

SIGNATURE ROUTING LOG

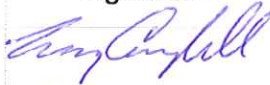



General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): HIS 202 (*add Gen Ed*)
 Proposal Contact Person Name: Tammy Whitlock Phone: 7-1043 Email: hrhwhitlock@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum Committee	1/11/10	Tracy Campbell / 7-7811 / tracampbell@uky.edu	
Francie Chassen-Lopez	1/27/10	Francie Chassen-Lopez / 7-4344 / frclopz@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	<i>11/29/10</i>	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean	<i>11/29/10</i>	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	2/1/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: A&S Today's Date: _____
- b. Department/Division: History
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Tammy Whitlock Email: hrhwhitlock@uky.edu Phone: 7-1043
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: HIS 202 Proposed Prefix & Number: _____
- b. Full Title: History of British People to the Restoration Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): _____
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3, 4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|----------------|-------------------------------|-------------------------------------|------------------|--------------------|
| Current: | _____ Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| Proposed: | _____ Lecture | _____ Laboratory | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: _____ Proposed number of credit hours: _____

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. Currently, is this course repeatable for additional credit? YES NO
Proposed to be repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: _____
If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Current Course Description for Bulletin: _____
Proposed Course Description for Bulletin: _____

- j. Current Prerequisites, if any: _____
Proposed Prerequisites, if any: _____

- k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

- l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both
Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO
Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO
If YES, explain and offer brief rationale:

5. Course Relationship to Program(s).

- a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO
If YES, identify the depts. and/or pgms: Gen Ed I-H and C-G
- b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO
If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

General Education Course Approval Cover Sheet

Date of Submission 10/01/10

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input checked="" type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Global Dynamics	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: HIS 202 Credit hours: 3

Course Title: History of the British People to the Restoration

Expected Number of Students per Section: 35 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? Not applicable

This request is for (check one) A New Course An Existing Course

Departmental Contact Information
 Name: Tammy Whitlock Email: hrhwhitlock@uky.edu
 Office Address: 1703 Patterson Office Tower Phone: 257-1043

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: *Francie Chason, Lips* Date: 10/4/10
 Dean: *ARK Bost* Date: 11/29/10

All proposals are to be submitted from the College Dean's Office
 Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Global Dynamics**

Course Name: HIS 202 The History of the British People t

College: Arts and Sciences

For Review Committee Use Only

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Weeks 1-16: "C. A more complex understanding of the development of ideas like constitutionalism and nationalism and their origins in British politics and culture" in section III. Expected Outcomes:

Brief Description:

Throughout the course we discuss the meaning of "nationalism" in terms of interpreting the past. We look at a short news report "How the English are Really German" and discuss how genetic, linguistic origins and ethnic identity provide shaky foundations for the idea of a "pure" nation.

- Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Week 4: A NEW RELIGION AND SOCIAL STRUCTURE
(Sep. 13,15,17) Reading: Penguin Illustrated History, 68-71

Brief Description:

Throughout the course we stress the tensions between England's identity as a separate nation and its role as a European power. The establishment of Christianity, particularly the rejection of Celtic Christianity with the Synod of Whitby brings England into a new era of continental-style Christianity and ties it to this global development.

- Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Week 6: THE ANGEVINS AND KING JOHN THE ONLY

Brief Description:

This week we discuss the tensions between Church and State under Henry II that lead to the murder of Becket in Canterbury Cathedral and the resulting effects on English government.

- Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

Week 16: THE RESTORATION - Document, Bill of Rights 1689, 224-229& discussion questions

Brief Description:

Analysis of key documents from this period like the Magna Carta and the English Bill of Rights that laid the foundation for the English "Constitution" as it stands today.

- Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Week 3: UNINVITED GUESTS: ANGLO-SAXONS, & VIKINGS, Reading: Kramer, Chap. 2, "Saxons, Danes and Normans," 23-33, Penguin Illustrated History (Historical Atlas), 52-67

Brief Description:

Students discuss and interpret (using historical maps) how invasions in continental Europe caused pressures that lead to the eventual Anglo-Saxon takeover of England. We also examine the effects of land shortage and overcrowding in Scandinavia transforms England and Ireland via Viking raids and settlement.

- Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:
- o social, cultural, and institutional change;
 - o civic engagement;
 - o regional, national or cross-national comparisons;
 - o power and resistance.

Date/location on syllabus of such evidence:

I. General Course Objectives

Brief description:

"Political challenges from the invasion of Rome to the Anglo-Saxon period set the stage for the Norman Conquest and the building of nation-states. Key documents from this period like the Bill of Rights laid the foundation for the English "Constitution." The British Isles also witnessed the introduction and growth of Christianity. The adoption of Christianity helped bind these islands to their European counterparts until the introduction of Henry VIII's Reformation threatened to cut those ties forever. We will explore these and other issues in lectures, discussions, and analyses of primary sources and historical geography."

- An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

VII. Critical Book Review (20% of total grade)

Brief description:

Choose a book between 200-350 pages from the W.T. Young Library to review. The book must be a historical monograph about British history from pre-history to the Restoration. They must use an author biography, comparison to other monographs, and evaluate the usefulness of the book based on their course work and their own library research.

- The non-US focus constitutes at least 50% of the course.

Brief Description:

This course pre-dates the formation of the United States. 100% of the focus is non-US history. "From the Roman invasion to the re-establishment of the English monarchy after Cromwell, we will explore the history of the British Isles."

- Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Information literacy is encouraged via our weekly in-class discussions, response paragraphs and online discussions of the primary sources. For example: week 11: The Act of Supremacy, 220-221 & Questions

Brief description:

E. Disciplinary information literacy including evaluating secondary and primary sources, understanding differences in types of texts, citing texts and utilizing proprietary and non-proprietary sources responsibly. This work culminates in the critical review cited above.

Reviewer Comments:

Course Review Form
Intellectual Inquiry – Humanities

Course Name: HIS 202 The History of the British People t

College: Arts and Sciences

For Review Committee Use Only

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

A. First Exam, Friday Sept. 22 = Comprehensive coverage of Discussions, Lectures, Text, Required Readings (20% of course grade)

Brief Description:

Exams will consist of essay questions and historical interpretation of maps, art objects, or documents. Students are required to use examples from primary sources and a historically specific atlas in their long essay question. Students are expected to understand competing interpretive frameworks and challenge them with their own.

- Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Week 2: DRUID PRINCES AND KING ARTHUR

Brief Description:

Using images of material culture and the written record, we explore the meaning of "Celtic" culture and art and how it was defined by the Britons, Romans, and later historians.

- Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

week 4: Chapter VII and Chapter XXVII of Bede-available at
<http://www.fordham.edu/halsall/basis/bede-book1.html>

Brief Description:

Each week we discuss a primary source and contextualize it within the framework of early British history. In this example from the writings of the Venerable Bede we discuss the differences between persecuted early Christianity in Britain in the 300s and administration in the time of Augustine in the late 500s-600s.

- Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

- IX. Class Participation & Attendance (10% of your course grade).
 - A. Students are expected to participate in class and small-group discussions

Brief Description:

Using BlackBoard, verbal discussions, and in-class written responses to historical questions, students utilize their historical terms(vocabulary) like "Cyning", interpretive categories such as "Anglo-Saxon" and material evidence such as the discovery of the Sutton Hoo burial hoard to hone their skills of historical analysis.

- An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

- VII. Critical Book Review (20% of total grade)

Brief Description:

Choose a book between 200-350 pages from the W.T. Young Library to review. The book must be a historical monograph about British history from pre-history to the Restoration.

Information literacy component:

Students are given a two-page detailed set of instructions for approaching a critical book review. They must use an author biography, comparison to other monographs, and evaluate the usefulness of the book based on their own library research. Students will footnote the review in CMS and include a full bibliography of sources.

