

Application for a New Course v9

Course ID <i>Subject and Number</i>	HIST 418
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kelly Elliott
2	Course Teacher	Kelly Elliott
3	Course Title	Britain and Empire, 1689-present
4	Course Abbreviation (if title is over 30 characters)	Britain and Empire
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course examines the major events of modern British history from the Glorious Revolution to the present. While providing

		a continuous narrative of major political, social, and economic developments, the course explores British national identity, imperialism, gender relationships, religious belief, and class culture and conflict.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	At least three hours 100-299 history, or junior standing.
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Spring even years
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Every two years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2016
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	No deletions required
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	This is not required for any degree, but fulfills elective requirements for the following degrees: HIST, HSTT, HSST, and INTS.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, taught once as HIST 440 (Special Topics). Spring 2012, twelve students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course counts as an upper-level non-U.S. selection for history and social science majors. For non-majors, it may fulfill social science, cultural competency, or upper-level elective requirements.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course provides an in-depth look at one European state and its empire in the modern period, allowing for greater attention to historical scholarship and analysis than is possible in the broader European history courses. The class is also unique and in keeping with current scholarship in its approach to studying imperial periphery (Africa, Asia, Caribbean) and colonial metropole (Britain) in a single analytic frame.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to all ACU students. The course is designed for History, International Studies, History Teaching, and Social Science teaching majors who have already completed history survey courses, and thus already grasp fundamental concepts of history (primary and secondary sources and how to evaluate them, how to read and comprehend historical scholarship and historiography, basic research skills in history).
2	State the overarching course goal(s) in performance terms.	To promote students' global citizenship, curiosity and compassion. The study of past cultures and of places beyond our usual field of vision can help us better appreciate different points of view. This course should stretch our horizons, make us more sensitive global citizens, and deepen our understanding of ourselves and our own ways of looking at the world.

	For specific goals, see competencies & measures below.
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2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate understanding of a basic chronological narrative of British history since the Glorious Revolution, including developments in politics, religion, economy, empire, and society.	Essay exams and contribution to class discussion.
2	Complicate the basic narrative of British history by placing gender, class, or race at the center of analysis.	Student-led presentation and discussion over assigned primary or secondary texts.
3	Explain the relationship between Britain and the British Empire in terms of race, economy, religion, and culture.	Essay exams and contribution to class discussion.
4	Understand and interpret a work of literature as a primary artifact of British history. Place literature in its appropriate historical context and write effectively about contemporary literature's engagement with its social, cultural, and political world.	Literary response paper.
5	Engage current historical scholarship on a specific topic by critically evaluating a monograph on a topic in British or British Empire history since 1688.	Critical book review.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

A History of Modern Britain: 1714 to the Present by Ellis Wasson (Wiley-Blackwell, 2010)
ISBN 978-1-4051-3936-6

A Vindication of the Rights of Woman by Mary Wollstonecraft (Penguin Classics, 2004)
Revised edition, edited and with an introduction by Miriam Brody
ISBN 9780141441252

Mary Barton: A Tale of Manchester Life by Elizabeth Gaskell (Penguin Classics, 1996)
Edited and with an introduction by MacDonald Daly
ISBN 9780140434644

Murder Must Advertise by Dorothy Sayers (HarperCollins, 1933, 1961)
ISBN 0-06-104355-9

Brief additional readings from significant works of scholarship in modern British history will be scanned and placed on Open Class. These may include selections from:

Albion's Fatal Tree: Crime and Society in Eighteenth-Century England, ed. Douglas Hay
Linda Colley, *Britons: The Forging of the Nation*
John Tosh, *Masculinity in Victorian Britain*
FML Thompson, "Social Control in Victorian Britain" *Economic History Review* 34 No. 2
(May 1981), 189-208.
Karen M. Morin, "Peak Practices: Englishwomen's 'Heroic' Adventures in the Nineteenth-
Century American West" *Annals of the Association of American Geographers* 89 no. 3 (1999),
489-514.
Don Randall, "Post-Mutiny Allegories of Empire in Rudyard Kipling's *The Jungle Books*"
Texas Studies in Literature and Language 40, no. 1 (1998), 1-35.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

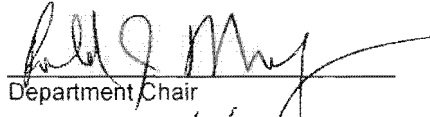
Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

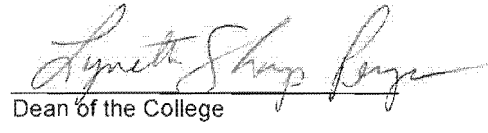
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
1-21-14

Date



Dean of the College
1-28-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: HIST 418

Course Title: Britain and Empire, 1689 – present

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses

Approved ☒ Denied ☐ [Signature] 1-28-14
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 1/29/14
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

HIST 418: Britain and Empire, 1689-present

Professor: Dr. Kelly Elliott

Office: Admin 324C

Contact: kelly.elliott@acu.edu, 501-593-0611

Office Hours: MWF 8:30-9:00, 10-11

Spring 2012

Admin 321

T R 9:30-10:50

TR 11:30-noon and by appointment

Course Description: This course examines the major events of modern British history from the Glorious Revolution to the present. While providing a continuous narrative of major political, social, and economic developments, the course explores such themes as the forging of the British nation and Empire, gender relationships in the context of British politics and culture, the role of religious belief in British identity, and class culture and conflict.

Course Goals: The course seeks to cultivate critical reading and thinking skills by exposing students to a range of primary source texts and historiographical approaches. Class readings represent multiple viewpoints and methodologies, and by reading and discussing these texts, students will explore not only the events of British history, but the documents from which historical narratives are forged, and the conventions of historical scholarship. Upon completion of the course, successful students will be able to craft a narrative of British and Empire history from 1688 to the present, and to complicate that narrative by placing gender, religion, or class at the center of analysis. Students will be able to analyze and evaluate both primary and secondary sources on modern Britain and the British Empire, including literary artifacts.

Purpose of this course: To improve students' critical thinking, analysis, and use of writing skills. The coursework also seeks to foster a historical perspective in students, that is, an understanding of and appreciation for the worldviews of the past, and an ability to relate that knowledge to the present.

Course Competencies and Measurements

	Competency	Measurement
1	Demonstrate understanding of a basic chronological narrative of British history since the Glorious Revolution, including developments in politics, religion, economy, empire, and society.	Essay exams and contribution to class discussion.
2	Complicate the basic narrative of British history by placing gender, class, or race at the center of analysis.	Student-led presentation and discussion over assigned primary or secondary texts.
3	Explain the relationship between Britain and the British Empire in terms of race, economy, religion, and culture.	Essay exams and contribution to class discussion.
4	Understand and interpret a work of literature as a primary artifact of British history. Place literature in its appropriate historical context and write effectively about contemporary literature's engagement with its social,	Literary response paper.

	cultural, and political world.	
5	Engage current historical scholarship on a specific topic by critically evaluating a monograph on a topic in British or British Empire history since 1688.	Critical book review.

What I expect of you: This course is designed for upper level history and social science majors. Prerequisites for the course are junior standing or the completion of at least three hours of 100-299 history. Come to class on time and prepared. Do not start packing up before I finish. Read assigned texts before you get to class. Be ready to ask questions and participate in discussion. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, the professor, and your classmates, we will all get more out of the class.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me. I am always glad to meet with you during office hours or by appointment.

Required texts:

A History of Modern Britain: 1714 to the Present by Ellis Wasson
ISBN 978-1-4051-3936-6

A Vindication of the Rights of Woman by Mary Wollstonecraft
Revised edition, edited and with an introduction by Miriam Brody
ISBN 9780141441252

Mary Barton: A Tale of Manchester Life by Elizabeth Gaskell
Edited and with an introduction by MacDonald Daly
ISBN 9780140434644

Murder Must Advertise by Dorothy Sayers
ISBN 0-06-104355-9

Brief additional readings from significant works of scholarship in modern British history will be scanned and placed on OpenClass. These may include selections from:

Albion's Fatal Tree: Crime and Society in Eighteenth-Century England, ed.
Douglas Hay
Linda Colley, *Britons: The Forging of the Nation*
John Tosh, *Masculinity in Victorian Britain*
FML Thompson, "Social Control in Victorian Britain" *Economic History Review*
34 No. 2 (May 1981), 189-208
Ellen Ross, *Motherhood in Outcast London*

Don Randall, "Post-Mutiny Allegories of Empire in Rudyard Kipling's *The Jungle Books*" *Texas Studies in Literature and Language* 40, no. 1 (1998), 1-35.

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Attendance/Participation: In-class discussion is a major component of this course. Regular, punctual class attendance is absolutely necessary. Students who miss multiple classes will not be able to contribute substantively to class discussion. Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will lose participation points (e.g., "I agree with what Jack said," is not a substantive contribution.) Please be aware that the participation section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade. Habitual talking or cell phone disruption/texting may result in loss of participation points.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations, which will include both ID and essay questions.

Assignments:

Literary Analysis Paper (200 points): Students will write a response/analysis paper based on their choice of one of the three primary source texts assigned, choosing from *Vindication of the Rights of Woman*, *Mary Barton*, and *Murder Must Advertise*. Each paper will be 1200 words in length. Full details of this assignment will be provided in class.

Presentation and Discussion (150 points): In assigned small groups, students will make a short introductory presentation, and plan and lead class discussion over one of the class readings. I recommend using your presentation time to provide background information on the author and context that is not apparent from the reading. You might consider creative ways to present this information through images, film, etc.--you will have full use of the computer/projector in the classroom. Spend 10-15 minutes on this material to set the tone and provide necessary information to produce a good discussion.

Spend the rest of your time leading your classmates through a discussion of the reading. Everyone should have a clear understanding of the argument and major points of the text after the discussion. Feel free to disagree and critique the text, as well. You might also use discussion time to apply the text to other relevant historical problems or philosophical concerns, including contemporary issues. I will be there to help you if discussion lags, but I expect you to be able to present and lead your peers in discussion for at least 30 to 40 minutes. A recommendation: never ask a yes or no question--ask open-ended questions that will spark further ideas! This will promote better, and longer, conversation. Be supportive of each other and speak up--at some point, all of us have to stand up there!

When you've finished, I will need a copy of your notes, questions for discussion, and a bibliography of sources you consulted. I also ask that each student send me a brief email evaluating the contribution of her/his partner(s).

Book review (150 points): Students will write one critical book review of a monograph of their choice on a topic in modern British/British Empire history. The monograph must be at least 100 pages long, and must be published by an academic press, with copyright date *no earlier than 1985*. Book reviews should be approximately 1000 words.

Breakdown of grading, for 1000 total points:

100 points course participation (primarily determined by quality and frequency of contribution to discussion in class)

150 points book review

200 points literary analysis paper (choose one of three assigned papers)

150 points presentation/discussion

400 points exams (200 Midterm Exam, 200 Final Exam)

Final grades for the course will be based on the percentage of points earned out of total possible points.

Grade scale:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction to British History

Tuesday 17 January – Social, political, and religious structures of early modern Britain

Thursday 19 January – Britain's Glorious Revolution and the making of Modern Britain

Read: Wasson chapter 0 () and Wasson, xiv-xviii, 5-9

Week 2: Rise of the State

Tuesday 24 January – War, Money, and the Creation of the State

Thursday 26 January – Walpole and Collective Responsibility

Read: Wasson chapter 1 (9-36)

Week 3: Eighteenth-century Society

Tuesday 31 January – Enlightenment and religious enthusiasm

Thursday 2 February – law and the social orders; presentation/discussion of *Albion's Fatal Tree*

Read: Wasson chapter 2; *Albion's Fatal Tree* selection

Week 4: Conflict and Rivalry

Tuesday 7 February – Britain vs. France: The Impact of the Seven Years War

Thursday 9 February – Loss of the American Colonies

Read: Wasson chapter 3 to page 77; Wollstonecraft, her introduction and chapters I, II, and V

Week 5: The British Response to the French Revolution

Tuesday 14 February – French Revolution and British Reaction

Thursday 16 February – discuss Wollstonecraft

Read: Wasson chapter 3, page 77-end; Wollstonecraft, chapters X through conclusion

Wollstonecraft paper due Thursday 16 February

Week 6: Forging the British Nation

Tuesday 21 February – the construction of national and religious identities in Britain

