

| | |
|--|---|
| 1.) DATE: August 30, 2013 | 2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District |
| 3.) COURSE PROPOSED: Prefix: HIS Number: 251 Title: History of England to 1700 Credits: 3 | |
| CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; | |
| Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; | |
| 4.) COMMUNITY COLLEGE INITIATOR: 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: | |
| <input type="checkbox"/> 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: <u>Core Areas:</u> Humanities and Fine Arts (HU) <u>Awareness Areas:</u> 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 | |
| <input checked="" type="checkbox"/> Course Description | |
| <input checked="" type="checkbox"/> Course Syllabus | |
| <input checked="" type="checkbox"/> Criteria Checklist for the area | |
| <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books | |
| <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6. | |
| 8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: | |
| <input checked="" type="checkbox"/> DECHST prefix | |
| <input type="checkbox"/> Elective | |
| Current General Studies designation(s): H | |
| Effective date: 2014 Spring Course Equivalency Guide | |
| Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no District-wide course competencies/outline | |
| Chair/Director: DR. JANICE MILLER | Chair/Director Signature Emailed approval to J. Ricker |

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

| ASU - [HU] CRITERIA | | | |
|--|-------------------------------------|--|--|
| HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. | Syllabus, weeks 2-4, 6, 10-12; course competencies 2-4; ; textbook, chapters 3, 5-12, & 15; supplemental readings and book review assignment (see syllabus). |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. | Syllabus, weeks 3, 6, 8-11; course competencies 3, 7, & 11; textbook, chapters 3, 5-8, 10-12, 15; supplemental readings and book review assignment (see syllabus). |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. | Syllabus, weeks 2, 3, 6, 8, 10-12; course competencies 2, 3, & 11; textbook, chapters 2, 3, 6-8, 10, 12, 13 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. | Syllabus, weeks 2-14; course competencies 2-4, 7, 11, & 12; textbook, chapters 3-7, 9-11, & 14-15 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Concerns aesthetic systems and values, literary and visual arts. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design. | |

| ASU - [HU] CRITERIA | | | |
|-------------------------------------|--------------------------|--|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. Deepen awareness of the analysis of literature and the development of literary traditions. | Syllabus, weeks 2-14; course competencies 2-4, 7, 11, & 12; textbook, chapters 3-7, 9-11, & 14-15 |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> | |
| | | <ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. | |
| | | <ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|----------------------------|-------------|
| HIS | 251 | History of England to 1700 | HU |

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.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|---|--|
| 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. | This course examines the development of English civilization from its prehistoric origins to the end of the 17 th century, a period which saw the development of Christianity, the emergence of the system of common law, and the Scientific Revolution. | Syllabus, weeks 2-4, 6, 10-12; course competencies 2-4; ; textbook, chapters 3, 5-12, & 15; supplemental readings and book review assignment (see syllabus). |
| 2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. | The course's focus on English history requires an examination of the English literary tradition, both in terms of how it shaped England and in terms of the insights it can offer into the English past | Syllabus, weeks 3, 6, 8-11; course competencies 3, 7, & 11; textbook, chapters 3, 5-8, 10-12, 15; supplemental readings and book review assignment (see syllabus). |
| 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. | The study of the English past requires consideration of the role and significance of physical space, including cathedrals, castles, country houses, and villages in terms of their functions and the insights they provide into the contemporary aesthetic values. | Syllabus, weeks 2, 3, 6, 8, 10-12; course competencies, 2, 3, & 11; textbook, chapters 2, 3, 6-8, 10, 12, 13 |

Official Course Description: MCCCDCD Approval: 9-27-1994**HIS251 1994 Fall – 2012 Spring**LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load
Acad**History of England to 1700**

History of England to 1660. Analysis of the major political, cultural, social, and intellectual, and social factors in English historical development from its earliest times till 1660.

Prerequisites: None.**Course Attribute(s):**

General Education Designation: Historical Awareness - [H]

General Education Designation: Social and Behavioral Sciences - [SB]

[Go to Competencies](#) [Go to Outline](#)**MCCCDCD Official Course Competencies:****HIS251 1994 Fall – 2012 History of England to 1700****Spring**

1. Identify and apply names and terms commonly utilized in the study of the early period of English history (I, II, III, IV)
2. Describe the role of the Celtic people in the development of the British Isles (I, III)
3. Describe the role of the Anglo-Saxons and the Danes in the development of early England (I)
4. Describe the changes which took place in Britain as a result of the Norman Conquest (II)
5. Describe the role of the common people during the Norman era in England (II)
6. Locate on the map and describe the various geographic features and their impact on the development of the British Isles (I, II, III)
7. Describe the development of the English constitutional system during the early period of English history (II, III, IV)
8. Describe the forces which impacted the development of the Hundred Years war (III, IV)
9. Describe the causes, events, and results of the Hundred Year war (III, IV)
10. Describe the causes, events, and results of the War of the Roses (III, IV)
11. Describe the factors involved in the Protestant reformation in England (IV)
12. Describe the changes which took place in government and society during the early Tudor era (IV)

