

## Diversity in Britain: Immigration, Discrimination, and Integration



### Faculty Contact Information

**Name:**

**Email:**

**Office Hour information:**

### Course Information

#### Course Description

Contemporary Britain is home to one of the most diverse societies in the world and nowhere exemplifies this diversity to a greater extent than the "global city" of London. This course examines the ways in which Britain, and London in particular, have been transformed by the processes of immigration and the creation of multicultural communities.

Through a specific focus on Black British, South Asian, Muslim, Jewish, and European migrant groups, the course investigates how various groups of immigrants have created new homes and identities in Britain, the challenges they have faced, and the remarkable ways in which they have shaped British society and culture. As immigration remains one of the most hotly-contested issues in Britain today, this course provides a vital framework in which to understand the contemporary social and political landscape. This course is multidisciplinary by nature, drawing from history, anthropology, sociology, geography, politics, and economics.

#### Course Goals

The main objective of this course is to learn about the impact of immigration in Britain and the character of ethnic, national, and religious diversity in contemporary society, with a primary focus on London. We will examine each transnational community in relation to the following:

1. Lived experiences: arriving, settling and living life as an immigrant in London
2. Political and cultural responses within British society to migrant groups
3. The strategies used to achieve social, cultural, and economic integration within Britain

#### Student Learning Outcomes

At the end of this course, students will:

1. Understand the story behind the formation of London's key diasporic communities
2. Identify the transnational nature of the contemporary world, allowing an understanding of London's approach to diversity.
3. Through an interdisciplinary approach, analyse topics concerning migration, citizenship, political status, class, and religious identity.
4. Critique assumptions and ideas about unfamiliar cultures in comparison to one's own culture and society

## Course Assignments, Grading, and Assessment

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Facilitated Class Discussion	10%	Please see rubric on MyStudy
Presentation	15%	Please see rubric on MyStudy
Contextual Analysis	20%	Please see rubric on MyStudy
Research Essay	35%	Please see rubric on MyStudy

### Brief Assessment Overview

#### Assessment 1: Facilitating a class discussion on one of the week's readings

##### Due:

Several classes, throughout the course, will have students taking the lead, presenting their findings, in pairs, from 'moving here' & any other relevant information they can find:

URL: <https://nationalarchives.gov.uk/education/resources/moving/>

Each group will present for approximately 15 mins, and field questions from their peers. This “thought piece” will allow you to help address a key theme of this course: how the diasporas formed and what are the personal journeys. I would suggest you use the headings of:

- Origins
- Journeys
- Settling
- Growing Up
- Working Lives
- Culture and Festivals
- Politics

There are other headings that can be used, or you may want to modify or create one or two. Remember your main goal is to both introduce and further contribute to our understanding of the diaspora. I would suggest only focussing on one or two individuals as case studies.

For each community 'moving here' explores the following themes:

1. What was it like in the country of origin and why did people choose to move to England?
2. What was the journey like?
3. What were people's experiences of arriving and settling in England?
4. How do people reconnect with their (or their parents') countries of origin?

You can include from the website:

- Download records, newspapers and photographs that tell the stories of migration.
- Discover the different reasons why people came to England through case studies.
- Listen to people's personal experiences of the different receptions they faced when arriving in England, and the struggle to create a new home.

At the end of your presentation, please ask your class members 2 questions based on your chosen diaspora community.

### Assessment 2: 10-minute in-class presentation

#### Due:

The presentation forms part (a) of your final research paper which is an investigation into a topic on diaspora or transnational studies. Your presentation should be a “work in progress” on your research project and should be presented to a non-specialist audience (your peers).

The presentation asks you to summarise the content of TWO secondary sources (journal articles; internet sources; book chapters) that relate to your chosen research topic and briefly explains their relevance to your investigation.

It is vital that you independently locate sources that might assist you to become more familiar with the topic or area. Your comments on the sources in the discussion should be one or two paragraphs that explain (based on reading an abstract or scanning the chapter/article) how you anticipate these sources might put your research into a wider context.

The spirit of the presentation is to communicate simply and clearly the following points:

- What your research topic is and why you chose it
- What your research question is
- Where you are gathering your information/data
- What secondary information you have found to place your study in a wider context
- [If there is time] What stage your research has reached and any problems you are encountering

Each discussion will be followed by a short question and answer session with your audience. The aim of this is to help you with the continuation of your research project/investigation.

