



**Boston University Study Abroad**  
London

**British Tourism “Knowing Britain Inside Out”**  
**SHA HF 365 (Core course)**  
**DATE.....**

**Instructor Information**

A. Name	Andy Charlton London Registered Blue Badge Guide and Lecturer
B. Day and Time	DAYS, TIMES
C. Location	Kensington Room, 43 Harrington Gardens, SW7 4JU
D. BU Telephone	020 7244 6255
E. Email	andychar@bu.edu
G. Office hours	By appointment
F. Mobile:	07768 655 597

**Course Description**

This course examines the British Tourism and Hospitality Industry in depth, comparing British culture with that of other nations and considering what Britain, especially London, offers tourists. It looks at how history and culture are marketed to meet visitors’ expectations.

You can’t market a country as you would a breakfast cereal, nor can you work successfully in a country if you don’t understand what makes it tick.

A country is unique, its peoples are unique, its attractions are unique. Britain is no exception. To be successful in tourism related businesses in Britain requires specialist marketing strategies and skills together with an extensive knowledge of the country and its culture.

Britain boasts the world’s most famous;

1. Wizard
2. Detective
3. Secret Agent

And a relatively well known Royal Family. You’ve probably heard of them. You can probably name a few of them. Other countries have monarchies too, but can you name any of those countries and their monarchs and extended families?

You may be aware that most of the world’s sports were either invented or codified here, with a few notable exceptions. You might have heard of the Beatles, the Rolling Stones and David Bowie, Ed Sheeran, Coldplay, One Direction, Adele, and maybe some other contemporary British rock and pop artists. In fact you could probably name half a dozen British artists without thinking too hard. But could you name their equivalents in Germany, France or Spain? Or any other countries?

Does any of that matter, or make a difference as to how Britain is firstly perceived, and secondly marketed as a tourist destination? (Hint: Yes it does).

How does the provision of tourism and hospitality related services differ in Britain?

Why should I hold my annual conference in Britain rather than France, or Bermuda or anywhere else? And can Britain deliver what my clients are looking for?

We will examine all aspects of the British Tourism and Hospitality Industry through lectures, field trips to major tourist sites, class discussions, set texts and videos.

What works in London may not work in Beijing, Berlin or even Boston. Because groups of people are different and behave and react in different ways to each other. Without enquiring into the social behaviour of groups of people when they interact in the tourism and hospitality industry it's unlikely you'll succeed.

During this course you will become an interpreter between different cultures, comfortable in bridging the gaps, where they exist, to the benefit of everyone. You will be able to decide best how to present different aspects to different audiences whilst retaining historical integrity and accuracy.

You will be able to take the techniques taught on this course anywhere, so you can apply them to new regions, cities and countries, events or attractions as your hospitality and tourism career develops.

## Hub Outcomes and Course Objectives

1) Philosophical, Aesthetic and Historical Interpretation: Historical Consciousness.

Historical Outcome 1 (HO1)

Historical Outcome 2 (HO2)

Historical Outcome 3 (HO3)

2) Diversity, Civic Engagement and Global Citizenship: Global Citizenship and Intercultural Literacy.

Global Citizenship and Intercultural Literacy Outcome 1 (GCIL 1)

Students will acquire a basic core knowledge of Britain and its history, be comfortable with British culture and understand what Britain can deliver to clients in both a leisure and business context. We will necessarily explore the differences between your home culture and this foreign (British) culture. (HC1, HC2, HC3, GCIL 1)

This is achieved through class discussions about the set readings, group debates and experiential learning during the field trips, all moderated by the lecturer to ensure full student participation and to enable every view to be heard. It is in these discussions that many students encounter views that they may not have heard before, or approaches they may not have considered previously.

Students will be able to make critical assessments of tourist sites, attractions and events through class discussions, identifying the essence of a tourist site and its peculiarities. In particular addressing the questions; Who is this for? Does it actually attract that clientele? Is the experience any good? Would visitors recommend it to other visitors? If not, why not?

Students will be able to demonstrate an ability to interpret what they see and experience to place whatever the attraction is in its historical and cultural context. (HC2, GCIL 1)  
The course will enable students to evaluate tourism and hospitality services in Britain and to analyse and recognise the good, the bad and the indifferent within the British tourism and hospitality industry.

