<table>
<thead>
<tr>
<th>1.) DATE: 01/31/2012</th>
<th>2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.) COURSE PROPOSED: Prefix: <strong>HIS</strong> Number: 251 Title: <em>History of England to 1700</em> Credits: 3</td>
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<tr>
<td>CROSS LISTED WITH: Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number: ;</td>
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<tr>
<td>Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number: ;</td>
<td></td>
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<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: <strong>DR. MARK KLOBAS</strong> PHONE: (480) 423-6420</td>
<td></td>
</tr>
<tr>
<td>FAX: (480) 423-6298</td>
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</tbody>
</table>

**ELIGIBILITY:** Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

**MANDATORY REVIEW:**

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

**POLICY:** The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

**AREA(S) PROPOSED COURSE WILL SERVE:** A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

| 5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: |
| Core Areas: Select core area... | Awareness Areas: Historical Awareness (H) |

| 6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed. |

| 7.) DOCUMENTATION REQUIRED |
| Course Description |
| Course Syllabus |
| Criteria Checklist for the area |
| Table of Contents from the textbook required and/or list or required readings/books |
| Description of how course meets criteria as stated in item 6. |

| 8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: |
| **DECHST**prefix |
| ☐ Elective |

Current General Studies designation(s): SB & H

Effective date: **2012 Spring** Course Equivalency Guide

Is this a multi-section course? ☒ yes ☐ no

Is it governed by a common syllabus? ☒ yes ☐ no District-wide course competencies/outline

Chair/Director: **DR. JANICE MILLER**

J. Ricker

Chair/Director Signature: Approval emailed to

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Identify Documentation Submitted</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>□</td>
<td>1. History is a major focus of the course. Official course competencies &amp; outline; syllabus; textbook TOC</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>2. The course examines and explains human development as a sequence of events. Official course competencies &amp; outline; syllabus; textbook TOC</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. Official course competencies &amp; outline; syllabus; textbook TOC</td>
</tr>
<tr>
<td>✗</td>
<td>□</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. Official course competencies &amp; outline; syllabus; textbook TOC</td>
</tr>
</tbody>
</table>

### THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
### Course Prefix | Number | Title | Designation
---|---|---|---
HIS | 251 | History of England to 1700 | H

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History is a major focus of this course.</td>
<td>This course provides an analysis of the development of England and the English people over a span of fifteen hundred years. It examines that development within the context of specific events and broader developments over time.</td>
<td>Course description, Syllabus (description in instruction procedures, schedule of classes weeks 1-16); course competencies 1-12.</td>
</tr>
<tr>
<td>2. The course examines and explains human development as a sequence of events.</td>
<td>This course examines the development of England chronologically in order to chart causes of key events, as well as to understand the significance of those events for subsequent developments.</td>
<td>Syllabus (schedule of classes weeks 1-16); textbook chapters 16-31; course competencies 3, 4, 7-12.</td>
</tr>
<tr>
<td>3. There is a disciplined examination of human institutions as they change over time.</td>
<td>The chronological focus on English political, social, economic, and international institutions during this period offers the means to examine the origins of major changes as they occur over time.</td>
<td>Textbook chapters 3-7, 10-12, 15; course competencies 2-4, 7-13.</td>
</tr>
<tr>
<td>4. The course examines the relationship among events, ideas and artifacts and the broad social, political, and economic context</td>
<td>Through discussion of events and the consideration of cultural artifacts associated with this period, students obtain an understanding of how those events shaped cultural and intellectual concepts, as well as how the products of those</td>
<td>Syllabus (weeks 2-4, 5-7, 9, 11, &amp; 13 and supplemental readings with associated assignments); Roberts, Roberts &amp; Bisson text: chapters 1-16</td>
</tr>
<tr>
<td>periods can help students better understand the history of the country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HISTORY 251.37591
English History to 1700
Mark Klobas, instructor

Office hours: TWTh, 12-1:30
Room SB 149
mark.klobas@sccmail.maricopa.edu 423-6420

David Howarth, 1066: The Year of the Conquest
William Shakespeare, Richard III
Eamon Duffy, The Voices of Morebath

INSTRUCTIONAL PROCEDURES:

Lecture: This is a course exploring English history from its origins to the Hanoverian succession. The basis of this exploration will be the lecture format, within which the instructor will provide a broad overview of the history within the context of specific questions. Lectures will be supplemented by posted outlines which correspond to the lecture, providing a visual emphasis of key points made by the instructor.

Discussion/student participation: At various points there will be a general in-class discussion of the readings for the day, with the focus on student input and observation.

REQUIREMENTS:

Exams: There will be three exams (two midterms and a non-cumulative final) given during the semester, with each exam worth 20% of your grade for the course. Students who have an excused absence that causes them to miss an exam can make up the exam at a later date, with arrangements to be made on a case-by-case basis.