Reviewer's Comments:

The History of the British People to the Restoration



I. General Course Objective

From the Roman invasion to the re-establishment of the English monarchy after Cromwell, we will explore the history of the British Isles. Looking especially at critical moments in politics, religion, gender, and literary expression, we will investigate the changes in the British experience from the people's first experience with outside influences to their establishment as one of Europe's most formidable Protestant powers. Political challenges from the invasion of Rome to the Anglo-Saxon period set the stage for the Norman Conquest and the building of nation-states. Key documents from this period like the *Bill of Rights* laid the foundation for the English "Constitution." The British Isles also witnessed the introduction and growth of Christianity. The adoption of Christianity helped bind these islands to their European counterparts until the introduction of Henry VIII's Reformation threatened to cut those ties forever. We will explore these and other issues in lectures, discussions, and analyses of primary sources and historical geography. Requirements include attendance, discussions, two exams, one critical book review, and a final exam. A mid-term evaluation will be issued in Week 8 based on attendance, discussions and our first exam.

II. Specific Course Objectives:

- A. To explore and define British civilization from pre-history to the Restoration.
- B. To explain significant characters, ideas, movements and events which have changed not only British history, but have long-reaching effects on global history.
- C. To point out geographical locations that have been of particular importance in the development of Britain.
- D. To explain the historical origins of specific terms used in a modern context and to add these terms to the student's vocabulary.
- E. To use and evaluate subject-specific historical monographs.

III. Expected Outcomes:

- A. A familiarity with the key terms and events of British history until 1700.
- B. The ability to read and compare historical and archeological maps and incorporate them into historical understanding
- C. A more complex understanding of the development of ideas like constitutionalism and nationalism and their origins in British politics and culture
- D. The ability to critically evaluate documents including images and material culture and relate them as evidence of historical development
- E. Disciplinary information literacy including evaluating secondary sources, understanding differences in types of texts, citing texts and utilizing proprietary and non-proprietary sources responsibly

IV. Required Reading Material

Books: Jurgen Kramer, Britain and Ireland: A Concise History

Barry Cunliffe, et al, editors. The Penguin Illustrated History of Britain and Ireland: From Earliest Times to the Present Day

Other Required Readings: Will be placed on reserve and/or available through the internet.

V. Assignments

Week 1: INTRODUCTION & NOT SO ROMAN BRITAIN
(Aug. 25,27) **Readings:** Kramer, Chapter 1, Britons and Celts, pages 5-22

Week 2: DRUID PRINCES AND KING ARTHUR
(Aug. 30, 1,3) Penguin Illustrated History, 12-25
Document: Tacitus, page 207-208, Questions (all)
Penguin Illustrated History, 26-51

Week 3: UNINVITED GUESTS: ANGLO-SAXONS, & VIKINGS
September 6 LABOR DAY HOLIDAY
(Sep. 8,10) **Reading:** Kramer, Chap. 2, "Saxons, Danes and Normans," 23-33
Document, The Code of Edmund, page 208-209, Questions
Penguin Illustrated History, 52-67

Week 4: A NEW RELIGION AND SOCIAL STRUCTURE
(Sep. 13,15,17) **Reading:** Penguin Illustrated History, 68-71
Chapter VII and Chapter XXVII of Bede-available at
<http://www.fordham.edu/halsall/basis/bede-book1.html>

CHAPTER VII :THE PASSION OF ST. ALBAN AND HIS COMPANIONS, WHO AT THAT TIME SHED THEIR BLOOD FOR OUR LORD. [A.D. 305.]

CHAPTER XXVII :ST. AUGUSTINE, BEING MADE BISHOP, SENDS TO ACQUAINT POPE GREGORY WITH WHAT HAD BEEN DONE, AND RECEIVES HIS ANSWER TO THE DOUBTS HE HAD PROPOSED TO HIM. [A.D. 597]

Week 5: FROM BASTARD TO CONQUEROR: NORMAN ENGLAND
(Sep. 20,22,24) **Reading:** Kramer, Chap. 2, pages 33-37,
Document, William I's Reign in the Anglo-Saxon Chronicles,210-211 & questions

Penguin Illustrated History, 72-75

FIRST EXAM: Friday, September 22

Week 6: THE ANGEVINS AND KING JOHN THE ONLY

(Sep.27,29, 1) **Reading:** Kramer, Chapter 3, pages 38-55,
Document, Magna Carta, 214-217 & questions
Penguin Illustrated History, 80-91