Be prepared to put 2 questions to your class members at the end of your presentation.

NB: Make sure you include a bibliography as your last slide; you should cite sources on individual slides as appropriate: (Source: Jones 2008)

### Assessment 3: Contextual analysis of a neighbourhood and how it has been affected by immigration to London (2,500 words)

#### Due:

The following structure will be useful:

#### Introduction

Begin, by addressing these points:

1. What is the purpose of the visit as you understood it;
2. What is the rationale for the activity;
3. What are you hoping to find out with regards to British society - past or present; how might it connect to the question(s) that you formulated for the visit?

This introduction only needs to be a paragraph.

### *Ethnographic Vignette and Findings*

Vignettes may be used for three main purposes in social research: to allow actions in context to be explored; to clarify people's judgements; and vignettes enable participants to define the situation in their own terms.

Written in first person; what are your perceptions, thoughts and responses. What do you see? (This can be a snapshot of an important moment which contextualises the whole piece). You may be either dramatic or factual. This may vary in length but is usually about 3 or 4 paragraphs.

The findings will be an expansion of your ethnographic vignette in relation to academic research where you can include your explanation, analysis and conclusions. Try to summarise what you gained from the experience and if you can relate it to:

1. What have you gained or learned? Did you discover anything that you did not expect?
2. Any previous research you carried out
3. Part of our reading or class discussions
4. Similarities or differences to the United States
5. What aspect of British culture(s) does the experience seem to display and/or confirm?
6. References

Include at least four academic or professional references to show what you have used to locate and develop your ideas.

### *Assessment 4: Research Essay on a central theme addressed in the class or on a diaspora (3,000 words)*

**Due:**

This is a two part assignment:

- Part (a): please see 10 minute in class presentation on essay topic (above)
- Part (b): RESEARCH Essay

Research papers: Paper topics are somewhat flexible; some examples are: the history and contribution of a South Asian diaspora community in London; the relationship between the Hindu community and their homeland; Low pay and work in the global city.

First, your paper, regardless of topic, must include certain key elements. Scholarship is based on research, and your paper must demonstrate considerable independent research. Sources should be diverse in nature (primary, secondary, etc.).

Second, your paper must engage appropriate theoretical ideas and scholarship. What broader scholarly themes penetrate your work and how?

Third, your paper must have a background section that explores the history of the community you have chosen. For some, this will be a major section, for others it will be briefer. Above all, your paper must make a point, i.e., answer the question, "So what?" Do not craft an essay that merely regurgitates factual data about your topic.

You are encouraged to discuss your paper topic in advance, and if desired, drafts will be read with at least 1 weeks' notice.

## Essay

The aim is to lay out your findings clearly and to answer your question or thesis.

Format of Essay:

### Introduction

The introduction sets out the scope of the essay, establishes the key argument (usually expressed in a key statement of a sentence or two: This essay will demonstrate that the Bangladeshi community in London has made use of a range of economic adaptation strategies in the face of discrimination and racial isolation) that you will be advancing and 'sets the scene' for the discussion that follows. A good introduction will engage the reader's attention and show why the topic warrants close investigation. It will contain some necessary background information, and an explanation of how you plan to deal with the topic. This is where you take a position and outline the central theme that will be argued through the paper. But, at the same time, note that the introduction should not summarise your findings - as these will appear in the conclusion.

Development of the Diaspora – this is the background. If you addressed this in your 'leading' the class discussion, you can adapt it to form part of your essay.

### Analysis

The body of the essay will normally contain a presentation and discussion of the evidence together with an account of the outcomes of your research, and the analysis of it. This is where the main development of the argument takes place and where your own interpretation is offered to the reader. This should be in the third person.

An important thing to remember in regards to the main body of your essay: that each paragraph follows the preceding one to form a progressive argument that will lead to a specific conclusion.

### Conclusion

A conclusion should follow from the previous paragraphs in the essay, all of which build up the case that supports the conclusion. No new points should be included in a conclusion. Any new points, which support the conclusion, are part of the argument leading up to it and so should be included in previous paragraphs. Make sure that your conclusion:

- refers to the essay question and both the background (the development of the diaspora),
- provides a final answer to the essay question,
- matches the conclusion that you foreshadowed in your introduction, and
- answers the essay question in the way that you suggested in your introduction

### Bibliography

Finally, do not forget to reference and include a full bibliography at the end. In the bibliography you should list the names of the resources that you found useful when undertaking research.

### Grading

Grade	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
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<b>A (93- 100%)</b> <b>A- (90-92%)</b>	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
<b>B+ (87-89%)</b> <b>B (83-86%)</b> <b>B- (80-82%)</b>	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
<b>C+ (77-79%)</b> <b>C (73-76%)</b> <b>C- (70-72%)</b>	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
<b>D (60-69%)</b>	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact

<b>F (0-59%)</b>	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact
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### Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

### Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution

to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

### [Required Readings](#)

Winder, R. (2013). *Bloody Foreigners: The Story of Immigration to Britain*. Abacus

A significant part of the course is conducted in collaboration with the ethnic communities in London and reading materials and various media are provided as needed.

### [Additional Resources and Readings](#)

Cohen, R. (2008). *Global Diasporas: An Introduction*. (2<sup>nd</sup> Ed.). Routledge

Gerzina, G. G. (1997). *Black London: Life Before Emancipation*. Rutgers University Press

Gilroy, P. (2002). *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation*. (2<sup>nd</sup> Ed.). Routledge

Kalra, V., Kaur, R., & Hutnyk, J. (2005). *Diaspora & Hybridity*. Sage Publications Ltd.

Phillips, T., & Phillips, M. (2009). *Windrush: The Irresistible Rise of Multi-Racial Britain*. HarperCollins

Visram, R. (2002). *Asians in Britain: 400 Years of History*. Pluto Press

Butler, T. & Watt, P. (2006). *Understanding Social Inequality*. Sage.

### [MyStudy@FIE](#)

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

### [FIE's Values in the Curriculum](#)

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).



## Topics

- Social cohesion and multiculturalism; the impact of 'super-diversity' (London: The World in One City)
- Introduction to fluid ideas of race and nation that shape(d) perceptions of 'the other'
- The legacy of British imperialism-the relationship between the British empire and historical and contemporary patterns of migration including refugee/asylum
- Cultural identities: fashion, food, festivals and religious spaces: delving into London's rich mix of cultures used to frame its daily rhythms and everyday lives.
- Gender and sexuality: identity politics as determined by gender, sexuality, and religion; migrant women's experiences as shaped by ideas about gender and race.
- Visiting heritage spaces; identify and study ethnic spaces in London: site visits to a range of London neighbourhoods and places to understand how communities maintain and trade on their cultural identity as well as use it in their daily routines.
- Current political debates on immigration: investigate the future of London's diversity through a consideration of the contemporary debates over Brexit, 'media' portrayal of immigrants, Islamophobia, anti-Semitism and the future of immigration (including EU) in Britain

## Possible co-curricular activities

- Brixton, South London: A tour of the main streets of Brixton to examine the life and rhythm of the cultural heart of the African-Caribbean community
- Bishopsgate Library and Archives and the East End and/or The Contemporary Jewish Diaspora: Lecture and walk through the East End as the historic reception point for immigrants to England; the discussion includes a consideration of two prominent immigrant groups (Bangladeshi and Jewish) along with the influence of trading and the docks
- Guided walk through North London and visit to a community centre or synagogue to appreciate the Contemporary London Jewish Diaspora
- South Asian communities in London: A tour of Sri Guru Singh Sabha, Southall or BAPS Shri Swaminarayan Mandir (popularly known as the 'Neasden Temple') to examine the interplay of religion, culture and community
- Interrogating the Muslim Diaspora: Visit, tour and discussion at a London Mosque as a cultural bridge with the community
- Museum in Docklands tour or Westminster Slave Trail: A visit to the permanent exhibition entitled London, Sugar, & Slavery to examine the social and political legacies of trade that contributed to London's growth on the world economic stage
- The Victoria & Albert Museum: A visit to the museum's galleries to understand the complex legacy of imperialism and its contemporary display

## Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

## Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit [www.fie.org.uk/wst](http://www.fie.org.uk/wst).

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

## Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

## Additional Policies and Resources

### Mental Health and Stress Management Support

FIE's qualified and accredited counsellor is Dr Deborah Hill, who offers appointments via video call and over the phone. The first three appointments are free of charge and ongoing sessions can be arranged directly with Dr Hill. To make an appointment with Dr Hill, simply email [studentlife@fie.org.uk](mailto:studentlife@fie.org.uk).

If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

## Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.