GENERAL STUDIES COURSE PROPOSAL COVER FORM  
(ONE COURSE PER FORM)  

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

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 of 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 Chair/Director Signature: Approval emailed to J. Ricker 

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

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<td></td>
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<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<tr>
<td></td>
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<td>* ANTHROPOLOGY</td>
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<td>* ECONOMICS</td>
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<td>* CULTURAL GEOGRAPHY</td>
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<td>* HISTORY</td>
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<td>OR</td>
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<td>3. Course emphasizes:</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td>OR</td>
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<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tr>
<td>HIS</td>
<td>251</td>
<td>History of England to 1700</td>
<td>SB</td>
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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>
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<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interactions</td>
<td>This course provides a basic understanding of the history of England and the English people from its beginnings to the end of the 17th century. It provides students with an understanding of the key events and broader developments taking place by using comparative analysis to study the political, social, and cultural developments taking place during this period.</td>
<td>Textbook chapters 1, 3-7, 9-10, 12, 15; course competencies 2-7, 9-12.</td>
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<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: History</td>
<td>This course uses a variety of comparative and analytical methods to understand the development of English society and the major social trends of the period, as well as how those developments exerted a broader impact on societies elsewhere.</td>
<td>Syllabus (description in introduction to procedures, schedule of classes weeks 1-16); course competencies 2, 3, 5, 11, 12; textbook chapters 3, 6, 7-9, 12, 15</td>
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<td>3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g., historical analysis)</td>
<td>3b. This course uses the tools of historical analysis, quantitative analysis, and historiography to evaluate and interpret historical data and arguments.</td>
<td>Syllabus (course description, writing assignments); Course competencies 2, 3, 5, 8, 11, 12; textbook chapters 1-16</td>
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<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>4. This course uses social and behavioral science perspectives and data to study historical events that affected the English people and the lands they controlled from the early period of English history to the end of the 17th century. Using all</td>
<td>Course competencies 2-12; syllabus (reading assignments, schedule of classes, weeks 2-16); textbook chapters 1-16</td>
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<td>related material -- historical, cultural, social sciences -- students will be able to analyze and evaluate this critical period of English history in order to have a better understanding of the overall history of the country.</td>
<td></td>
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</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):

August 25 Introduction
27 British Prehistory
READ: Roberts² & Bisson, 1-22

September 1 LABOR DAY – NO CLASS
3 Roman Britain
READ: Roberts² & Bisson, 22-30
8 The Decline and Fall of Roman Britain
READ: Roberts² & Bisson, 30-32
10 Early Anglo Saxon England
READ: Roberts² & Bisson, 34-41
15 The Genesis of the English Monarchy, c. 790-1000
READ: Roberts² & Bisson, 41-64
17 The Norman Conquest
READ: Roberts² & Bisson; 64-71; Howarth, 1066
22 Norman rule and the first English Civil War
READ: Roberts² & Bisson, 80-91
24 EXAM #1
29 The reign of Henry II
READ: Roberts² & Bisson, 104-115

October 1 The collapse of Angevin rule
READ: Roberts² & Bisson, 116-120
6 English Economy & Society in the Middle Ages
READ: Roberts & Bisson, 93-101, 122-146

8 English Civilization in the High Middle Ages
READ: Roberts & Bisson, 101-104

13 Defining the English Constitution/The reign of Edward I
READ: Roberts & Bisson, 146-158

15 The Plantagenet decline
READ: Roberts & Bisson, 160-177

20 Shaping the nation: England in the late Middle Ages
READ: Roberts & Bisson, 172-6; 178-90

22 READING DAY – NO CLASSES

27 The Wars of the Roses
READ: Roberts & Bisson, 191-214; Shakespeare, Richard III

29 EXAM #2

November

3 Early Tudor England
READ: Roberts & Bisson, 216-244

5 The English Reformation, 1529-1547
READ: Roberts & Bisson, 245-267

10 The Reformation in Flux
READ: Roberts & Bisson, 269-285; Duffy, The Voices of Morebath

12 Elizabeth Regina
READ: Roberts & Bisson, 287-304; 321-324

17 Tudor society and culture
READ: Roberts & Bisson, 307-321

19 Early Stuart England
READ: Roberts & Bisson, 326-334

24 Charles I and the decline of royal rule
READ: Roberts & Bisson, 334-349

26 The English Civil War
READ: Roberts & Bisson, 334-349

December

1 The English Republic
READ: Roberts & Bisson, 364-378

3 The Stuart Restoration
READ: Roberts & Bisson, 380-400
8 The “Glorious Revolution”  
   READ: Roberts & Bisson, 400-410  
10 The end of the Stuart era  
   READ: Roberts & 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/](http://www.scottsdalecc.edu/disabled/)
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