This is achieved by direct experience of British tourism services both with and without the rest of the class, but also class based activities will also encourage students to think themselves in to the minds of target audiences. (HC1, GCIL 1)

Students will explore however briefly, everything that impacts on the provision of tourism services in Britain; the political culture, local and national, the history of Britain and its identity, the arts in Britain, British cinema, tv and radio, music, popular culture, the City of London and business, geography, the Monarchy, sport, fashion, transport systems, public relations, marketing and naturally and inevitably, Brexit. Plus London as a special case. This happens through class discussions and debate, looking at news websites for the UK in class and encouraging students to comment on those news stories and discover how their treatment in the UK might be different to how they might be treated in their home culture. (GCIL 1)

Within the course you will necessarily need to engage with a different culture to your own (GCIL 1), there will be issues of communication, often in a marketing context, and finally historical interpretation as we look at British identity, how the British perceive themselves and how they are perceived elsewhere, (HC2).

Critically assess British culture and identify differences and norms in British culture; this is student led, with encouragement and other examples provided by the lecturer.  
Students will become aware of the multicultural nature of the British Hospitality and Tourism Industries through site visits and discussions in class and learn how to use those different identities to market tourist sites, geographical areas and tourism services. (GCIL1)

Critically discover the history of Britain and how it can be used in a tourism and hospitality context. Compare and contrast different histories within Britain; in particular regional identities and how they impact on tourism services in Britain. (HC1)

Every week students will be asked to provide an example in class of something they have seen, read or experienced that they feel is different to their own culture, or which would have been done differently elsewhere; it can be as simple as how a coffee was served, or it could be a political debate on tv; this will ensure students' cultural antennae are always "on" during the week, alert to potential examples for class. (GCIL1)

Group debates on the significance or otherwise of these student led observations, moderated and directed by the instructor will lead to a greater understanding of this, and other cultures.

# Educational Strategies and Approach to Learning

## 1. Experiential Learning

All the field trips have all the elements of being a real tourist and receiving tourism services; every student will be asked to speak about these experiences, on the field trip and later in class, to analyse the visit from the point of view of a regular tourist.

Students will take decisions as to what part of a visit is important and explain why. Every tourist site or area explored will provoke engagement by students because they have to evaluate it objectively, putting personal tastes to one side. Then students will need to engage creatively with suggesting ideas for improving the site and its wider marketing, making choices about what to emphasise, to whom and why. Students will need to explain, both at the time, and in their later papers, why some things work in a marketing strategy and why others don't. And whether the expectations prior to the visit are matched by reality.

NB Students will make their own way to the venue or site; what information was available/ease of transport and the accuracy of any pre trip information gleaned in advance from the venue/site is all part of the experience. So there will simply be a meeting time and point with the lecturer given.

## 2. Active Learning

In class, students will come up with a news item themselves, from that day, local or national, which may impact on tourism in Britain, and pairs of them will take time to present to the rest of the class their understanding of the news item and what its implications for tourism might be; positive, negative or neutral. Students will need to reflect on whether their news item is particular to Britain or London, or whether such a story might just as easily have appeared in their home cultures.

## 3. Discussion Based Teaching and Learning

Classes are generally small enough that everyone can learn each others' names quickly, and discussions are always inclusive and sometimes student led; students are encouraged to collect experiences between classes, from the highly significant to the utterly trivial, which in some way differ from what they might have expected to experience in their home cultures.

## 4. Case Based Learning

Every tourist site has a case history of how it became an attraction, how it has been marketed in the past, and visitor numbers are a relatively easy gauge of success. We take disparate and very different examples; Parliament (it clearly has a function beyond being an attraction) and the London Eye (which doesn't). The National Gallery, which may or may not have the promotion of art in its remit, amongst feelings of national pride in the collection, to the Imperial War Museum which adds a sense of commemoration to other qualities that a museum generally has. Every case is different and the exercise of establishing what is different is half the objective, then we can draw parallels or not with other sites and places.

## 5. London Based Learning

We're in one of the world's great cities which has a thriving tourism and hospitality industry; we have a wealth of world class institutions on our doorstep and it's clearly our job in hospitality and tourism to examine and experience and then evaluate these attractions. Almost literally on our doorstep in Gloucester Road, with the Natural History Museum and Science Museums, both of which are free to visit as are most of the other art galleries, museums and cultural attractions. Suggestions for visits will always be given, but where possible in keeping with the students' own

tastes and interests; the idea is to encourage an individual's exploration of London, not make it feel like something you are obliged to do – if you're not visiting a tourist attraction because you want to, something is wrong.

To acquire a basic knowledge of Britain we will outline historical figures and events; students will be asked in class to explain what they think is important and what isn't in a historical context but also to each find a contemporary figure or event they think is culturally significant and explain why they have picked that person or event. We will discuss everyone's choices.

