



BRITISH STUDIES. HISTORICAL PERSPECTIVES.

BRIT 220/230/320H.

SPRING 2025

Instructor

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Course Meeting Days and Time Monday and Wednesday, 9.30-10.45 and 11.00-12.15

Required Experiential Learning
Dates

Office Hours

By appointment

Catalog Description:

BRIT 220; 320; Honors offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with a British national identity. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales, and Ireland.

Credit Hour Policy Statement:

"This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

General Education Requirements:

This course meets the General Education requirements for [Choose an outcome] [Choose an overlay].

Outcome 3: Knowledge of human history and the historical context of knowledge

Component A: Global diversity: International component

Component E: Writing across the curriculum

Course Learning Objectives:

BRIT 220/320/Honors focuses on the issues, both historical and contemporary, that unify and dislocate a sense of national identity in modern Britain. By applying what you are learning to amplifying your experiences, the course helps you to situate yourself within a complex multinational and multicultural society, challenging you to identify issues and to affect change within your new home and community through:

- a. Inquiry, research, and analysis
- b. Intercultural knowledge and understanding
- c. Critical and creative thinking
- d. Cultural competency
- e. Written and oral communication
- f. Information literacy
- g. Teamwork and problem solving

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Methods of Instructions:

BRIT 220/320/Honors is a twice-weekly discussion-based class, complemented by research and writing workshops and individual tutorials (by appointment during office hours) supporting both formative (research papers) and summative (open book exam) assessments.

Textbooks and Required Reading:

The recommended texts for the course are:

Barry Cunliffe, *Penguin Illustrated History of Britain and Ireland* (London, 2004). Copies are on Reserve in Harlaxton Library.

William Shakespeare, *Henry IV, Part 1*. Copies available online.

Course Schedule:

Week One

1. Monday. Course Overview. Research and Writing Workshop.
2. Wednesday. Introduction to Modern Britain

Week Two:

3. Monday. Roman Britain. Changing Political Geography and Identity
4. Wednesday. Post-Roman Britain. The Successor Kingdoms and New Identities

Week Three:

5. Monday. The Viking Wars and the Emergence of England and Scotland. (Document workshop)
6. Wednesday. The Norman Conquest, 1066.

Week Four:

7. Monday. Magna Carta (Document workshop) **Outline/Draft of Research Paper 1 Due.**
8. Wednesday. War, Identity, and Medieval Kingship

Week Five:

9. Monday. William Shakespeare, *Henry IV, Part 1*. (Document workshop)
10. Wednesday. The Reformation and Religious Identity. (Document workshop)

Week Six:

11. Monday. Tudor England. Cartography and the Art of Ruling
12. Wednesday. Divine Right Monarchy. The People v. The Stewarts

Week Seven:

13. Monday. The Civil Wars and British Commonwealth. (Document workshop)



Research Paper 1 Due

14. Wednesday: **Review**

Mid-Semester Break

Week Eight:

15. Monday. The 'Glorious' Revolution and British Monarchy. (Document workshop)

16. Wednesday. The 1707 Act of Union and the United Kingdom

Week Nine:

17. Monday. Colonialism, Slavery, and the American Revolution. (Document workshop)

18. Wednesday. India, Ireland, and the French Revolution. (Document workshop)

Week Ten:

19. Monday. The Industrial Revolution and Romanticism. (Document workshop)

Outline/Draft of Research Paper 2 Due

20. Wednesday. Industrial Society, Poverty and Protest. (Document workshop)

Week Eleven:

21. Monday. Imperialism, Identity, the British Empire (Document workshop)

22. Wednesday. Britain, Memory, and the First World War. (Document workshop)

Week Twelve:

23. Monday. Britain, Memory and the Second World War. (Document workshop)

24. Wednesday. Decolonization and Post-Colonial Identities (Document workshop)

Week Thirteen:

25. Monday. Post-War Britain, Industrial Decline and Devolution **Research Paper 2 Due**

26. Wednesday. Immigration and Post-Imperial Identity. (Document workshop)

Week Fourteen:

