

SIGNATURE ROUTING LOG


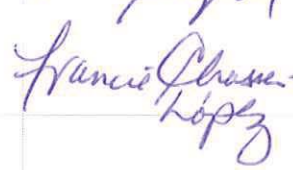


General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): HIS 203 *(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 / frclpz@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	Sharon Gill <small> Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.02.04 16:12:38 -0500</small>	
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
u
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: HIS 203 Proposed Prefix & Number: _____
- b. Full Title: History of British People Since 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 203 Credit hours: 3

Course Title: History of the British People 1688 to the present

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 Phassen Lopez Date: 10/4/10
Dean: ARK Bosh 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
Intellectual Inquiry – Humanities**

Course Name: HIS 203 British History from 1688 to the Pr

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 = 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 1: INTRODUCTION & ELIZABETH I: A GOLDEN AGE FOR ENGLAND

Brief Description:

Using images of material culture and plays and poems of the period (ppt.), we explore the meaning of Elizabeth's Golden Age in culture and art and how it was defined by the literary productions of the age (Shakespeare, Spenser).

- 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 11: AN AGE OF CRISIS: THE END OF THE VICTORIAN WORLD "How the Vote Was Won," in How the Vote Was Won and Other Suffragette Plays .

Brief Description:

Each week we discuss a primary source and contextualize it within the framework of British and Global history. This week-- parts are assigned and students informally stage this suffragette play followed by discussion

- 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 "Outdoor Relief", interpretive categories such as "Victorian" and material evidence such as photographic portraiture and the fashions of the 1800s-early 20th century.

- 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:

- V. Essays (Choose 2 of 3) (20% of course grade) "B. Each paper is due the Monday after we complete a reading discussion (Minimum 5 pages for each paper-Maximum 8 pages)"

Brief Description:

Students must choose two of three paper topics requiring independent analysis of a primary source within its historical context. One example: "Compare Defoe's fictional tale of Moll Flanders with the women in the Old Bailey trial reports and the letters of the aristocrat, Georgiana Duchess of Devonshire."

Information literacy component:

Students are given a two-page detailed set of instructions for approaching this footnoted analytical paper. They must use historical monographs, course readings, and their own library research. Students will footnote the review in CMS and include a full bibliography of sources.

Reviewer's Comments:

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 203 Credit hours: 3

Course Title: History of the British People 1688 to the present

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: _____ Date: _____

Dean: _____ Date: _____

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 203 British History from 1688 to the Pre

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: "A more complex understanding of the development of ideas like imperialism and nationalism and their origins in British politics and culture."

Brief Description:

Throughout the course we discuss the meaning of nationalism and imperialism in terms of interpreting the past. In Week 9, "The Sun Never Sets," we examine advertisements like Pears Soap ads from the period and how they depict native and imperial culture.

- 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 12&13: BRITAIN AND WORLD WAR I

Brief Description:

Through both our secondary sources and primary sources (especially Vera Brittain's Testament of Youth) students discuss and discover how England's fears of a German invasion played into alliance politics and precluded a diplomatic solution after Germany's invasion of France via Belgium. After WWI, England no longer considered the channel a safe buffer zone from continental affairs.

- 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 4: 18th SOCIETY: CRIME, PROFIT, AND INDIVIDUALISM

Brief Description:

In both week 3 (our discussion of DeFoe's Moll Flanders) and week 4, our discussion of crime in the 18th century students use primary sources to understand how the rise of the individual society presented new ethical and moral dilemmas without neat solutions—for example Moll's turn to baby "farming."

- 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: MODERN BRITAIN: POST-IMPERIAL AND POST-INDUSTRIAL BRITAIN
(24, 26, 28) Reading: Roberts, Chapter 31, 847-876

Brief Description:

During this week, students are asked to bring in their own internet or newspaper articles that connect the issues of post-imperial Britain to recent news events. One example might be an article on the tensions between India and Pakistan.

- 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 5: THE REIGN OF GEORGE III: POLITICS AND REVOLUTION
On reserve Edmund Burke, selections from Reflections on the Revolution in France

Brief Description:

Hanoverian politics is both shaped by the Enlightenment and the breaking away of its American colonies under Enlightenment principles. It also highlights the conservative reaction to this threat, particularly in the writings of Edmund Burke.

- 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:

"From the reign of Elizabeth I to the reign of Elizabeth II, we will explore the history of England. Looking especially at critical moments in politics, economics, gender, and literary expression, we will investigate the changes in the British experience from an era of privileged aristocracy and pre-industrial labor to the wars and mass politics of the twentieth century. We will explore these issues in lectures, discussions, and analyses of primary sources. Requirements include attendance, discussions, two exams, two essays contextualizing primary sources, and a final exam."

- 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. Essays (Choose 2 of 3) (20%)

Brief description:

"A. Choose 2 of the 3 possible paper topics. B. Each paper is due the Monday after we complete a reading discussion: (each paper is worth 10%) of your course grade. (Minimum 5 pages for each paper-Maximum 8 pages) Essays must be footnoted, well-researched, and based on a combination of primary and secondary sources."

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

Brief Description:

As a course focusing on the history of Britain, Europe and Empire from 1688 to the present, the non-US focus represents about 95% of the course.

- 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:

VII. Essays (Choose 2 of 3) (20%)

Brief description:

"TOPIC II. Gaskell's novel North and South addresses various problems of mid-19th century England and the impact of industrialization. According to the novel, what effect did industrialization have on the Church, Class differences, and English identity?" This is both a topic for the research essay and a theme we explore in our class discussion of Gaskell in weeks 6&7

Reviewer Comments:

British History
HY 203 Section 01-MWF
e-mail: hrhwhitlock@uky.edu

SPRING 2011

T. Whitlock
Office: POT 1765
Hours: M, T 10-11

BRITISH HISTORY FROM 1688 TO THE PRESENT

I. General Course Objective

From the reign of Elizabeth I to the reign of Elizabeth II, we will explore the history of England. Looking especially at critical moments in politics, economics, gender, and literary expression, we will investigate the changes in the British experience from an era of privileged aristocracy and pre-industrial labor to the wars and mass politics of the twentieth century. We will explore these issues in lectures, discussions, and analyses of primary sources. From novels like Defoe's *Moll Flanders* to politically inspired plays by suffragettes, we will not only read, but experience the cultural venues where ideas like Individualism and Equal Rights were introduced to the British people. Requirements include attendance, discussions, two exams, two short essays, and a final exam. A mid-term evaluation will be issued in Week 8 based on attendance, discussion and our first exam.

II. Specific Course Objectives:

- A. To explore and define British civilization from the Tudor-Stuart era to the present
- 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 resources.

III. Expected Outcomes:

- A. A familiarity with the key terms and events of British history 1688-present.
- B. The ability to read and compare historical maps and incorporate them into historical understanding
- C. A more complex understanding of the development of ideas like imperialism 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, The Penguin Illustrated History of Britain and Ireland
Daniel Defoe, Moll Flanders
Elizabeth Gaskell, North and South

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

V. Assignments

Week 1: INTRODUCTION & ELIZABETH I: A GOLDEN AGE FOR ENGLAND
(Jan. 12,14) **Readings: In class and Cunliffe, 152-153**

Week 2: THE AFTERMATH OF THE GLORIOUS REVOLUTION
(Jan. 19,21) **January 17th= Martin Luther King Jr. Holiday**
Reading: Kramer, Chapter 5, 106-118, Cunliffe, 140-147
Bring THREE BLUE BOOKS

Week 3: THE SPIRIT OF A NEW AGE: MOLL FLANDERS
(Jan. 24,26,28) **Reading: De Foe, Moll Flanders (all)**

Week 4: 18th SOCIETY: CRIME, PROFIT, AND INDIVIDUALISM (**paper topic 1 DUE**)
(Jan. 31, 2, 4) **Reading: Kramer, Chapter 5, 113-118 and**
On reserve "Hard-pressed to make ends meet," "Never was any woman like her," and "The Vortex
of Dissipation": (letters) Georgiana Duchess of Devonshire," Voices of Early Modern
England,

Week 5: THE REIGN OF GEORGE III: POLITICS AND REVOLUTION
(Feb. 7, 9, 11) **Reading: Kramer, Chapter 5, 118-133, Cunliffe, 154-157, 168-171**
Documents: Kramer, 236-237, 250-251 and Questions``

FIRST EXAM: Friday, February 11th

Week 6: THE SOCIAL IMPACT OF INDUSTRIALIZATION: NORTH AND SOUTH
(Feb. 14,16) **Reading: Kramer, Chapter 6, 137-144**
Gaskell, North and South, Chapters 1-25
No class on Friday, February 18th

Week 7: THE SOCIAL IMPACT OF INDUSTRIALIZATION: NORTH AND SOUTH
(Feb. 23,25) **Reading: Kramer, Chapter 6, 145-148**
Reading: Gaskell, North and South, Chapters 25-end

Week 8: VICTORIA AND HER ERA:
(Feb. 28, 1, 3) **Reading: Kramer, Chapter 6, 148-159, Cunliffe 190-199**
Documents: Kramer, 252-256 and Questions
MID-TERM EVALUATIONS - based on attendance, discussions and first exam.

Week 9: "THE SUN NEVER SETS . . .": EMPIRE
(Mar. 7,9,11) **Reading: Kramer, Chapter 6, 159-164**
Documents: Kramer, 238-245 and Questions

SECOND EXAM: Friday, March 11th

Week 10: *SPRING BREAK! (Mar. 13-17)*

Week 11: AN AGE OF CRISIS: THE END OF THE VICTORIAN WORLD

(Mar. 20, 22, 24) **Reading:** Kramer, Chapter 7 , 165-168, Cunliffe 230-231
On Reserve “How the Vote Was Won,” in How the Vote Was Won and Other Suffragette Plays
Documents: Kramer, 262-264 and Questions

Week 12: BRITAIN AND WORLD WAR I
(Mar. 27, 29, 31) **Reading:** Kramer, Chapter 7 , 169-172 , Cunliffe 220-229
Documents: Kramer, 267-268 and Questions

Week 13: BRITAIN AND WORLD WAR II
(Apr. 3, 5, 7) **Reading:** Kramer, Chapter 7 , 173-176, Cunliffe, 246-252
Churchill, selected speeches

Week 14: WAR ON THE HOME FRONT:
(Apr. 10,12,14) **Reading:** Cunliffe, 242-245
Documents: Kramer, 269-270 and Questions (Beveridge Report)

Week 15: POSTWAR BRITAIN AND POLITICS IN THE 20TH C
(Apr. 17,19, 21) **Reading:** Kramer, Chapter 7 , 177-192 , Cunliffe 256-275
Documents: Kramer, 272-275 and Questions

Week 16: MODERN BRITAIN: POST-IMPERIAL AND POST-INDUSTRIAL BRITAIN
(24, 26, 28) **Reading:** Kramer, Chapter 7 , 192-201, Chapter 8 , 202-205 , Cunliffe, 282-283

Finals Week: **FINAL EXAMINATION**

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 Feb. 11 = Comprehensive coverage of Discussions, Lectures, Text, Required Readings (20% of course grade)

B. Second Exam, Friday March 10 = Comprehensive coverage of, Text, Required Readings (20% of course grade)

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

VII. Essays (Choose 2 of 3) (20%)

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. More detailed instructions for papers will be discussed in class. Papers must include ONE outside article from the JSTOR archive.

A. Choose 2 of the 3 possible paper topics.

B. Each paper is due the Monday after we complete a reading discussion: (each paper is worth 10%) of your course grade. (Minimum 5 pages for each paper-Maximum 8 pages)

TOPICS:

I. Compare Defoe’s fictional tale of Moll Flanders with the women in the Old Bailey trial reports and the letters of the aristocrat, Georgiana Duchess of Devonshire. How realistic is Defoe’s portrayal of England in the late 16-early1700s? How does it help us understand this era in British history?

II. Gaskell’s novel North and South addresses various problems of mid-19th century England and the impact of Industrialization. According to the novel, what effect did industrialization have on the Church, Class differences, and English identity?

III. Using the Documents in Kramer (262-264) and the play “How the Vote was Won” give specific criticisms of arguments against giving women the vote presented comically in the play and more seriously in the sources (Harriet Taylor Mill and the WSPU).

VIII. Grading Scale:

A. The grading scale for History 203 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 203

A	90-100	B	80-89	C	70-79	D	60-69
		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
MT: 11-12 PM
Or Open by appointment

Office: Patterson Office Tower 1765
e-mail: hrhwhitlock@uky.edu
office phone: 323-2386

**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*