Thursday 23 February – presentation/discussion of Colley, *Britons*

Read: Wasson chapter 4; selection from Colley, *Britons*

Week 7: Industrialization

Tuesday 28 February – Industrialization and social change

Thursday 1 March – discuss *Mary Barton*, part one

Read: Wasson chapter 5; *Mary Barton*, part one

Week 8: Political Reform

Tuesday 6 March– finish *Mary Barton* discussion; The Reform Act of 1832

Thursday 8 March – MIDTERM EXAM

Read: *Mary Barton*, part two

Mary Barton paper due Thursday 8 March

SPRING BREAK

Week 9: Victorian Politics and Religion

Tuesday 20 March – British missions and the abolition of slavery

Thursday 22 March – Gladstone, Disraeli, and 1867; presentation/discussion of FML Thompson, “Social Control”

Read: Wasson chapter 6; FML Thompson, “Social Control”

Week 10: Victorian Culture

Tuesday 27 March – masculinity and femininity in Victorian Britain;

presentation/discussion of *Masculinity in Victorian Britain*

Thursday 29 March – challenges to Victorian belief

Read: Wasson chapter 7; selection from John Tosh, *Masculinity in Victorian Britain*

Book review due Thursday 29 March

Week 11: Imperial and Domestic Exclusions

Tuesday 3 April – High Imperialism and Jingoism in Britain; presentation/discussion of Randall, “Post-Mutiny Allegories of Empire”

Thursday 5 April – poverty, health, and gender at the turn of the century; presentation/discussion of Ellen Ross, chapter from *Motherhood in Outcast London*

Read: Randall, “Post-Mutiny Allegories of Empire;” Ross chapter from *Motherhood*

Week 12: The Great War and Rise of Consumer Culture between the Wars

Tuesday 10 April – Britain in WWI

Thursday 12 April – discuss *Murder Must Advertise*

Read: Wasson chapter 8; *Murder Must Advertise*

Week 13: The “People’s War” and Its Consequences

Tuesday 17 April – Britain in WWII

Thursday 19 April – finish discussing *Murder Must Advertise*

Read: Wasson chapter 9; *Murder Must Advertise*

***Murder Must Advertise* paper due Thursday 19 April**

Week 14: Decolonization and British Culture

Tuesday 24 April – End of empire

Thursday 26 April – Creation of the Welfare State

Read: Wasson chapter 10

Week 15: Developments in Recent British history

Tuesday 1 May– Margaret Thatcher and her legacy (screening of *The Iron Lady*)

Thursday 3 May – Britain and EU; the Anglo-American “special relationship”

Read: Wasson chapter 11

Final Exam: Monday 7 May, 1:30-3:30pm. Please note that the final exam date and time are determined by the university registrar. Final exams may not be taken at another time unless approved by the registrar’s office.



September 30, 2013
Dr. Kelly Elliott
Admin 324C
Abilene Christian University
Kelly.elliott@acu.edu (501)5930611

Re: HIST418 application

Dear Dr. Elliott,

Thank you for the submission of your new course application. The Adams Center course evaluation team has had the pleasure of reviewing HIST418: Britain and Empire. We reviewed the syllabus based on the ACU Syllabus Guidelines. We found this syllabus to meet or exceed expectations described in the guidelines. Congratulations for the exceptional work with the syllabus!

The only changes I would suggest is to make your class format more explicit in the syllabus. From your assignments and schedule of events, potential students can have a general idea of what the course format will be like. It will help to make it more explicit in your syllabus. In addition, in the course headings area, you have "Spring 2012" and an address for "Admin 321" as well as "Admin 324C". You might want to check them for accuracy. These are just minor suggestions, which you could choose to take before presenting the syllabus to the Council, and there is no need to bring back your course to the Adams Center for another review.

If there is any aspect of the application or syllabus you would like to discuss further, please let me know and we can schedule a time. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Director, Instructional Design
Walter H. Adams Center for Teaching Excellence
Abilene Christian University
ACU Box 29201
Abilene, Texas 79699-9201
bx13b@acu.edu, Tel: (325)674-2981

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 25, 2013
TO: Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HIST 418 – Britain and Empire, 1689-present

After reviewing the course proposal, the library should be able to adequately support the proposed course with the resources available in our library and the Abilene Library Consortium. Please let your librarian liaison Karen Hendrick () know if there any additional resources needed to be acquired by the library in support of the proposed course. Thank you for letting us review the course application.