

1.) DATE: <b>August 30, 2013</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HIS</b> Number: <b>252</b> Title: <b>History of England 1700 to Present</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>MARK KLOBAS</b> PHONE: <b>480-423-6420</b> FAX: <b>480-423-6298</b>	
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: Core Areas: <b>Humanities and Fine Arts (HU)</b> Awareness Areas: <b>Select awareness area...</b>	
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): <b>H</b>  Effective date: <b>2014 Spring</b> 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 <b>District-wide course competencies/outline</b>	
Chair/Director: <b>DR. JANICE MILLER</b>	Chair/Director Signature: <b>Emailed approval to J. Ricker</b>

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

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

<b>ASU - [HU] CRITERIA</b>			
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 <b>A CENTRAL AND SUBSTANTIAL PORTION</b> 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 3-5, 7, 9-12, 14; course competencies 5, 8, 9, 14-16; textbook, chapters 16-19, 23-24, 30; supplemental materials 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 1, 4, 8-10, 14; course competencies 8, 10, 12, 14-16, 18; textbook, chapters 17,19, 23-24, 30-31; supplemental materials 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 1, 4, 8-10, 14; course competencies 8, 10, 12, 14-16, 18; textbook, chapters 17,19, 23-24, 30-31; supplemental materials and book review assignment (see syllabus).
<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 3-5, 7-10, 12; course competencies 8, 10, 12-16; textbook chapters 19, 22-24, 30; supplemental materials and book review assignment (see syllabus).

<b>ASU - [HU] CRITERIA</b>			
<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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus, weeks 3, 5, 7, 9-11, 13-14; course competencies 12, 14-16; textbook chapters 19, 20, 23-24, 28, 30; supplemental materials and book review assignment (see syllabus).
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which emphasize the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to teaching skills.</li> </ul>	

Course Prefix	Number	Title	Designation
HIS	252	History of England 1700 to the Present	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 the beginning of the 18 <sup>th</sup> century to the present, a period which saw the the Enlightenment, the scientific advances of the 19 <sup>th</sup> century, the debate between High and Low Anglicanism, and the revolutions in culture and taste associated with the Georgian Era, the Victorian Era, and the 20 <sup>th</sup> century.	Syllabus, weeks 3-5, 7, 9-12, 14; course competencies 5, 8, 9, 14-16; textbook, chapters 16-19, 23-24, 30; supplemental materials 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 1, 4, 8-10, 14; course competencies 8, 10, 12, 14-16, 18; textbook, chapters 17,19, 23-24, 30-31; supplemental materials 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 country houses, urban areas, and the evolving use of the landscape, all of which provide insights into the contemporary aesthetic values.	Syllabus, weeks 1, 4, 8-10, 14; course competencies 8, 10, 12, 14-16, 18; textbook, chapters 17,19, 23-24, 30-31; supplemental materials and book review assignment (see syllabus).

**Official Course Description: MCCCDCD Approval: 9-27-1994****HIS252 1994 Fall – 2012 Spring**LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load  
Acad**History of England 1700 to Present**

Analysis of the major political, cultural, social, and intellectual factors in English historical development from 1650 to present.

**Prerequisites:** None.

**Course Attribute(s):**

General Education Designation: Historical Awareness - [H]

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

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**MCCCDCD Official Course Competencies:****HIS252 1994 Fall – 2012    History of England 1700 to Present  
Spring**

1. Define and apply the names and terms utilized in the discussion of English history from 1660 to the present. (I, II, III, IV)
2. Identify on a map and describe the various geographic areas included worldwide in the study of modern English history. (I, II, III, IV)
3. Describe the religious conditions and changes during the Tudor era. (I)
4. Describe the growing overseas involvement of the English during the Tudor era. (I)
5. Describe the Stuart and Tudor attitudes toward monarchy and methods of rule. (I)
6. Describe the causes, events, and results of the civil war in England. (I)
7. Describe the reasons for Stuart restoration and the political developments that resulted. (I)
8. Describe the glorious revolution and the political, social, and economic developments which resulted. (I, II)
9. Describe the changes in governmental structure which took place as a result of the Hanoverian kings prior to 1800. (II)
10. Describe the causes, events, and results of the union of England and Scotland. (II)
11. Describe the growth and development of the English colonial empire prior to 1800. (II)
12. Identify the points of conflict between England and her American colonies and describe the war which resulted. (III)
13. Describe the causes, events, and results of the great war between England and France from the French revolutionary era through the downfall of Napoleon. (III)
14. Describe the English struggle over slavery and the slave trade. (III)
15. Describe the evolution of education in 19th Century England. (III)
16. Describe the legal and political changes in England in the 19th Century. (III)

17. Describe imperialism and developments within the British empire during the 19th Century. (IV)
18. Describe the challenges facing England in the 20th Century. (IV)

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### MCCCD Official Course Outline:

#### **HIS252 1994 Fall – 2012    History of England 1700 to Present Spring**

- I. The Tudors and Stuarts
  - A. Rise of the House of Tudor
  - B. Henry VIII: a vigorous king
  - C. The difficult years of Henry's later reign
  - D. The Era of the Little Tudors
  - E. Elizabeth, the virgin monarch
  - F. England becomes a major power
  - G. James I, a difficult king
  - H. Charles I, a difficult king
  - I. The royal road to war
  - J. The Civil war in England
  - K. The rise of power to Oliver Cromwell
  - L. The restoration era in England
  - M. James II, an unfortunate king
- II. England builds an empire
  - A. The regime of William and Mary
  - B. Queen Anne, the last Stuart ruler of England
  - C. Eighteenth Century England
  - D. The Hanoverian kings
  - E. The Walpole era
  - F. War and security of the crown
  - G. The struggle for empire
- III. Challenges and reform
  - A. Challenges
  - B. The American Revolution
  - C. Pause between the storms
  - D. The Great War with France
  - E. Conditions in England at the start of the reform era
  - F. The anti-slavery movement
  - G. Prison reform-a humanitarian action
  - H. Development of public education in England
  - I. English political reforms
  - J. The issue of free labor
  - K. Elimination of religious disabilities
- IV. Great Britain as a world power
  - A. Mid-Victorian years
  - B. The latter 19th Century

- C. Late 19th Century British imperialism
- D. Britain in the latter 19th Century
- E. Great Britain in the 20th Century

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**HISTORY 252.38082**  
**Scottsdale Community College, Spring 2012**  
History of England, 1700-present  
Mark Klobas, instructor

Office hours: M-Th, 12-1:30  
Room SB 149

mark.klobas@sccmail.maricopa.edu  
423-4630

READINGS: Clayton Roberts & David Roberts, *A History of England*, 5<sup>th</sup> ed., volume II (ISBN 9780136028628)  
Adam Nicolson, *Seize the Fire: Heroism, Duty, and the Battle of Trafalgar* (ISBN 9780060753627)  
Wilkie Collins, *The Moonstone* (ISBN 9780199536726)  
Keith Robbins, *Churchill* (ISBN 9780582437593)  
(In addition, a suggested list of additional books and movies is included at the end of the syllabus)

**INSTRUCTIONAL PROCEDURES:**

Lecture: This is a course exploring English history from 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.

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 submit to Turnitin.com 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 guilty of plagiarism will be subject to the sanctions for academic misconduct outlined in the SCC 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 quizzes: 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):

January	17	Introduction: Britain in 1700 READ: Roberts <sup>2</sup> & Bisson, 408-439
	19	The Age of Walpole: British politics, 1714-1729 READ: Roberts <sup>2</sup> & Bisson, 441-448
	24	Walpole's supremacy and fall, 1729-42
	26	The Hanoverian economy READ: Roberts <sup>2</sup> & Bisson, 410-411, 421-423
	31	Society in Hanoverian Britain READ: Roberts <sup>2</sup> & Bisson, 454-466, 468-472, 492-503
February	2	Patriotism and politics: Britain, 1742-1763 READ: Roberts <sup>2</sup> & Bisson, 448-454
	7	The First Industrial Revolution READ: Roberts <sup>2</sup> & Bisson, 472-490
	9	Britain and the American Revolution READ: Roberts <sup>2</sup> & Bisson, 517-530
	14	Britain, 1783-1800 READ: Roberts <sup>2</sup> & Bisson, 530-531
	16	Britain in the age of Napoleon READ: Roberts <sup>2</sup> & Bisson 541-549; <b>Nicolson, <i>Seize the Fire</i></b>
	21	The defeat of Napoleon, 1808-15
	23	FIRST EXAM

- 28 Reaction and Reform: Britain, 1815-1837  
 READ: Roberts<sup>2</sup> & Bisson, 503-515, 549-559, 566-583
- March 1 Early Victorian Britain  
 READ: Roberts<sup>2</sup> & Bisson, 559-564, 583-591
- 6 The Second Industrial Revolution: The British economy in the mid-19<sup>th</sup> c.  
 8 The Second British Empire  
 READ: Roberts<sup>2</sup> & Bisson, 655-680
- March 12-16 SPRING BREAK – NO CLASS
- 20 High Victorian Britain  
 READ: Roberts<sup>2</sup> & Bisson, 593-653; **Collins, *The Moonstone***
- 22 Late Victorian Britain  
 READ: Roberts<sup>2</sup> & Bisson, 682-700
- 27 Edwardian Britain  
 READ: Roberts<sup>2</sup> & Bisson, 700-711
- 29 SECOND EXAM
- April 3 Britain in the First World War  
 READ: Roberts<sup>2</sup> & Bisson, 713-733
- 5 Britain in the 1920s  
 READ: Roberts<sup>2</sup> & Bisson, 764-772
- 10 Britain in the 1930s  
 READ: Roberts<sup>2</sup> & Bisson, 744-764, 774-780
- 12 The “People’s War”: Britain in the Second World War  
 READ: Roberts<sup>2</sup> & Bisson, 780-801; **Robbins, *Churchill***
- 17 Austerity Britain, 1945-51  
 READ: Roberts<sup>2</sup> & Bisson, 832-839
- 19 Britain, 1951-64  
 READ: Roberts<sup>2</sup> & Bisson, 802-823, 839-844
- 24 The end of empire: decolonization, 1945-1997  
 READ: Roberts<sup>2</sup> & Bisson, 845-850
- 26 The “Swinging Sixties”: Britain, 1964-70  
 READ: Roberts<sup>2</sup> & Bisson, 823-826, 850-856
- May 1 The Era of Discontent: Britain, 1970-1979  
 READ: Roberts<sup>2</sup> & Bisson, 826-830, 856-861
- 3 The Thatcher era: Britain, 1979-1997  
 READ: Roberts<sup>2</sup> & Bisson, 861-879

FINAL EXAM: Thursday, May 10, 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*  
Vera Brittain, *Testament of Youth*  
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.

#### **SCC GENERAL EDUCATION "WOVeN" STATEMENT:**

General Education enhances students' abilities to critically analyze information and ideas and effectively communicate in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum at Scottsdale Community College

#### **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 II  
1688 TO THE PRESENT

FIFTH EDITION



Clayton Roberts   David Roberts   Douglas R. Bisson

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