

ISS260 British Culture and Representation

3rd and 4th quarters, Sophomore

Instructor	KIHARA YASUKI
Style of Class	Lecture
Number of Credits	2
Day and Period	Friday, period 1

Course Description

We will consider British representational culture. *Kojien* defines “representation” as “an image of an external object appearing in one’s awareness based on knowledge,” and accordingly, the object of so-called “representational culture” can be anything from high culture to subcultures or pop culture. In this class, of course, we will not attempt a complete survey of British representational culture but will restrict our view to the early modern and modern periods. For that reason, the proportion of time devoted to subcultures will inevitably be large. In specific terms, we will not be able to avoid films, media that were new in the twentieth century. That is to say, we will discuss various aspects of British society and culture through the medium of film, including film versions of existing novels. Relationship between the old medium of the novel and the new medium of film. We will consider an interesting.

In this class, we will touch upon several films, but themes running through all of them will be social class and race. The problem of social class in British society is both an old and a new problem. Each of the social classes that has strong roots in British society has its own culture, readily apparent in speech and clothing. Furthermore, with its large colonial empire, Britain has long had a multicultural aspect, and it is only natural that it has many intractable social problems connected with race. Keeping this in mind, plans are to study *Great Expectations*, *Chariots of Fire*, *The Remains of the Day*, and the *Harry Potter* series.

Course Objectives

I will inform at the beginning of the course.

Expected Outcomes

- (1) Understanding early modern and modern British and European culture will be of benefit in carrying out present-day international cultural exchanges
- (2) It is expected that practice in reading English will contribute to the development of overall English skills.

Prerequisites

None in particular.

Class Materials

- (1) Itakura Genichiro, et al., *Eiga de wakaru Igrisu bunka nyuumon* (Introduction to British Culture through Film), Shohakusha, 2008.
- (2) Dickens, Charles, *Great Expectations*. London: Penguin Books, 2012.
- (3) Ishiguro Kazuo, *The Remains of the Day*. London: Faber and Faber, 1989.
- (4) Rowling, J.K., *Harry Potter and the Philosopher’s Stone*. London: Bloomsbury, 1997.

Course Method

This course will be conducted mainly in a lecture format. Each time, the students will be required to summarize the content of the lecture on a worksheet and hand it in. In addition, each student will have to research at least one issue and make a presentation about it.

Evaluation/Assessment

Students will be evaluated in a comprehensive manner, based on worksheets handed in at each class session, presentations (including materials used during the presentation), and the exam.

Grading

20% Worksheets
30% Presentations
50% Exam

Course Schedule

Week 1: An Overview of Modern Britain

An overview of early modern British history, focusing especially on the Victorian era and the two World Wars.

Week 2: An Overview of Victorian Literature and 20th Century British Literature

An overview of Victorian literature and twentieth century British literature.

Week 3: *Great Expectations* and Social Class (1)

We will view David Lean's *Great Expectations* in order to understand the story, keeping the problem of social class in mind.

Week 4: *Great Expectations* and Social Class (2)

We will read part of Charles Dickens' *Great Expectations*, focusing on the passages in which the problem of social class appears.

Week 5: *Great Expectations* and Social Class (3)

We will consider the problems of social class in an integrated manner through comparison of the film and the novel.

Week 6: *Chariots of Fire*, Social Class, and Race (1)

We will view Hugh Hudson's *Chariots of Fire* and consider the problems of social class.

Week 7: *Chariots of Fire*, Social Class, and Race (2)

We will continue viewing *Chariots of Fire* and consider the problems of social class and race.

Week 8: First Student Presentations

Students will make presentations concerned with the theme of problems of social class found in British society.

Week 9: *The Remains of the Day* and Social Class (1)

We will view James Ivory's *The Remains of the Day* in order to understand the story, keeping the problems of social class in mind.

Week 10: *The Remains of the Day* and Social Class (2)

We will read part of Kazuo Ishiguro's *The Remains of the Day*, focusing on the passages in which the problem of social class appears.

Week 11: *The Remains of the Day* and Social Class (3)

We will consider the problems of social class in an integrated manner through comparison of the film and the novel.

Week 12: *Harry Potter*, Race, and Class (1)

We will view *Harry Potter and the Philosopher's Stone* and consider the problems of social class and race.

Week 13: *Harry Potter*, Race, and Class (2)

We will read part of the original book *Harry Potter and the Philosopher's Stone* and consider it in terms of problems of social class and race.

Week 14: *Harry Potter*, Race, and Class (3)

We will consider the problems of social class in an integrated manner through comparison of the film and the original book.

Week 15: Second Student Presentations

Students will make presentations concerned with the theme of problems of race found in British society.

Preparation and Follow-up

(1) At the end of each session, students will be told what to prepare for the next session. Do what is assigned (preparation).

(2) After each class, use the text, the handouts, and the worksheets (other than the ones you are supposed to hand in) to reinforce your understanding (follow-up).