Week 7: LIFE IN THE ENGLISH MIDDLE AGES

(Oct. 4,6) **Reading: Monday:** Kramer, Chap. 3, 56-61
Documents, Eleventh-Century English Agrarian Society, 212-213 & questions
William Fitz Stephen: Description of the City of London, 213-14 & Questions
Wednesday: Penguin Illustrated History, 76-79, 92-95, 100-103

October 8 NO CLASS MEETING

Week 8: A CENTURY OF WAR AND CRISIS

(Oct.,11,13,15) **Reading:** Kramer, Chap. 3, 55-56
Penguin Illustrated History, 96-89, 104-105
*Must present book for review to instructor by this date Oct. 15
*Must also send full citation in Chicago Manual of Style of chosen book to instructor
MID-TERM EVALUATIONS - based on attendance, discussions and our first exam.

Week 9: THE BATTLE FOR THE MONARCHY: WAR OF THE ROSES

(Oct. 18,20, 22) **Reading:** Penguin Illustrated History, 106-109
MUST BRING IN BOOK FOR REVIEW FOR APPROVAL

Week 10: HENRY VII: THE TUDORS HAVE LANDED (**review topic DUE**)

(Oct. 25,27,29) **Reading:** Penguin Illustrated History, 110-111
SECOND EXAM: Friday, October 29th

Week 11: THE ROAD TO REFORMATION: LOOKING FOR UTOPIA

(Nov. 1,3,5) **Reading:** Kramer, Documents, Johann Tetzel, The Spark for the Reformation:
Indulgences 218-0219 & Questions
Martin Luther, Justification by Faith, 219-220 & Questions
The Act of Supremacy, 220-221 & Questions

Week 12: A CLIMATE OF STRIFE: PROTESTANT AND CATHOLIC

(Nov. 6,8,10) **Reading:** Penguin Illustrated History, 114-117
Nov. 10 DUE!: Annotated Bibliography and Outline for Critical Book Review

Week 13: "KING" ELIZABETH

(Nov. 15,17,19) **Reading:** Kramer, Chap. 4, International Relations, 82-83
Document, "An Exhortation Concerning Good Order, and Obedience to Rulers
and Magistrates, 221-222 & questions

Week 14: ELIZABETHAN ENGLAND

(Nov. 22) **Reading:** Penguin Illustrated History, 126-129
CRITICAL BOOK REVIEWS DUE!

November 24-26 THANKSGIVING BREAK

Week 15: CIVIL WAR AND REVOLUTION
(Nov. 29, 1,3) **Reading:** Kramer, Chap. 4, 83-94
document, James I: Speech to Parliament, 223-224 & questions
Documents, Anthony Van Dyck: Charles I on horseback, 224-225 & Questions
Documents, Execution of Charles I, page 226 & Question page 224
Penguin Illustrated History, 130-137

Week 16: THE RESTORATION
(Dec. 6,8,10) **Reading:** Kramer, 94-105
Document, Bill of Rights 1689, 224-229& questions
Penguin Illustrated History, 138-141

December 17 Friday, 8:00 AM=FINAL EXAMINATION-this room!

Midterm grades will be posted by _____ and will be based on the criteria in the syllabus.

VI. Tests (70% of total grade)

Exams will consist of essay questions and historical interpretation of maps, art objects, or documents. Please, bring one or more blank bluebooks for each test. Further information will be provided in class.

A. First Exam, Friday Sept. 22 = Comprehensive coverage of Discussions, Lectures, Text, Required Readings (20% of course grade)

B. Second Exam, Friday Oct. 29 = Comprehensive coverage of, Text, Required Readings (20% of course grade)

C. Final Exam, December 17 = Comprehensive coverage of Discussions, Lectures, Text, Required Readings (30% of course grade)

VII. Critical Book Review (20% of total grade)

Writing is a substantial part of this course and students are expected to complete their writing assignments in the proper manner and to turn them in on time. Papers drop one letter grade for every day past due. Electronic submissions are required along with paper copies. All electronic submissions must be followed within 24 hours by a hard copy. Please note: All papers are subject to review via plagiarism detection software.

A. Choose a book between 200-350 pages from the W.T. Young Library to review. The book must be a historical monograph about British history from pre-history to the Restoration. The book must be approved by the instructor. Deadlines are given in your syllabus outline for this typed, 3-5 page review essay. Instructions for the review are attached to this syllabus. A full citation of the book, annotated bibliography and outline are due before Nov. 10th. This assignment will be discussed further in class (20%) of course grade.

C. Book reviews submitted without prior approval will not be accepted. Book reviews submitted without an outline and annotated bibliography (due Nov. 10) will not be accepted.

VIII. Grading Scale:

A. The grading scale for History 202 is a rather standard one. Letter grades will be issued based on the points assigned out of a total of 100 for each graded exam or paper according to the table below. Attendance will be calculated as letter grade based on the criteria set out in Section III, part A.

Standard grading scale used in History 202

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
E below 60							



IX. Class Participation, Behavior & Attendance (10% of your course grade).

A. Students are expected to attend lectures and participate in class and small-group discussions and turn in all work on time. Official attendance will be taken and it is **strongly recommended that you attend. Absences in excess of three will result in the loss of your participation grade. PLEASE NOTE: ANY STUDENT WHO MISSES SIX OR MORE MEETINGS RECEIVES AN AUTOMATIC “E” IN THE COURSE.** *Excused absences will be given at instructor’s discretion only with proof as defined by S.R. 5.2.4.2. <http://www.uky.edu/Ombud/policies.php> S.R. 5.2.4.2 defines the acceptable reasons for excused absences.*

To resist the temptation to “check messages” during course time and so as not to give the appearance of talking or messaging DURING class, please place cell phones/iphones OFF THE DESK and out of your sight. It is distracting to you, me and the other students. *Any behavior that impairs the student’s ability to fully participate in the course or hampers the participation of other students will not be tolerated. These behaviors include reading ANY outside material during class time- including newspapers, text messages OR other course textbooks. Cell phone conversations or other superfluous conversations or text messaging during lecture are also not permitted. Please turn cell phones off during class.*

Any exhibition of these behaviors will result in the student being asked to leave the class for the day and the loss of 10% of their participation grade for each infraction. **Laptops and Recording devices are not allowed in lecture or discussion except by special permission of the instructor.***

❖ X. Student Responsibility and Academic Integrity

A. **PLAGIARISM AND CHEATING - Will not be tolerated. Any event of academic dishonesty will result in a failing grade for the assignment and will result in a ZERO.**

Misrepresenting others’ work as one’s own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.) We will discuss this further in class.

B: STUDENT RESPONSIBILITY:

MISSED WORK: The student is responsible for making up for missed lectures, discussion questions, etc. by getting the notes from a fellow classmate. If you missed the original class meeting, **group discussions and in-class projects cannot be made up.** Exams can be made-up only for university-sanctioned excuses. Make-up exams will cover the same material, but the questions will differ from those on exams given to the class as a whole.

THE BUDDY SYSTEM: Always have the name, e-mail or number of another student in the course (two students are even better) so that missed notes can be exchanged. However, it is up to the individual student who attended the class as to whether or not they want to share that information.