27. Monday. Blair, Borders, and Brexit. **Open Book Exam Question Becomes Available**

28. Wednesday. Review. The Future of Britain? **Submission of Open Book Exam Answers**



Grading Criteria:

Grading Criteria:

BRIT 220	BRIT 320	BRIT 320H
Research Paper 1 (37.5%) Research Paper 2 (37.5%) Open Book Exam (15%) Participation (10%)	Research Paper 1 (37.5%) Research Paper 2 (37.5%) Open Book Exam (15%) Participation (10%)	Research Paper 1 (37.5%) Research Paper 2 (37.5%) Open Book Exam (15%) Participation (10%)
Research Papers will be a minimum of 5-7 written pages.	Research Papers will be a minimum of 5-7 written pages.	Research Papers will be a minimum of 5-7 written pages.
BRIT 220 papers require a minimum of four scholarly sources. Students are recommended to submit an outline or draft for both papers.	BRIT 320 papers require a minimum of five scholarly sources. Students are recommended to submit an outline or draft for both papers.	BRIT 320H papers require a minimum of five scholarly sources and two primary sources. Students are recommended to submit an outline or draft for both papers.

Research Papers:

Research Papers are to be written and developed in consultation with the professor and will be graded according to a rubric (see below). The question for each Research Paper is:

How and in what ways did [?] both reflect and influence their time?

You need to identify a significant historical British figure whose work or actions impacted their time. It is your choice who to write about. **THIS IS NOT A BIOGRAPHY.** Your focus is on answering the question. Your choice of historical figure provides you with a subject and an era to enable you to answer the question. Guidance on writing a Research Paper will be provided as part of the Research and Writing Workshop at the start of the Semester and in individual tutorials (by appointment during office hours). Students are recommended to submit an outline or draft of their paper, together with an annotated bibliography. Students will receive comments on their outline or draft. Research Paper 1 will be graded and returned with comments in good time to allow students to take account of the comments prior to submitting Research Paper 2.

Students are required to upload **one** of their Research Papers onto Live-Text.



Research Paper Grading Rubric

Suggested Criteria	Excellent A	Good B	Fair C	Poor D	Fail F
1. Thesis/line of argument	Original, compelling argument sustained throughout the paper.	Effective argument sustained throughout the paper.	Argument made but not sustained throughout the paper.	Poor or patchy argument (i.e. limited engagement with key issues).	Very ineffective argument showing no awareness of important issues.
2. Research a) use of appropriate primary & secondary sources b) correct use of citations & bibliographical references	Excellent research: integration of a wide range of primary & secondary sources, cited correctly.	Thorough research: use of a good range of primary & secondary sources. Minor errors in referencing.	Fair research (but some use of inappropriate / non-academic sources). Some errors in referencing.	Limited research leading to superficial coverage of subject. Incorrect means of referencing sources.	Inadequate research (i.e. use of inappropriate / non-scholarly sources)
3. Contextual awareness	Detailed knowledge of historical &/or cultural context (awareness of primary & secondary issues).	Clear understanding of primary issues, some grasp of secondary issues.	Uneven coverage of primary issues (some inaccuracies & omissions), little awareness of secondary issues.	Limited awareness of primary issues (numerous inaccuracies & omissions).	No contextual awareness or major inaccuracies and omissions.
4. Presentation (structure and writing style, incl. grammar and spelling)	Exceptional presentation: well written, highly coherent, & logically <u>organised</u> paper which includes a clear introduction / thesis <u>statement</u> & <u>very effective concluding remarks</u> .	Clearly written, effectively structured essay that incorporates a clear thesis <u>statement</u> & <u>useful concluding remarks</u> .	Reasonable paper but with some grammatical & stylistic problems &/or lacking structural clarity (e.g. limited introductory or concluding statements).	Poorly written & ineffectively structured essays: illogical <u>organisation</u> of material, poor grammatical structures & use of colloquialisms).	Very poorly written or <u>very</u> brief answers with extensive grammatical, <u>organisational</u> & presentational errors.

Outline. Students are encouraged to submit an outline of their paper for comment. Your outline should consist of:

Title/Question: If you are developing your own question this should be concise and descriptive.

Thesis statement: This should be relatively extensive and certainly more than a single sentence.

Research questions: These should help you to create a framework for completing your paper within the time available.

Methods/Work Plan: This should show how you plan to tackle your research questions.

Bibliography: Annotated.

Alternatively, you can submit a draft of your paper for comment.

Late submission of papers will result in the grade assigned dropping one grade in the week of submission, and a further grade for each week thereafter, e.g. A- to B+



Open Book Examination

Students will be presented with a question in their penultimate class session, answers to be submitted on the last day of the class. This assessment is designed to give students the opportunity and flexibility to bring together their class notes with their 'field notes', their reflections on their experiences (what they have seen, heard, and read) while living in the UK. It is permissible to include photographs and images to support a response to the question posed.

EXAMINATION GRADING RUBRIC

Suggested Criteria	Excellent A	Good B	Fair C	Poor D	Fail F
1. Response to question / maintenance of argument	Focused response which considers implications, <u>assumptions</u> and nuances of question/s.	Effective response to the question which engages directly with key concepts.	Fair attempt to answer question/s but with uneven coverage of key concepts.	Failure to engage with important aspects of the question/s posed.	No engagement with question/s.
2. Analysis of key and secondary issues	Excellent grasp and analysis of key and secondary issues.	Clear analysis of key issues; some engagement with secondary issues.	Fair analysis of key issues; little grasp of secondary issues.	Limited grasp of key issues; no engagement with secondary issues.	No analysis of key or secondary issues.
3. Contextual awareness	Excellent historical / cultural awareness with very few factual or interpretive errors.	Clear understanding of historical / cultural context with only minor errors of fact or interpretation.	Fair understanding of historical and cultural context with some errors of fact and limited interpretation of material.	Poor understanding of historical / cultural context with factual & interpretive errors.	Extensive factual errors leading to <u>very limited</u> contextual awareness.
4. Use of supporting evidence	Sophisticated and wide-ranging use of evidence (primary and secondary).	Effective use of evidence with well-chosen supporting examples.	Some useful examples and supporting evidence.	Few or poorly chosen examples / pieces of evidence.	No examples / inappropriate evidence used.
5. Presentation and Structure (writing style, use of proper grammar, <u>organisation</u> of material)	Well written, highly coherent, and logically structured essays (including a clear introduction/thesis statement and effective concluding remarks).	Clearly written essays that are effectively structured / <u>organised</u> (including a thesis statement & useful concluding remarks).	Fair essays but with grammatical & stylistic problems & a lack of structure (e.g. limited introductory or concluding statements).	Poorly written and ineffectively structured essays (e.g. extensive grammatical errors & illogical <u>organisation</u> of material).	Very poorly written and structured essays and very brief answers.

Late submission of the Open Book Exam Answer will result in the grade assigned dropping a full letter grade e.g. A- to B-

Class Participation Rubric

Grade	Assessment Criteria
A	Consistently excellent contributions to seminar discussion throughout the semester, showing evidence of extensive preparatory reading, a high level of curiosity, engagement with a wide range of subjects, and an excellent understanding of the historical/cultural context of the topics under review.
B	Consistent engagement with seminar discussions throughout the semester displaying a fair level of preparatory reading, a clear interest in the subjects, and a solid grasp of key themes and the historical/cultural context of the topics under review.
C	Inconsistent contributions to seminar discussion over the course of the semester. Limited engagement with the subjects based on cursory preparation. Simplistic understanding of key themes and the historical/ cultural context of the topics under discussion.
D	<u>Very limited</u> engagement with seminar discussions. Poor understanding of key themes and a lack of knowledge of the historical/cultural context of the topics under discussion.
F	No positive engagement with seminar discussion, no evidence of preparatory reading.



Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty.

The grade penalty will be a third-letter grade (A- to B+) for each additional absence.

Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.



The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at



Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.



Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator:

cs175@evansville.edu ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu ·

Title IX: titleix@evansville.edu

Phone: [812-288-5261](tel:812-288-5261)



Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lselby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk