# **SCHOOLBOYS & THE BRITISH EMPIRE**

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#### **Course Description**

The British Empire was built by men who were trained for it at home, who then became leaders in the political, military and scientific lives of Britain.

- How did their training shape their characters?
- How did those characters shape the world?
- What lessons about our own culture and beliefs can we draw from literature depicting this educational culture?

This is a three-month online course for 90 minutes. meeting once a week offering complete coverage of the material listed in this document.



### **Course Content**

## William Golding, Lord of the Flies

Something is savage and cruel on the island

• What is it? Where did it come from? At what point do we start noticing it/disagreeing with the direction of the boys' culture?

#### Roald Dahl, Boy: Tales of **Childhood and Going Solo**



#### What are the perspectives these books give us on the British elite school system?

 How can we connect these perspectives with the ideas of imperialism that appear in the 2nd book. and with Lord of the Flies?



## George Orwell, "Such, Such Were the Joys"





How does Orwell's school experience

- connect with Dahl's?
- What are the differences?
- What are the differences and similarities in the perspectives and influences they take from their experiences?
- How can we connect those ideas to the concept of British imperialism, and with Lord of the Flies?



Charles Darwin, On the Origin of **Species (short selections)** 



R.M. Ballantyne, The Coral Island



Dr. David Andress, "Joseph Banks: traveller, botanist and agent of the British Empire," The Conversation

- How does the academic side of school contribute to imperialism?
- How can science spread an empire?
- How might everyday young people contribute to such influences?
- What are the intertextual connections (explicit and deliberate on Golding's part) between The Coral Island and Lord of the Flies?