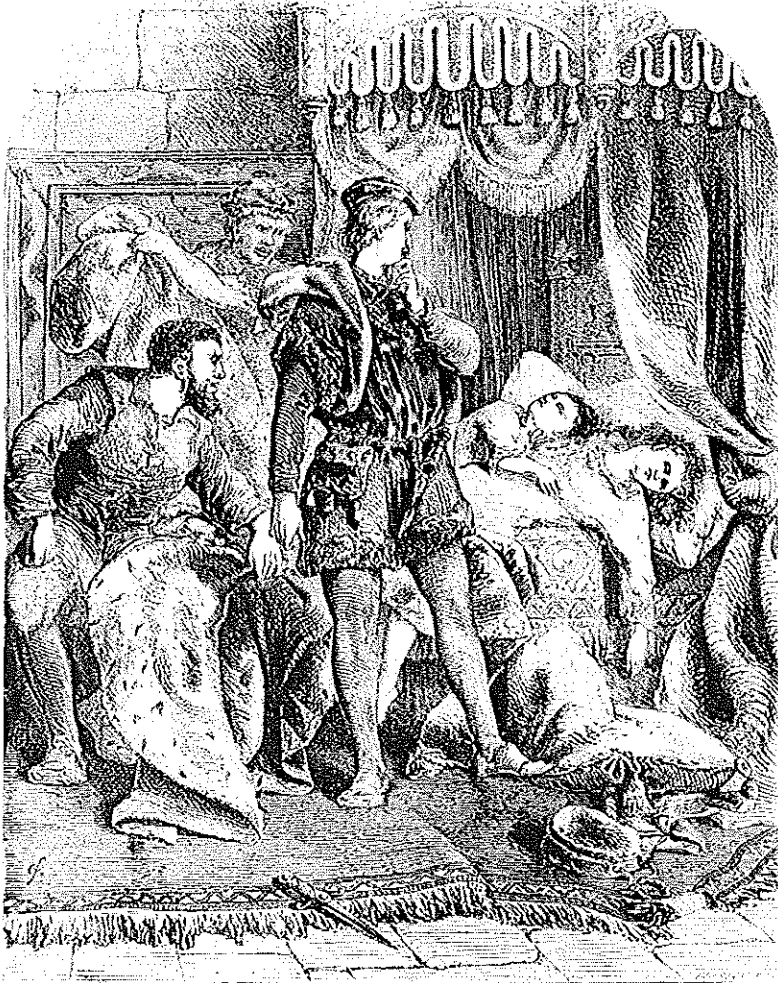
XI. OFFICE HOURS

(For the convenience of both instructor and student, it is often best to make appointments even when the student plans to come during regular office hours.) Students must consult with the instructor if they anticipate any problems with the course including possible absences, physical limitations, learning disabilities or psychological conditions within the first two weeks of class. If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email: jkarnes@email.uky.edu) for coordination of campus disability services available to students. After this period it will be difficult to take these issues into consideration.

T. Whitlock
MW: 1-2 PM
Or Open by appointment

Office: Patterson Office Tower 1703
e-mail: hrhwhitlock@uky.edu
office phone: 257-1043

**NOTE: This syllabus is intended as a guide for your assignments in this course; however, this syllabus may be adjusted during the semester to better serve the needs of this course*



THE MURDER OF THE PRINCES IN THE TOWER.

John Cassell's Illustrated History of England. Vol II.
London: W. Kent & Co., 1858. 30.

CRITICAL BOOK REVIEWS: REQUIREMENTS

I. CONTENT:

In general, book reviews (unlike book reports) should be written in essay style and should be both **Descriptive** and **Analytical**.

A. **Description** usually includes the following:

1. Listing of the author or editor, complete title, translator (if any), publisher, place of publication, date of publication, and number of pages.
2. A statement regarding the author, his or her qualifications or special interest, former works or experience, occupation, and any circumstance which may affect his or her outlook—party affiliation, nationality, religion, school of historiography. Consult a biographical reference.
3. Some description, **usually condensed into two pages of the outline and contents of the book.**
 - a. The range of the work. What period does it cover?
 - b. Is it a complete history of a period or an account of one particular subject?
 - c. Is the author's approach institutional, chronological, biographical, or other?
 - d. A summary. Do not retell the story—summarize the main points of the book
4. Some information on the following:
 - a. Organization, sequence, structure
 - b. Style, personal or impersonal, scholarly or journalistic, verbose or concise, detached or emotional, etc.

B. **A analysis** should answer some of the following questions (making specific references where applicable—do not forget to use citation):

1. Is the book important? Why or why not? A consideration of sources will be helpful here. Is the work based on documents, printed, or unprinted material, or is it a summary of the research of other scholars? Observe references in the footnotes and consult the bibliography at the end of the work.
2. What questions does it answer or fail to answer? Reasons?
3. What is the author's point of view? Does he or she argue a thesis? Does he or she sustain the thesis?
4. Does the book offer new information, new ideas, or a fresh approach and interpretation? Has he or she presented new material?
5. Does the author show prejudice or does he or she plead for a special view? Does this mar the book? (Note: Sometimes this need not detract from the work: it can enhance its value.)
6. Is the book credible? Does the author fulfill his expectations? Why or why not?