Discussion: Student participation in class is required, with such participation worth 20% of your grade in the course. The first part of that grade (10%) will be earned by a mandatory meeting with the instructor during his office hours, to be made during the first three weeks of the semester. The remainder of the grade (10%) will be assessed based on the student’s contribution to the class discussions over the readings assigned for that day. While participation in every discussion is not expected, students are required to be regular, frequent, and informed contributors.

Reviews: On the day that each supplemental reading (indicated in bold) is scheduled to be discussed, students are required to turn in a 3-4 page review of that work, which should summarize the reading and offer the reader’s opinion of what they read. The reviews will be graded on content, organization, and grammar; the lowest grade will be dropped and the other two will each be worth 10% of your grade for the course. NOTE: Plagiarism will not be tolerated, and students found to have plagiarized their papers will be subject to the
penalties outlined for plagiarism in the student handbook.

Attendance: Attendance will be taken at each class meeting and will be a factor in determining the final grade in borderline cases. If you miss two classes during the first two weeks of the semester, you will be automatically withdrawn from the course. If you miss more than three classes, the instructor reserves the right to drop you from the course. It is the student’s responsibility to drop the course if they stop attending class. Absences do not relieve students of the responsibility for missed assignments and exams. If you miss a class, it is imperative that you get the notes from a classmate.

GRADES: Your final grade in the course will be determined by taking the average of the three exam scores, your participation grade, and the reviews: 90=A, 80=B, 70=C, 60=D, <60=F. As noted above, attendance will be a factor in determining the final grade in borderline cases.

SCHEDULE OF CLASSES & READINGS (subject to change):

<table>
<thead>
<tr>
<th>August</th>
<th>25</th>
<th>Introduction</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
<td>British Prehistory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 1-22</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>LABOR DAY – NO CLASS</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Roman Britain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 22-30</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>The Decline and Fall of Roman Britain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 30-32</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Early Anglo Saxon England</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 34-41</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>The Genesis of the English Monarchy, c. 790-1000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 41-64</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>The Norman Conquest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson; 64-71; Howarth, 1066</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Norman rule and the first English Civil War</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 80-91</td>
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<tr>
<td></td>
<td>24</td>
<td>EXAM #1</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>The reign of Henry II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 104-115</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>The collapse of Angevin rule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Roberts² &amp; Bisson, 116-120</td>
</tr>
</tbody>
</table>
English Economy & Society in the Middle Ages
READ: Roberts\textsuperscript{2} & Bisson, 93-101, 122-146

English Civilization in the High Middle Ages
READ: Roberts\textsuperscript{2} & Bisson, 101-104

Defining the English Constitution/The reign of Edward I
READ: Roberts\textsuperscript{2} & Bisson, 146-158

The Plantagenet decline
READ: Roberts\textsuperscript{2} & Bisson, 160-177

Shaping the nation: England in the late Middle Ages
READ: Roberts\textsuperscript{2} & Bisson, 172-6; 178-90

READING DAY – NO CLASSES

The Wars of the Roses
READ: Roberts\textsuperscript{2} & Bisson, 191-214; Shakespeare, \textit{Richard III}

EXAM #2

November
3 Early Tudor England
READ: Roberts\textsuperscript{2} & Bisson, 216-244

5 The English Reformation, 1529-1547
READ: Roberts\textsuperscript{2} & Bisson, 245-267

10 The Reformation in Flux
READ: Roberts\textsuperscript{2} & Bisson, 269-285; Duffy, \textit{The Voices of Morebath}

12 Elizabeth Regina
READ: Roberts\textsuperscript{2} & Bisson, 287-304; 321-324

17 Tudor society and culture
READ: Roberts\textsuperscript{2} & Bisson, 307-321

19 Early Stuart England
READ: Roberts\textsuperscript{2} & Bisson, 326-334

24 Charles I and the decline of royal rule
READ: Roberts\textsuperscript{2} & Bisson, 334-349

26 The English Civil War
READ: Roberts\textsuperscript{2} & Bisson, 334-349

December
1 The English Republic
READ: Roberts\textsuperscript{2} & Bisson, 364-378

3 The Stuart Restoration
READ: Roberts\textsuperscript{2} & Bisson, 380-400
8 The “Glorious Revolution”  
   READ: Roberts$^2$ & Bisson, 400-410
10 The end of the Stuart era  
   READ: Roberts$^2$ & Bisson, 411-439

FINAL EXAM: Monday, December 15, 1:30-3:20

STUDENT RESPONSIBILITY:

Students are expected to be responsible for the information in this syllabus. Students are also expected to be responsible for the college policies included in both the college catalog and the student handbook. Finally, students are expected to contribute to a learning environment by being respectful of those around them, both in their class conduct and in class discussion.

SPECIAL CONSIDERATIONS:

Please advise me if you have any type of documented disability so that I may be able to assist in accommodating any special needs you may have. Special needs students may also contact Disability Resources, Room SC143, http://www.scottsdalecc.edu/disabled/
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