1.) DATE: 01/31/2012

2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: HIS Number: 252 Title: History of England 1700 to Present Credits: 3

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<th>CROSS LISTED WITH: Prefix:</th>
<th>Number:</th>
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<th>; Prefix:</th>
<th>Number:</th>
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4.) COMMUNITY COLLEGE INITIATOR: DR. MARK KLOBAS PHONE: (480) 423-6420

FAX: (480) 423-6298

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 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

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>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>❌</td>
<td></td>
<td>1. History is a major focus of the course.</td>
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<td>❌</td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events.</td>
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<tr>
<td>❌</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</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.</td>
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</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.
<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 three 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 3-18.</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, 6-11, 13, 15, 17.</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 17, 18, 19, 22, 25, 26, 30, 31; course competencies 3, 5, 7-10, 15, 17.</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, 6, 8, 9, 11-16, and supplemental readings with associated assignments); Roberts, Roberts &amp; Bisson text: chapters 16-31.</td>
</tr>
<tr>
<td>periods can help students better understand the history of the country</td>
<td></td>
<td></td>
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</tbody>
</table>
HISTORY 252.46835  
English History, 1700-present  
Mark Klobas, instructor

Office hours: TTh, 12-1:30  
Room SB 149  
mark.klobas@sccmail.maricopa.edu  
423-4630

Adam Nicolson, *Seize the Fire: Heroism, Duty, and the Battle of Trafalgar*  
Wilkie Collins, *The Moonstone*  
Paul Addison, *Winston Churchill*  
(In addition, a list of additional, suggested books and movies is included at the end of the syllabus)

INSTRUCTIONAL PROCEDURES:

Lecture: This is a course exploring English history from the period of the Hanoverian succession to the present. 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. The exams will be a mixture of essay (over the supplemental readings) and short answer (over the material covered in-class). 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.

**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 three 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 quizzes: 90=A, 80-B, 70=C, 60=D, 50=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>
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<tr>
<th>Date</th>
<th>Activity</th>
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| January 21 | Introduction: Britain in 1700  
  READ: Roberts² & Bisson, 408-439                                   |
| 26     | The Age of Walpole: British politics, 1714-1742  
  READ: Roberts² & Bisson, 441-448                                |
| 28     | The Hanoverian economy  
  READ: Roberts² & Bisson, 410-411, 421-423                      |
| February 2 | Society in Hanoverian Britain  
  READ: Roberts² & Bisson, 454-466, 468-472, 492-503               |
| 4      | Patriotism and politics: Britain, 1742-1763  
  READ: Roberts² & Bisson, 448-454                                  |
| 9      | The First Industrial Revolution  
  READ: Roberts² & Bisson, 472-490                                  |
| 11     | Britain and the American Revolution  
  READ: Roberts² & Bisson, 517-530                                   |
| 16     | PRESIDENT’S DAY – NO CLASS                                              |
| 18     | Britain, 1783-1800  
  READ: Roberts² & Bisson, 530-531                                  |
| 23     | Britain in the age of Napoleon  
  READ: Roberts² & Bisson 541-549; Nicolson, Seize the Fire      |
| 25     | FIRST EXAM                                                              |
March 2  Reaction and Reform: Britain, 1815-1837  
READ: Roberts\textsuperscript{2} & Bisson, 503-515, 549-559, 566-583

4  Early Victorian Britain  
READ: Roberts\textsuperscript{2} & Bisson, 559-564, 583-591

9  The Second Industrial Revolution: The British economy in the mid-19\textsuperscript{th} c.  

11  The Second British Empire  
READ: Roberts\textsuperscript{2} & Bisson, 655-680

March 16-18  SPRING BREAK – NO CLASS

23  High Victorian Britain  
READ: Roberts\textsuperscript{2} & Bisson, 593-653; Collins, \textit{The Moonstone}

25  Late Victorian Britain  
READ: Roberts\textsuperscript{2} & Bisson, 682-700

30  Edwardian Britain  
READ: Roberts\textsuperscript{2} & Bisson, 700-711

April 1  SECOND EXAM

6  Britain in the First World War  
READ: Roberts\textsuperscript{2} & Bisson, 713-733

8  Britain in the 1920s  
READ: Roberts\textsuperscript{2} & Bisson, 764-772

13  Britain in the 1930s  
READ: Roberts\textsuperscript{2} & Bisson, 744-764, 774-780

15  The “People’s War”: Britain in the Second World War  
READ: Roberts\textsuperscript{2} & Bisson, 780-801; Addison, \textit{Winston Churchill}

20  Austerity Britain, 1945-51  
READ: Roberts\textsuperscript{2} & Bisson, 832-839

22  Britain, 1951-64  
READ: Roberts\textsuperscript{2} & Bisson, 802-823, 839-844

27  The end of empire: Decolonization, 1945-1997  
READ: Roberts\textsuperscript{2} & Bisson, 845-850

29  The “Swinging Sixties”: Britain, 1964-70  
READ: Roberts\textsuperscript{2} & Bisson, 823-826, 850-856

May 4  The Era of Discontent: Britain, 1970-1979  
READ: Roberts\textsuperscript{2} & Bisson, 826-830, 856-861

6  The Thatcher era: Britain, 1979-1997  
READ: Roberts\textsuperscript{2} & Bisson, 861-879

FINAL EXAM:  Wednesday, May 13, 9:30-11:20 a.m.
Suggested readings:  John Gay, The Beggar's Opera  
Voltaire, Letters Concerning the English Nation  
Edward Gibbon, Memoirs of My Life  
Jane Austen, Persuasion  
Charles Dickens, Hard Times  
E. M. Forster, Howard's End  
Evelyn Waugh, Brideshead Revisited  
George Orwell, Nineteen Eighty-Four  
Alan Sillitoe, Saturday Night and Sunday Morning

Suggested films:  “The Lady Vanishes” (1938)  
“The Stars Look Down” (1940)  
“Mrs. Miniver” (1942)  
“Life and Death of Colonel Blimp” (1943)  
“Brief Encounter” (1945)  
The James Bond films (particularly “Dr. No” and “You Only Live Twice”)  
“Get Carter” (1971)  
“The Ruling Class” (1972)  
“The Long Good Friday” (1980)  
“My Beautiful Laundrette” (1985)

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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