Alongside the class field trips students will pick a tourist site or attraction they wouldn't normally be interested in – something we will pick in class together, and they will look at the marketing of that attraction and whether or not on reflection they would consider visiting it; there should be a wide range of attractions to discuss, by the nature of student tastes and preferences and by gravitating to things outside their usual field of interest students will learn more about how to market tourist sites and attractions in general. Within a class of students there should be very different views as to what is worth visiting; it is by listening to people who don't share your enthusiasms that valuable insights are gained into what motivates a visitor to visit and how their perceptions can be altered. Students will be learning from each others' views on a case by case basis.

## Assessment, Feedback and Grading Criteria

### Formative Assessment

#### 10% Class Participation

This is to encourage active class participation; students are not marked on being correct or incorrect, often that's not even possible even if were desirable, it's simply a question of engaging thoughtfully with the course.

Students will choose something to visit or do by themselves during the course including but not limited to; a tourist site or attraction, a sporting event, a cultural event, a meal, a concert or just about anything that can be construed as a leisure activity. It may even be something organised by BU London in the social programme, or some other opportunity offered through BU London.

They will then give a 30 second (literally 30 seconds) presentation in class, assessing all elements of the experience; who was it aimed at, did it deliver the promised experience, was there value for money, and ultimately was it successful, and by what criteria are we judging success? There will be feedback from the lecturer, observations from other class members and this visit/event/experience will subsequently be written up as one of the four site reports mentioned below.

We don't often have the luxury of stretching out and taking our time in marketing tourist attractions/hotels/restaurants to our potential clients; this 30 second exercise is designed to concentrate the mind fully on what actually matters, what actually appeals and what works in practice in relation to this particular attraction. It is a real world marketing and journalistic exercise of the type industry professionals need to be very good at in the real world. Otherwise our clients won't buy what we're offering.

There will be continuous assessment of students' contributions in class, to check that students have grasped key concepts through feedback from the lecturer in class.

## Summative Assessment

There will be a final written exam to determine that the core facts about Britain have been absorbed, that key concepts have been understood and that students can demonstrate a strong analysis of the problems and opportunities arising in marketing Britain as a destination.

The exam will test core knowledge of Britain with 50 “Quick” Questions together with 2 essay questions designed to draw out (i) an understanding of the tourist industry in Britain and (ii) a broader understanding of the cultural issues raised in tourism in Britain.

In addition four site reports on tourist sites in Britain will be produced, analysing and criticising those sites and ultimately evaluating their success or otherwise in this highly competitive industry. These will be handed in a week before the written exam.

The fourth written site report is the one referred to above that will have initially been presented orally in class. The other three tourist sites will be visited as field trips with the lecturer during the course to examine on the spot how British tourist attractions operate, market themselves and deliver to their customers.

One 2,000 word piece will be set on a topical tourism issue. Students will need to demonstrate critical thinking, be able to evaluate sources and make judgments based on the evidence they adduce for their case. This will also be handed in a week before the written exam.

## Weighting

10% : Class Participation

20% : 4 site reports; (5% each). Due a week before the written exam.

20% : A 2,000 word essay. Due a week before the written exam.

In the Examination;

20%: 50 “Quick” Questions

30%: 2 Essay Questions (15% each)

In total ten sessions comprising lectures, field trips, class discussions and videos. Students will participate in class discussions, have a 2-hour final exam and complete set background reading as part of the course.

## Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University’s Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

## Grading Criteria

**'Incomplete'** or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **'Audits'** (AU), **'Withdrawals'** (W), or **'Pass/Fail'** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

**A** This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

**A-** Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

**B+, B, B-** This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

**C+, C, C-** Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

**D** A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

**F** The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for additional grading criteria and policies on plagiarism:

<http://www.bu.edu/london/current-semester>

*\* Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

## Attendance

### **Classes**

All Boston University Study Abroad London Programme students are expected to attend each and every class session, tutorial, and field trip in order to fulfil the required course contact hours and

receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

#### *Authorised Absence:*

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness, for which students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). **Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- Illness, supported by a local London doctor's note (submitted with Authorised Absence Approval Form).
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

**The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.**

#### *Unauthorised Absence:*

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

#### *Lateness*

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Assistant Director of Academic Affairs and if the lateness continues, may have his/her final grade penalised.

**\*\*NB** It may be necessary to swap various sessions around during the course in the following chronology to accommodate closures etc at the field trip venues; an unexpected Coronation at Westminster Abbey for example. Different but equally interesting venues may also be substituted for the same reasons.

## **Chronology**

**Orientation Week; DATE, plus Introductory Lectures (all BU students)**

### **Required Reading For Session 1**

**Green Michelin Guide to Great Britain, History section (pp 50-66) and Nature section (pp 90-91)**

**Set Text: "Speak the Culture" pp 5- 41 – Geography and History**

**Green Michelin Guide to Great Britain, London section (pp 94-118)**

## **SESSION 1 (DATE..... at 09.00 until 1.00)**

### **British History and Identity**

What is the UK? Is this Great Britain? Who are these people?

We need a brief historical overview of the development of Britain and the British, an island race.

The King v. Parliament. Protestant v. Catholic. The role of Parliament and the Monarchy and how this has moulded modern Britain. How do Scotland, Ireland and Wales fit in? Britain and the European Union. How will the divorce go and how will it affect tourism?

The geography of the country. What's where.

London as a special case - a brief history of London. The geography of the capital and its sights. Recognising modern Britain and its institutions.

The British people, their sense of humour and sense of place within the world.

How the British perceive and interact with foreigners. How foreigners perceive the British.

The British Identity. Customer service in Britain. Class discussions on perceptions of Britain.

### **Required Reading: For Session 2**

**Set Text "Speak the Culture" pp 173-183, pp221-239, 261-271**

**Plus any copy of the Financial Times**

## **SESSION 2 (DATE..... at 09.00-1.00)**

### **British Popular Culture, Business in Britain and the Major Tourist Sites.**

#### **What does Brexit mean for our industry?**

Cinema, comedy, radio and television; they all provide an image of a country, but how, and to what effect? Britain has its own soap operas, newspapers, talk shows and sport and this all needs to be thrown into the mix, the outcome of which is someone's perception of Britain. Not necessarily the same perception, nor universally held.

We'll look at how this translates to other cultures, and how it doesn't, together with the significance of British Rock Music from the Beatles onwards, youth movements, fashions and trends and how this may or may not affect visitors' perceptions of Britain.

Tourist sites and attractions in Britain.

What is your perception of Britain, now you've arrived here?

We'll look at everyone's views in class and ask whether there are any gaps between your perception and reality.

#### **Doing Business in Britain.**

We then turn to business expectations and the provision of business services to international clients. When does a business person become a tourist? How, if at all, will Brexit impact on the British tourism and hospitality industry?

We will examine the special case of the City of London and the Lord Mayor's role.

How does Britain attract investment and business? And what are the potential effects of Brexit; does anyone really know? We then need to look at Conferences and Exhibitions in Britain and Hospitality

in a business context in Britain.

### **SESSION 3 (DATE..... at 10.00) A Field Trip to the City of London. Meet outside Tower Hill tube at 10.00**

To explore the City the lecturer will lead a guided walking tour, visiting the Guildhall and putting the history of the City into context. But it's today that counts for business, banking, insurance and finance. So why is London a global financial leader? What's so special about doing business in London? What are the implications for tourism? Can we turn business people into tourists? What is it that brings the business people to London anyway? And will they continue to come after Brexit?

**Required Reading: Any copy of the Financial Times this week for Session 5**

### **SESSION 4 (DATE..... at 10.00 at the Abbey) A Field Trip to Westminster Abbey**

Westminster Abbey is the coronation church of this country's monarchs and dates back to the 11<sup>th</sup> century. It's also where many famous and celebrated British citizens are either buried or commemorated. The present Queen was crowned here, the Duke and Duchess of Cambridge were married here in April 2011 and it is a church with national and historical significance visited by many. But isn't it a place of worship first and foremost? What place do tourists have here?

Or, is this not a national monument, the vast majority of whose visitors have no interest in the Church of England? In a country where only a minority of people go to any church to worship, let alone Westminster Abbey, why are there still religious services here at all? Don't they intrude on the building as a tourist site? Where do we strike the balance? There will be a guided tour by the lecturer and we'll assess the Abbey as a tourist attraction, how it's marketed, and what visitors can expect from their visit.

### **SESSION 5 (DATE..... at 09.00 until 01.00) Sport, Accommodation and Transport, 30 Second Presentations**

#### Sport and Leisure in Britain.

This is the story of the country's sporting heritage and sports tourism in Britain. Many of the world's sports were invented here - Lawn tennis, rugby, football, golf, cricket etc. So what impact does that have?

We need at our fingertips information about the world famous venues and the events that attract sports tourists from around the globe. How about London 2012 and what it meant for tourism and hospitality in Britain. What was its legacy?

Accommodation and Transport.

#### Transport in Britain.

It's all well and good having interesting and dynamically marketed attractions and sites, but it's not much good if you can't get to them, easily and quickly and preferably cheaply. So what is the effect of the Channel Tunnel, air links, the rail network, the road infrastructure and their impact on tourism. What about new transport projects? Crossrail and the Elizabeth Line.

And what about the airports? Where are they and how are they connected to rail and road?

Yet again, we need to explore Brexit, this time the impact of Brexit on travel.

Students will each make their 30 second oral presentation in this class on a visit/experience as described above.

**Required Reading: For Session 6**

**Green Michelin Guide to Great Britain, Sculpture, Painting, Music and Literature (pp 82-87)**

**SESSION 6 (DATE..... at 09.00 until 1.00)**

**The Arts and the Monarchy. Some Great Britons**

Britain's musical, artistic, literary and cultural heritage. Do the arts really attract tourists?

Today we consider The Monarchy, British Rock and Pop, special events and anniversaries and some Great Britons and we'll look at how the British tourist industry markets these uniquely British attractions and personalities. In particular we'll look at the pageantry surrounding The State Opening of Parliament.

**Required Reading: Set Text "Speak the Culture" pp 186 – 193, pp 213 – 217, pp 110- 133 for Session 8**

**SESSION 7 (DATE.....at 11.00 at the All England Lawn Tennis Club).**

**Field Trip to the Wimbledon Lawn Tennis Museum and Grounds**

A field trip to the Wimbledon Lawn Tennis Museum and grounds at the All England Lawn Tennis and Croquet Club, Wimbledon. A guided tour of the grounds including Centre Court and behind the scenes with the lecturer.

Is it easy to market a world renowned institution? Are there special British factors to consider?

There will be a tour of the grounds followed by a short discussion of the issues raised by the visit. Time will be given for a session designed to bring out the basic principles of marketing a tourist site and to examine issues unique to the Club. What constraints are imposed in marketing a world famous private members club? Are there advantages?

What do visitors expect and how does the Museum seek to fulfil those expectations? What are its objectives? Are they successful? How would you do it?

**Required Reading: for Session 8:**

**2 "Broadsheet" newspapers and 2 "tabloid" newspapers from this week.**

**Set Text "Speak the Culture" pp356-8 Sport**

**SESSION 8 (DATE..... at 09.00 until 1.00)**

**Public Sector Tourism. The Great British Countryside**

Public Sector Tourism.

In particular what role does the Mayor of London have? We'll examine the particular example of Stonehenge and how public bodies and government agencies impact on British tourism and how those national organisations and bodies can and do affect tourism in Britain, for example, the National Trust, sometimes for the better, sometimes not.

### The British Countryside

The countryside is often considered a destination in itself, but farming and agriculture will necessarily affect the look and feel of rural Britain, and even access to it, so we're thinking today about the countryside as a tourist destination.

And in the countryside we'll find many Religious Buildings, Stately Homes and Castles; how are these national monuments and memorials presented, conserved and marketed in Britain?

### **SESSION 9 Performing Arts Field Trip, Details To Be Given in Class, Date to be Arranged.**

The performing arts in London and their effect on tourism. We'll take in a show of some description in London's West End. There are various (wildly differing) estimates of what the performing arts are worth to London's tourist industry; theatre, music, comedy, ballet and opera must make some sort of difference, but what exactly?

### **SESSION 10 (DATE..... at 09.00 until 1.00)**

A review of the course.

Conclusions and class discussion.

Examination techniques and skills.

**\*Contingency Class Date: DATE.....** Students are obligated to keep this date free to attend class should any class dates need to be rescheduled.

### **FINAL EXAM**

**Final Examination: DATE.....**

Exam times and locations will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.

**\*\*\*All students must attend a mandatory drop-in session (for questions about placement, social programme, travel and academics) and to sign their Internship & Travel Agreement on ..... 1.00-2.00pm in the Boston Room (Student Common Room), 43 Harrington Gardens, SW7 4JU**

### **Required Reading**

**Set Texts** for the course:

Speak the Culture – Britain, Thorogood Publishing Ltd.  
(ISBN: 1 85418 627 2 /978-185418627-0)

Meyer, Erin. The Culture Map: Breaking Through the Invisible Boundaries of Global Business.  
(ISBN: 9781610392501)

The Green Michelin Guide to Great Britain. Michelin.  
(ISBN-13 9782067229594)

**Suggested Reading – all should be available from the library.**

### **Periodicals**

UK Broadsheet newspapers such as The Times, The Guardian and The Telegraph all available in the library and Boston room at 43 Harrington Gardens. Time Out Magazine.