[Go to Description](#) [Go to top of Competencies](#)**MCCCDCD Official Course Outline:****HIS251 1994 Fall – 2012 History of England to 1700****Spring**

I. Pre-Norman Britain

A. The land

B. The peoples

1. The early inhabitants (Windmill Hill Beaker people)
2. The Celts
3. The Romans

C. Anglo-Saxon Britain

1. The invasions
2. Anglo-Saxon
3. The Christian missionaries
4. Origins of political unity
5. Offa
6. The Danes
7. King Alfred
8. Re conquest of the Dane law
9. The height and decline of English monarchy
10. King Canute (1016-1035)

II. The Norman/Angevim era

A. The Norman conquest

1. Background
2. Duke William
3. The eve of the conquest

B. Norman England

1. The invasion
2. Feudalism
3. The peasant, village, and manor
4. The Domesday book

C. Norman kings of England

1. Norman monarchy
2. William II Rufus (1087-1100)
3. Henry I (1100-1135)
4. Stephen (1135-1154)

D. The Angevin empire

1. Henry II (1154-1189)
2. Henry II (cont.)
3. Legal reform
4. The Angevin empire
5. Richard I (1189-1199)
6. John I (1199-1216)

III. Development of the English state

A. The 13th Century

1. Henry III (1216-1272)
2. Simonda Montfort
3. Edward as Prince
4. England in the 13th Century

B. The later Middle Ages (1272-1485)

1. Government-the King's law
 2. The King's ministers
 3. War and finance
 4. Law and warfare
 5. Parliament
- C. England and the Celtic lands
1. The conquest of Wales
 2. The Scot's wars of independence
 3. Ireland
- D. Politics of England under the three Edwards
1. Edward I and England to 1294
 2. Edward I and the war with France
 3. Edward I and England (1294-1307)
 4. Edward II and the minority of Edward III (1307-1330)
 5. Edward III and the Hundred Years war (1330-1361)
 6. Edward III and England to 1361
- E. The Hundred Years war and the War of the Roses
1. The Age of John of Gaunt
 2. Richard II
 3. Henry IV
- IV. The Tudor era
- A. The Hundred Years war (1361-1453)
1. England and France (1361-1413)
 2. The English conquest of Normandy (1413-1422)
 3. English power in France (1422-1453)
- B. Rise of the House of Tudor
1. Origins of the Tudor line
 2. Henry Tudor's rise to power
- C. Henry VIII
1. The early years
 2. The great cardinal
 3. Henry and his wives
- D. Era of the little Tudors
1. The reign of Edward VI
 2. Protestant changes
 3. The reign of Mary Tudor

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)

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

READINGS: Clayton Roberts, David Roberts, and Douglas R. Bisson, *A History of England*, 4th ed., volume I
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: Roberts ² & Bisson, 1-22 |
| September | 1 | LABOR DAY – NO CLASS |
| | 3 | Roman Britain READ: Roberts ² & Bisson, 22-30 |
| | 8 | The Decline and Fall of Roman Britain READ: Roberts ² & Bisson, 30-32 |
| | 10 | Early Anglo Saxon England READ: Roberts ² & Bisson, 34-41 |
| | 15 | The Genesis of the English Monarchy, c. 790-1000 READ: Roberts ² & Bisson, 41-64 |
| | 17 | The Norman Conquest READ: Roberts ² & Bisson; 64-71; Howarth, 1066 |
| | 22 | Norman rule and the first English Civil War READ: Roberts ² & Bisson, 80-91 |
| | 24 | EXAM #1 |
| | 29 | The reign of Henry II READ: Roberts ² & Bisson, 104-115 |
| October | 1 | The collapse of Angevin rule READ: Roberts ² & Bisson, 116-120 |

- 6 English Economy & Society in the Middle Ages
READ: Roberts² & Bisson, 93-101, 122-146
- 8 English Civilization in the High Middle Ages
READ: Roberts² & Bisson, 101-104
- 13 Defining the English Constitution/The reign of Edward I
READ: Roberts² & Bisson, 146-158
- 15 The Plantagenet decline
READ: Roberts² & Bisson, 160-177
- 20 Shaping the nation: England in the late Middle Ages
READ: Roberts² & Bisson, 172-6; 178-90
- 22 READING DAY – NO CLASSES
- 27 The Wars of the Roses
READ: Roberts² & Bisson, 191-214; **Shakespeare, *Richard III***
- 29 EXAM #2
- November 3 Early Tudor England
READ: Roberts² & Bisson, 216-244
- 5 The English Reformation, 1529-1547
READ: Roberts² & Bisson, 245-267
- 10 The Reformation in Flux
READ: Roberts² & Bisson, 269-285; Duffy, *The Voices of Morebath*
- 12 Elizabeth Regina
READ: Roberts² & Bisson, 287-304; 321-324
- 17 Tudor society and culture
READ: Roberts² & Bisson, 307-321
- 19 Early Stuart England
READ: Roberts² & Bisson, 326-334
- 24 Charles I and the decline of royal rule
READ: Roberts² & Bisson, 334-349
- 26 The English Civil War
READ: Roberts² & Bisson, 334-349
- December 1 The English Republic
READ: Roberts² & Bisson, 364-378
- 3 The Stuart Restoration
READ: Roberts² & Bisson, 380-400

- 8 The "Glorious Revolution"
READ: Roberts² & Bisson, 400-410
- 10 The end of the Stuart era
READ: Roberts² & 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.

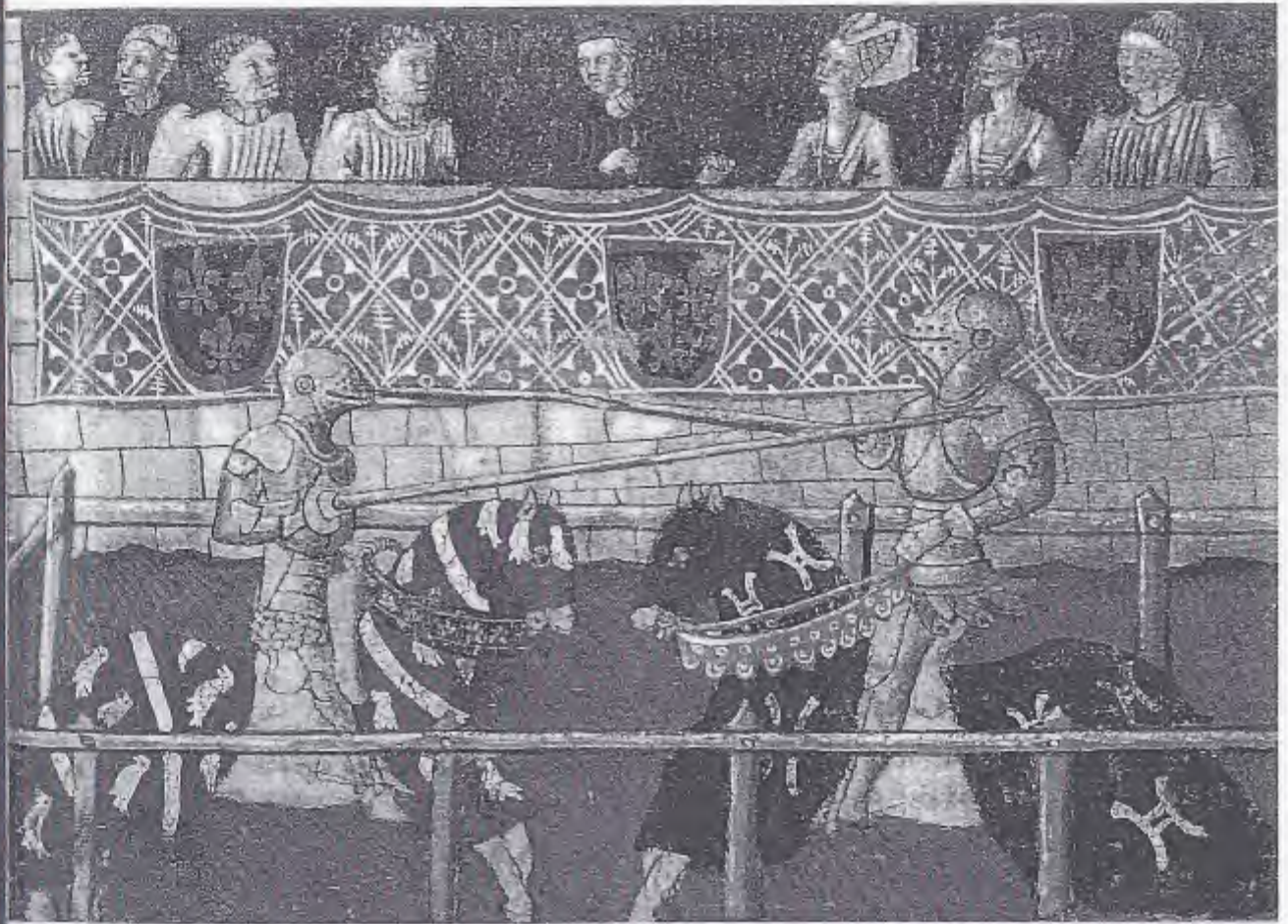
SPECIAL CONSIDERATIONS:

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/>

A HISTORY OF ENGLAND

VOLUME I
PREHISTORY TO 1714

FIFTH EDITION



Clayton Roberts David Roberts Douglas R. Bisson

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