will have an informal ‘Common Room’ discussion board. Students are encouraged to use this board however and as often as they choose. You may wish to use it to ask each other about assignments, organize study sessions, or even just to chat about the World Cup final or *The Bachelorette*.

You can post any course-specific questions to the ‘Raise your Hand’ discussion. Students should feel free to help each other out here, but I will also be providing support and answers. This is a great place to look if you have any questions – another student may have already had the same issue!

**Instructor Office Hours and Email**

Your first point of reference for any course-related question is the syllabus. If that doesn’t answer your question, please feel free to post on ‘Raise your Hand’ or email me at **keturner2@wisc.edu**; I will endeavor to get back to you within 24 hours, although it may take a little longer on weekends.

For less straightforward issues (such as queries about study skills or drafting and editing assignments) you are very welcome in my online office hours:

- These will be **every Wednesday from 1-3 pm**, and will be held virtually via **Blackboard online conferencing** (this software allows us to talk via audio/video and easily share work, etc.). You will receive an email invitation each week that will allow you to access the session.
- **I will also be available on the 'Chat' feature of Canvas during this time**, if you prefer to talk via instant messenger.
- Shoot me an email if you're busy during office hours — we can find an alternative time to talk.
- Finally, if you would prefer to talk the 'old-fashioned way' let me know, we may be able to set up a time to talk over the phone or on campus if you're in Madison.

### **Course Structure**

**NOTE:** The class is divided into 4 week-long units. Generally, each unit contains 2 days of content focused on the US, 2 days on the UK and 1 comparative day (though Unit 4 contains a little more comparative material).

### **UNIT 0: PREPARATION**

**By the end of the first day of class you should:**

- Watch introductory video
- Read and understand:
  - Course syllabus and workflow
  - Course objectives
  - Course expectations
- Familiarize yourself with the online course navigation
- Be aware that this is a 3-credit course, which, according to University guidelines must contain the same workload as semester-long 3-credit course.
  - Please dedicate at least 20 hours a week to the class. Depending on the speed at which you work you may need significantly longer.

### **UNIT 1 (6/17-6/23)**

#### **REBUILDING THE NATION: IMMIGRATION, DECOLONIZATION AND THE COLD WAR (c.1945-1960)**

#### **Monday - Beginnings: Race and Nation in the US and UK at the End of WWII [Both]**

##### **Complete Lessons**

- Introduction: What do we talk about when we talk about race and nation?
- Race and nation in 1945  
(Time to task: 30 mins)

##### **Listen**

- [‘Japanese Internment’, \*Witness\* \(podcast; 2012\)](#)  
(Time to task: 10 mins)

##### **Read**

- [Neil A. Wynn, “Race War”: Black American GIs and West Indians in Britain During The Second World War,’ \*Immigrants & Minorities\*, 2006, 24:3, pp. 324-346](#)  
(Time to task: 1 hour)

##### **Explore**

- [Ray Elliot - 1939-1945: "Two Wars to Win", \*American Centuries\*](#)  
(Time to task: 30 mins)

**Discuss**

- Introduce yourself on the (inventively named!) 'Introduce Yourself' discussion thread and ask any questions you may have about the course by 5pm on Monday.
- Post a question to today's discussion forum about *one* of the sources by 5pm on Tuesday. Are there any concepts that you need help with? Does it get you thinking about other issues?
- Don't forget to write a response to a classmate's post!

(Time to task: 45 mins)

**Tuesday - Postwar Jim Crow: Living Racial Segregation in the US [US]****Complete Lesson**

- Jim Crow in the post-war decades

(Time to task: 20 mins)

**Listen**

- [‘The Green Book’, 99% Invisible, episode 201 \(podcast; 2016\)](#)

(Time to task: 25 mins)

**Explore**

- [‘The Green Book 1950’, New York Public Library Digital Collection](#)

(Time to task: 30 mins)

**Research**

Research online collections in order to find a primary source that you can analyze for this week's assignment (due Sunday at 5pm):

- Read the course page 'what makes a primary source a primary source?'
- You are looking for a source that captures an aspect of life under Jim Crow. Sources that provide information about specifics (e.g. experiences with a particular law) are the most useful.
- Here are some places to start your online research for a source:
  - [‘American Public Media: Remembering Jim Crow’](#) has a selection of personal testimonies describing many different aspects of life under Jim Crow.
  - [Behind the Veil](#) is a digital history project via the Duke University Library, which features dozens of interviews with people who lived through Jim Crow.

(Time to task: 1 hour)

**Write**

- Begin work on your source analysis (500 words).

(Due Sunday 5pm. Time to task: 1 hour)

**Wednesday - Un-American? Race, Culture and Identity in the Cold War****Complete Lesson**

- Civil rights in the American Cold War

(Time to task: 30 mins)

**Read**

- [Introduction, Mary L. Dudziak, \*Cold War Civil Rights: Race and the Image of American Democracy\* \(2001\) \(available as an ebook – scroll down for link\)](#)
- 'The American Heritage: The Promise of Freedom and Equality', in [To Secure These Rights: The Report of the President's Committee on Civil Rights](#) (1947) (Scroll down to Chapter 1)

(Time to task: 1.5 hours)

**Watch**

- [Howard Lawson HUAC Testimony Excerpt \(1947\)](#)

(Time to task: 2 mins)

**Discuss**

- Complete a 200-word response to today's readings, and post on the discussion forum by 5pm on Thursday:
    - Your post should include a reflection on the meaning of the term 'un-American' in the 1950s – who was included or excluded in this imagined community of the nation?
    - Your post should refer to at least one of today's readings.
  - Don't forget to write a response to a classmate's post!
- (Time to task: 45 mins)

### **Thursday - End of Empire? Decolonization and the Fate of British National Identity [UK]**

**Complete Lesson**

- Postwar British declinism and decolonization

(Time to task: 30 mins)

**Read**

- p.xi-xv and Introduction, Kathleen Paul, *Whitewashing Britain: Race and Citizenship in the Postwar Era* (1997)
- ['Kenya's Mau Mau uprising: Victims tell their stories', BBC News \(2013\)](#)

(Time to task: 1.5 hours)

**Prepare**

Start to think about your final memoir project:

- What kind of individual are you interested in studying? Which period? What kind of events might you discuss?
- Feel free to look ahead in the syllabus to see if anything Units 2, 3 or 4 grab your attention (although do think about the practical implications of choosing something we haven't studied yet).
- Reach out to me if you have any questions or concerns about choosing a topic.

When you think you've hit upon a topic, begin to research extra sources for your memoir:

- Are there photographs, songs, movies, newspaper articles etc. that might enrich your writing? Could you talk to family or friends about their memories and experiences?
- Collate all your findings so you have easy access to them – you will need them soon for your proposal!

(Time to task: 2 hours)

### **Friday - Subjects or Citizens? The Windrush Generation [UK]**

**Complete Lessons**

- Postwar immigration in history and memory

(Time to task: 30 mins)

**Read**

- Extract from *The Lonely Londoners* (1956)

(Time to task: 1 hour)

**Watch**

- ['The Windrush Generation: Why people invited to UK faced deportation', Channel 4](#) (2018)

(Time to task: 10 mins)

**Discuss**

- Post a 200-word analysis of *The Lonely Londoners* to today's discussion thread by 5pm on Sunday.
  - What does this extract tell us about the immigrant experience in post-war Britain?
  - Your analysis should place the extract in historical context and refer to at least one other readings from today or yesterday.
  - Consider: how useful is a work of fiction like *The Lonely Londoners* as a historical source?
- Don't forget to write a response to a classmate's post!  
(Time to task: 45 mins)

**UNIT 2 (6/24-6/30)****REDEFINING POLITICS: RACE, NATION AND IDENTITY IN THE LONG 1960s (c. 1960-75)****Monday - The Birth of Identity Politics? Remembering the Social Movements of the Long 1960s [Both]****Complete Lesson**

- 1960s social movements  
(Time to task: 30 mins)

**Read**

- [‘Chapter 1: The problem with no name’, in Betty Friedan, \*The Feminine Mystique\* \(1963\), pp.15-32](#)
- [Gay Liberation Front Manifesto \(1971\)](#)  
(Time to task: 1.5 hours)

**Discuss**

- Post a 150-word reflection of today's reading by 5pm on Tuesday.
  - How did social movements redefine the meaning, scope and methods of political action in the 1960s? Can you see the legacies of this transformation in twenty-first century politics?
  - Your response should specifically refer to least one of the movements covered today.
- Don't forget to write a response to a classmate's post!  
(Time to task: 30 mins)

**Tuesday - Black Power and Civil Rights in the 1960s [USA]****Complete Lesson**

- Black power and civil rights  
(Time to task: 30 mins)

**Recommended Listening**

- [The Music of Black Power playlist \[optional\]](#)

**Read**

- [Martin Luther King Jr., \*Letter from a Birmingham Jail\* \(1963\)](#)
- [The Black Panther Party Platform, \(1966\)](#)  
(Time to task: 1 hour)

**Explore**

- [The ‘March on Milwaukee’ website](#)  
(Time to task: 20 mins)

**Watch**

- *Selma* (2015 – available to buy on many online platforms for around \$3)

(Time to task: 2 hours)

**Write**

- Begin work writing up your final project proposal (500 words).
- (And look ahead to tomorrow's discussion assignment!)

(Due 5pm on Sunday. Time to task: 30 mins)

**Wednesday - Civil Rights Beyond Black and White [USA]****Complete Lesson**

- Other struggles for civil rights

(Time to task: 30 mins)

**Watch**

- [‘Dolores Huerta & Cesar Chavez in Sacramento’ archive footage \(1966\)](#)

(Time to task: 5 mins)

**Read**

- [‘The Migrant Farm Worker Labor Movement in Wisconsin, exhibition booklet \(English text starts on pg. 10\)’](#)
- [Clyde Warrior, \*We Are Not Free\* \(1968\)](#)

(Time to task: 1 hour)

**Discuss**

- Post a 200-words post to today's forum by 5pm on Thursday.
  - Your post should focus on one source from Tuesday *and* one from Wednesday.
  - Compare the two movements represented: What are the aims? What methods are proposed or used to achieve those aims?
  - What do the differences and similarities between these movements tell you about the broader history of social movements or race and national identity in the 1960s? Can you identify any common themes? Or use specific historical context to explain any differences?
- Don't forget to write a response to a classmate's post!

(Time to task: 1 hour)

**Thursday - Rivers of Blood: The Meaning of Britishness in the 1960s [UK]****Complete Lesson**

- The limits of the swingin' sixties

(Time to task: 30 mins)

**Watch**

- [‘Our Jamaican Problem’ archival newsreel \(1955\)](#)

(Time to task: 5 mins)

**Read**

- [Enoch Powell, ‘Rivers of Blood’ \(1968\)](#)
- [‘BBC to Resurrect Full ‘Rivers of Blood’ Speech, Spurring Outrage’, \*New York Times\* \(2018\)](#)

(Time to task: 1 hour)

**Discuss**

- Post a 150-word response to today's reading on the forum by 5pm on Friday.



- How did Enoch Powell define the British nation in his 'Rivers of Blood' speech? Can you place this in a longer historical context?
- Why do you think the speech proved so controversial, both in 1968, and 50 years on?

- Don't forget to write a response to a classmate's post!

(Time to task: 45 mins)

### Write

- Continue work on your final project proposal (500-words, due 5 pm on Sunday).

(Due Sunday 5pm. Time to task: 45 mins)

## **Friday - The Politics of Blackness in Britain [UK]**

### Complete Lesson

- Black Power and Political Blackness

(Time to task: 30 mins)

### Read

- 'Hustlers' in Clair Willis, *Lovers and Strangers: An Immigrant History of Postwar Britain* (2017), pp. 227-247.

- ["Political blackness": a very British concept with a complex history, Quartz \(2018\)](#)

(Time to task: 1.5 hours)

### Discuss

- Post a 200-word reflection on British Black Power, *or* political blackness in the UK by 5pm on Sunday.
  - How does this compare to what we have learned about the US? How can you explain the similarities and differences?
  - Your reflection should place each movement in its particular national historical context (what is specific about their histories?) or comment on the transnational relationship between the two (how are their histories connected?).
  - Your response should include a reference to at least one reading.

- Don't forget to write a response to a classmate's post!

(Time to task: 45 mins)

## **WEEK 3 (7/1-7/7)**

## **COLOR-BLIND NATIONS? MULTICULTURALISM, NEOLIBERALISM, AND RACE AFTER CIVIL RIGHTS (c. 1975-2000)**

## **Monday - (What's So Funny 'Bout) Peace, Love and Understanding: After the 60s [USA]**

### Complete Lesson

- Nostalgia, disillusionment and backlash: the legacies of the 1960s.

(Time to task: 30 mins)

### Read

- 'Chapter 1: Hyphen Nation' in Matthew Frye Jacobson, *Roots Too: White Ethnic Revival in Post-Civil Rights America* (2008), pp. 1-22.

- [Audre Lorde, \*Learning from the 60s\* \(1982\)](#)

(Time to task: 2 hours)

## **Tuesday - Race, Class and Masculinity in the Winters of Discontent [UK]**

### Complete Lesson

- Race, class and the ‘crisis’ of economic decline – a lesson in intersectionality  
(Time to task: 30 mins)

**Watch**

- [Jayabeen Desai, Hidden Herstories](#) (short Grunwick Strike documentary)

(Time to task: 20 mins)

**Read**

- [‘The Specials: How Ghost Town defined an era’, BBC News \(2011\)](#)

(Time to task: 10 mins)

**Listen**

- [‘Ghost Town’ by the Specials](#) (1981)

(Time to task: 5 mins)

**Discuss**

- Post a 150-word definition of ‘intersectionality’ on the discussion board by 1pm on Wednesday.
  - Define it in your own words.
  - Discuss it in relationship to at least one of today’s sources –how can you apply intersectionality to the events described?
- Don’t forget to write a response to a classmate’s post!  
(Time to task: 30 mins)

**Wednesday – The Eighties: Decade of Progress or Decline? [BOTH]****Complete Lesson**

- Thatcherism and Reaganomics: what’s the deal with the 1980s?

(Time to task: 30 mins)

**Watch (and make notes for your review!)**

- *My Beautiful Laundrette* (UK, 1985, available to buy on many online platforms for around \$3)
- OR
- *Do the Right Thing* (USA, 1989, available to buy on many online platforms for around \$3)

(Time to task: 2 hours)

**Read**

- At least 2 of the following sample film reviews
  - <https://www.newyorker.com/culture/richard-brody/the-immoral-artistry-of-kathryn-bigelows-detroit>
  - [https://www.washingtonpost.com/goingoutguide/movies/selma-movie-review-humanizing-rev-martin-luther-king-jr/2014/12/23/eb2ec2e4-8aaa-11e4-a085-34e9b9f09a58\\_story.html?utm\\_term=.c182717305df](https://www.washingtonpost.com/goingoutguide/movies/selma-movie-review-humanizing-rev-martin-luther-king-jr/2014/12/23/eb2ec2e4-8aaa-11e4-a085-34e9b9f09a58_story.html?utm_term=.c182717305df)
  - <http://www.rogerebert.com/reviews/ingrid-goes-west-2017>
  - <http://variety.com/2016/film/reviews/i-daniel-blake-review-ken-loach-1201772584/#respond>
  - <http://www.vulture.com/2014/09/movie-review-pride.html>
  - <https://film.avclub.com/eighth-grade-sucks-eighth-grade-doesn-t-1827547509>

(Time to task: 30 mins)

**Research**

- Conduct independent historical research for your film review assignment.
  - Consider: what is the historical context of the movie? What are the main historical themes that the movie explores, and that you plan to explore in your review?

- Which class readings help you better understand the context? How could you incorporate them into your review?
- Using online research and the course research guide, find at least one additional primary source that helps to further illustrate the historical themes you've identified.

(Time to task: 1 hour)

### **Thursday - Anatomy of a Riot: Understanding 1981 [UK]**

#### **Complete Lesson**

- The 1981 riots and the racial politics of Thatcher's Britain

(Time to task: 30 mins)

#### **Read**

- '1981' in Jaqueline Nassy Brown, *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool*, pp.59-70 (2005)

(Time to task: 45 mins)

#### **Write**

- Continue work on your film review assignment (1,000-1,200 words).

(Due 5pm on Sunday Time to task: 2 hours)

### **Friday - Neoliberal Nation: Urban Decay and the Politics of Respectability [USA]**

#### **Complete Lesson**

- Neoliberalism and the politics of respectability

(Time to task: 30 mins)

#### **Watch**

- ['Jay Z - The War on Drugs: From Prohibition to Gold Rush', Drug Policy Alliance \(film short, 2016\)](#)
- [LA Riots Report, CNN, \(April 30 1992\)](#)

(Time to task: 25 mins)

#### **Read**

- [Rev. Jesse L. Jackson, \*After the Million Man March\* \(1995\)](#)

(Time to task: 30 mins)

#### **Discuss**

- Post a 200-word discussion of 'race riot' by 5pm on Sunday.
  - Your post should include a working definition that addresses the ways that certain events get characterized as riots, rather than protests, rallies, etc.
  - You should also explore some of the common causes of, and responses to, race riots.
  - This post should pull on your knowledge of the UK *and* the US.
- Don't forget to write a response to a classmate's post!

(Time to task: 45 mins)

#### **Write**

- Continue work on your film review over the weekend.
- Submit review by 5pm on Sunday.

(Time to task: 3 hours)

**UNIT 4 (7/8-7/14)****HOW DID WE GET HERE? RACE AND NATION IN THE NEW MILLENNIUM (c.2000-2008)****Monday - The White Working Class in the Twenty-First Century [BOTH]****Complete Lesson**

- Who are the white working class?

(Time to task: 30 mins)

**Listen**

- [‘White Season, part 1’](#) and [‘White Season, part 2’](#), *About Race with Reni Eddo-Lodge* (2018)

(Time to task: 1 hour)

**Read**

- [Extract from Amy Goldstein, \*Janesville: An American Story\* \(via \*The Washington Post\*\)](#)

(Time to task: 1 hour)

**Discuss**

- Post a 200-word reflection on today’s readings by 1pm on Tuesday.
  - Why did the white working class emerge as a focus for concern in the early twenty-first century? (Remember: approach this as a historical question and *not* through the lens of contemporary politics)
  - Do you think the needs of the white working class are best understood through the lens of race or class? Is it possible to unpick the two?
  - Your post should focus on the UK *or* the USA.
- Don’t forget to write a response to a classmate’s post!

(Time to task: 45 mins)

**Tuesday - 9/11, 7/7 and the Racialized Security State [BOTH]****Complete Lesson**

- Racial politics, national borders and immigration since 9/11

(Time to task: 30 mins)

**Read**

- [President George W. Bush, “Address to a Joint Session of Congress and the American People” \(The “War on Terror” Speech\), Sept. 20, 2001](#)
- [‘Down the Tube’, in Mohsin Hamid, \*Discontent and its Civilizations: Dispatches from Lahore, New York, and London\* \(2016\) pp. 51-55](#)
- [‘Typecast as a terrorist’, Riz Ahmed, \*The Guardian\* \(2016\)](#)

(Time to task: 2 hours)

**Discuss**

- To what extent, and how, has 9/11, 7/7 and the resulting War on Terror affected national identity in the UK *or* the US? Post a 150-word response to this question by 1pm on Wednesday.
- Your response should pull on at least one of today’s readings.
- Don’t forget to write a response to a classmate’s post!

(Time to task: 30 mins)

**Wednesday - Cool Britannia: Multiculturalism and National Myth Making [UK]****Complete Lesson**

- The meaning of multiculturalism in twenty-first century Britain  
(Time to task: 30 mins)

**Read**

- [Tony Blair 'A duty to integrate: Shared British values' \(2006, speech\)](#)
- Elizabeth Buettner, "'Going for an Indian': South Asian Restaurants and the Limits of Multiculturalism in Britain," in Krishnendu Ray and Tulasi Srinivas (eds.), *Curried Cultures: Globalization, Food, and South Asia*, pp.134-174 (2012)

(Time on task: 2 hours)

**Watch**

- ['Going out for an English' comedy sketch from BBC show \*Goodness Gracious Me\* \(1998\)](#)

(Time to task: 5 mins)

**Discuss**

- Post a 150-word discussion of 'multiculturalism' to the board by 1pm on Thursday:
  - Define it in your own words.
  - Discuss it in relationship to at least one of today's readings – did they affect your understanding of the term?

- Don't forget to write a response to a classmate's post!

(Time to task: 30 mins)

**Thursday - The New Jim Crow or the New Slavery? The Racial Politics of Mass Incarceration [USA]****Watch**

- *13<sup>th</sup>* (documentary, 2016, available on Netflix)

(Time on task: 1.5 hours)

**Write**

- Work on final project.

(Time on task: 2 hours)

**Friday - Course Conclusions****Complete Lesson**

- Course conclusions

(Time to task: 20 mins)

**Reflect**

- EXTRA CREDIT: Reflect on what you've learned over the past 4 weeks in today's forum.

(Time to task: 20 mins)

**Write**

- Work on final project.
- Submit final project by Sunday at 5pm.

(Time on task: 4 hours)