## General Studies Course Proposal Cover Form

**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  
  
  CROSS LISTED WITH:  
  - Prefix:  
  - Number:  
  - Prefix:  
  - Number:  
  - Prefix:  
  - Number:  

**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 require 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 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  
**Ricker**  

**Chair/Director Signature:** Approval Emailed to J.
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>
<tr>
<td>✗</td>
<td>✓</td>
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<tr>
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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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<td>• ANTHROPOLOGY</td>
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<td>• ECONOMICS</td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td>✗</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>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>✓</td>
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<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>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. 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 the end of the 17th century to the present. 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 17, 18, 19, 22, 25, 26, 30, 31; course competencies 3, 5, 7-10, 15, 17.</td>
</tr>
<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 3, 6, 8, 14, 15.; textbook chapters 16, 18, 23, 24, 26, 28, &amp; 30</td>
</tr>
<tr>
<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 6-8, 10, 12, 16, 18; textbook chapters 16-31</td>
</tr>
<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 end of the 17th century to the present. Using all related material --</td>
<td>Course competencies 3-18; syllabus (reading assignments, schedule of classes, weeks 2-16); textbook chapters 16-31</td>
</tr>
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<tr>
<td>HIS</td>
<td>252</td>
<td>History of England 1700 to Present</td>
<td>SB</td>
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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.
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):

| January | 21       | Introduction: Britain in 1700  
|         |         | READ: Roberts² & Bisson, 408-439  
| 26      |         | The Age of Walpole: British politics, 1714-1742  
| 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: Roberts³ & Bisson 541-549; Nicolson, Seize the Fire  
| 25     |         | FIRST EXAM  

| March  | 2  | Reaction and Reform: Britain, 1815-1837  
|       |    | READ: Roberts² & Bisson, 503-515, 549-559, 566-583  
|       | 4  | Early Victorian Britain  
|       |    | READ: Roberts² & Bisson, 559-564, 583-591  
|       | 9  | The Second Industrial Revolution: The British economy in the mid-19th c.  
|       | 11 | The Second British Empire  
|       |    | READ: Roberts² & Bisson, 655-680  
| March 16-18 | | SPRING BREAK – NO CLASS  
|       | 23 | High Victorian Britain  
|       |    | READ: Roberts² & Bisson, 593-653; Collins, *The Moonstone*  
|       | 25 | Late Victorian Britain  
|       |    | READ Roberts² & Bisson, 682-700  
|       | 30 | Edwardian Britain  
|       |    | READ: Roberts² & Bisson, 700-711  
| April  | 1  | SECOND EXAM  
|       | 6  | Britain in the First World War  
|       |    | READ: Roberts² & Bisson, 713-733  
|       | 8  | Britain in the 1920s  
|       |    | READ: Roberts² & Bisson, 764-772  
|       | 13 | Britain in the 1930s  
|       |    | READ: Roberts² & Bisson, 744-764, 774-780  
|       | 15 | The “People’s War”: Britain in the Second World War  
|       |    | READ: Roberts² & Bisson, 780-801; Addison, *Winston Churchill*  
|       | 20 | Austerity Britain, 1945-51  
|       |    | READ: Roberts² & Bisson, 832-839  
|       | 22 | Britain, 1951-64  
|       |    | READ: Roberts² & Bisson, 802-823, 839-844  
|       | 27 | The end of empire: Decolonization, 1945-1997  
|       |    | READ: Roberts² & Bisson, 845-850  
|       | 29 | The “Swinging Sixties”: Britain, 1964-70  
|       |    | READ: Roberts² & Bisson, 823-826, 850-856  
| May  | 4  | The Era of Discontent: Britain, 1970-1979  
|     |    | READ: Roberts² & Bisson, 826-830, 856-861  
|     | 6  | The Thatcher era: Britain, 1979-1997  
|     |    | READ: Roberts² & 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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