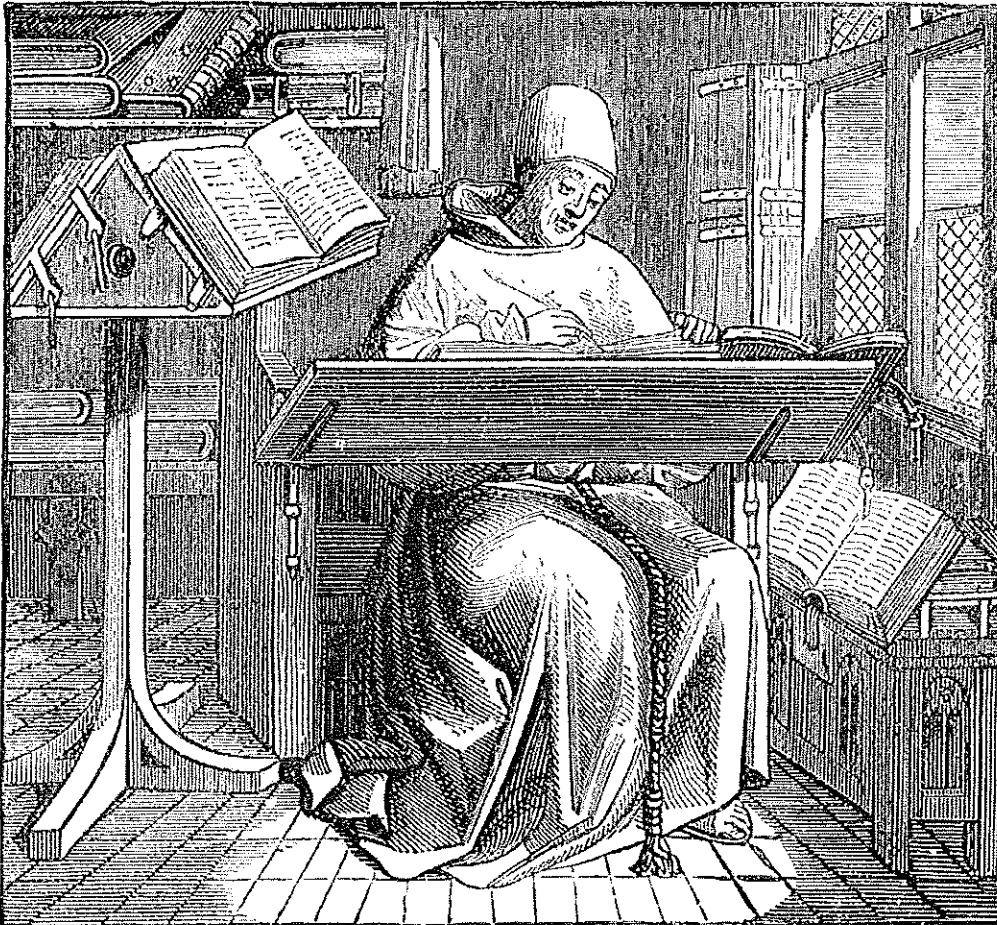
C. As part of the **analysis** and in order to respond to the questions above, it will be necessary to examine other books and articles on the same or similar subject. For adequate information on the author, it is recommended that biographical sources be consulted such as Contemporary Authors or Who's Who. In examining other sources, you are looking for differences in interpretation, factual discrepancies,

adequacy of scholarship or sources, etc. The analysis may pursue a theme or themes, concentrate on a particular aspect, or examine the subject generally. The student is expected to be critical, but constructively so. The comparative analysis must be "real," not just a two sentence line on differences.

- D. **Conclusions** may be enhanced by consideration of some of the following points: Is the book valuable and to whom? Does it have current or more permanent interest? Is the book to be recommended over other works on the same subject or is it simply one of equal merit with many others?

II. FORMAT:

Book reviews are not term papers. They should be concise (not over five, double-spaced pages). Avoid using phrases from the guidelines in writing the review. Organization need not necessarily follow the above, but should consider all the items in some fashion. Attach a bibliography. Footnotes may be at the end of the paper.



SCRIPTORIUM MONK AT WORK. (From *Lacroix*.)

Correct grade scale: 90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = E