CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-057-156

HST 3352 – History and Culture of the British Empire (GE Area C4)

General Education Committee   Date: 07/20/2016

Executive Committee
Received and Forwarded   Date: 08/17/2016

Academic Senate   Date: 08/31/2016
                                                            First Reading

                                                            09/28/2016
                                                            Second Reading

BACKGROUND:

This is a new course seeking GE status for the semester calendar.

RESOURCES CONSULTED:
Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-057-156, HST 3352 – History and Culture of the British Empire for GE Area C4.

HST - 3352 - History and Culture of the British Empire
C. Course - New General Education* Updated

General Catalog Information

Department	**History**

Semester Subject Area	**HST**	**Semester Catalog Number**	3352
Quarter Subject Area		**Quarter Catalog Number**	

Course Title	History and Culture of the British Empire
Units*	**(3)**
C/S Classification *	**C-02 (Lecture Discussion)**

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*	**Lecture**
Instruction Mode*	**Asynchronous Local**
	Face-to-Face
	Fully Asynchronous
	Fully Synchronous

	Hybrid w/Asynchronous Component
	Hybrid w/Synchronous Component
	Synchronous Local
	Web-Assisted

Grading Basis*	Graded Only

Repeat Basis*	May be taken only once

If it may be taken multiple times, limit on number of enrollments	None Selected

Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	

Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	

Choose appropriate type (s) of course(s)*	☑ Major Course
	☐ Service Course
	☑ GE Course
	☐ None of the above

General Education Area / Subarea*	C4

To view the General Education SubArea definitions, click http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf.

I. **Catalog Description**

Catalog Description	History of the British Empire from 1550-1997. Development of global trade, the history of overseas expansion, and global conflict in Britain and its empire. Scope, culture and experience of British Imperialism in Asia, Africa, the Americas, the Caribbean and the Pacific. Gender and Empire, Contesting the empire and de-colonization.

II. Required Coursework and Background

Prerequisite(s)

Completion of Area A1, A2 and A3; or permission of instructor.

Corequisite(s)

Pre or Corequisite (s)

Concurrent

III. **Expected Outcomes**

List the knowledge, skills, or abilities which students should possess upon completing the course. *	Students who complete the course are expected to be able to: · Demonstrate a general knowledge of the history of the British empire from the sixteenth through the twentieth centuries (Program Objectives: Knowledge; Pre-Credential Training) · Describe specific events in Britain and its empire and compare them to trends and policies at the international level (Program Objectives: Knowledge; Pre-Credential Training) · Analyze how different individuals, groups, organizations, societies, cultures, countries, and nations have interacted in the past and how those interactions have affected history. (Program Objectives: Knowledge; Analysis; Representation) · Develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts. (Program Objectives: Knowledge; Representation)

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.	Outcome	Introduce	Develop
	Knowledge	X	X
	Analysis		X
	Representation		X
	Pre-Credential Training		X

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.	This course on the history of the British Empire fits within Area C: The Humanities because it demonstrates the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. HST 3352 also reflects the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

The course, its content and the methods of assessments meet the GE Student Learning Assessment for Area C4 in the following ways:

1a: Write effectively to various audiences.

Students will describe people and events of British Imperial history through written assignments. These assignments could be short or long essays.

1b: Speak effectively to various audiences.

Students will participate in and lead class discussions.

1c: Find, evaluate, use, and share information effectively and ethically.

Students will analyze the social, economic, political, and historical factors using the assigned texts as well as primary sources found through online databases. The assignments require the students to adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

All writing assignments will adhere to an essay format that requires a structured argument with an introduction, a discussion of evidence and a conclusion.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will read and analyze different forms of primary sources such as memoirs, poetry, novels, paintings, photographs, and music and tie them to larger developments in the history of the British Empire.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will draw on concepts, examples, and theories from a multitude of disciplines in addition to History, such as Sociology, Urban Studies, Literature, Art History, Philosophy, and more, when analyzing sources, in written assignments, and in class discussions

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will analyze the historical development of Britain's multicultural and multiethnic population at home and in the Empire.

General Education Outcomes*	**Ia. Write effectively for various audiences** **Ib. Speak effectively to various audiences.** **Ic. Find, evaluate, use, and share information effectively and ethically.** **Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.** **IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.** **IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.** **IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and pracitces of individuals and societies.**

To view the mapping, click https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*	**Texts:**
	Readings will be selected from the following:
	Secondary Sources:

Craig Bailey, Irish London: Middle-Class Migration in the Global Eighteenth Century   (Liverpool, 2013).

Jeremy Black, *Nineteenth-Century Britain* (Palgrave, 2002)

John Brewer and Roy Porter, *Consumption and the World of Goods* (Routledge, reprint 1994).

Frans de Bruyn and Shaun Regan, eds. *The Culture of the Seven Years' War: Empire,   Identity, and the Arts in the Eighteenth-Centuy Atlantic World* (Toronto, 2014)

Lisa Jardine, *Going Dutch: How England Plundered Holland's Glory*

Miles Ogborn, *Global Lives: Britain and the World, 1550-1800* (Cambridge: Cambridge University Press, 2008)

Linda Colley, *Britons: Forging the Nation, 1707-1837*

Philippa Levine, *The British Empire, Sunrise to Sunset* (Routledge, 2014).

Joseph Robins, *Champagne and Silver Buckles: The Viceregal Court at Dublin Castle,   1700-1922.* (Dublin: The Lilliput Press, 2001).

Philip J. Stern, *The Company State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India* (Oxford, 2012).

Judith Walkowitz, *Cities of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (Chicago, 1992)

Kathleen Wilson, *The Island Race: Englishness, Empire and Gender in the Eighteenth Century*

Anne Wohlcke, *The Perpetual Fair: Gender, Disorder, and Urban Amusement in Eighteenth-Century London* (Manchester, 2014).

Angela Woollacot, *Gender and Empire* (Palgrave, 2006).

Lynda Nead, *Victorian Babylon: People, Streets and Images in Nineteenth-Century London* (Yale, 2005).

Primary Sources:

Jane Austen, *Persuasion*

Francis Burney, *Evelina*

Arthur Conan Doyle, *The Memoirs of Sherlock Holmes*

Daniel DeFoe, *Moll Flanders*

Charles Dickens, *Hard Times*

Friedrich Engels, *The Condition of the Working Class in England* and *The Origin of the Family, Private Property, and the State*

John Gay, *The Beggar's Opera*

Henry Mayhew, *London Labour and the London Poor*.

Jonathan Swift, *A Modest Proposal*

H.G. Wells*, Tono-Bungay*

Film:

Belle, Directed by Amma Asante, 2013.

Music:

G.F. Handel, *Funeral Anthem for Queen Caroline* and *Music for the Royal Fireworks*

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, http://www.cpp.edu/~accessibility

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material *	Pen or pencil; paper; assigned readings, Internet access

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities *	Smart classroom, chalkboard, library.

VII. **Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1. The Glorious Revolution and eighteenth century politics
2. Society and culture in Britain
3. British colonialism, slave trade, beginnings of industrialism
4. Statecraft, spectacle and the rise of mass culture
5. Building a British Nation, Infrastructure, National Identity
6. Urbanism and Industrialism
7. Workers and Work Culture, Political Movements, Reform
8. Women, Citizenship and the Struggle for Political Equality
9. Victorian Culture and Religion
10. Irish nationalism and the Home Rule Question
11. The Culture of Empire at home and abroad

VIII. **Instructional Methods**

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*   Lecture and discussion. Class time will be divided between lectures by the instructor and class discussions of primary-source readings.

IX. **Evaluation of Outcomes**

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*	Several assessment techniques will be used to measure student outcomes. Essay examinations, class discussions, daily one-page essays on primary-source readings, quizzes, and short papers will demonstrate basic knowledge, ability to evaluate information, writing skills, ability to formulate and organize a coherent argument in written and oral forms, and ability to engage in critical analysis of primary sources.
Describe the meaningful writing assignments to be included.*	Students will be required to write short essays, a term paper or project, and written exams (midterm and a final). All essays will be reqiered to adhere to the "good essay format."

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Method of Assessment	Knowledge	Analysis	Representation	Pre-Credential Training
Exams	X			X
Short Essays	X	X	X	X
Long Essay or book review	X	X	X	X
Participation	X		X	X
Quizzes	X	X		X

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*	1a: Write effectively to various audiences. There are several writing assignments that reflect different levels of engagement in the writing process, as the difference between an exam and a take-home essay shows. Students will take a midterm and a final that test their grasp of the material. The different writing assignments train students to write historically. 1b: Speak effectively to various audiences.

Students will participate in and lead class discussions. Oral presentations may also be required.

1c: Find, evaluate, use, and share information effectively and ethically.

Students will analyze the social, economic, political, and historical factors using the assigned texts as well as primary sources found through online databases. The assignments require the students to adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

All writing assignments will adhere to an essay format that requires a structured argument with an introduction, a discussion of evidence and a conclusion.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will read and analyze different forms of primary sources such as memoirs, poetry, novels, paintings, photographs, and music and tie them to larger developments in the history of the British Empire.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will draw on concepts, examples, and theories from a multitude of disciplines in addition to History, such as Sociology, Urban Studies, Literature, Art History, Philosophy, and more, when analyzing sources, in written assignments, and in class discussions

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will analyze the historical development of Britain's multicultural and multiethnic population at home and in the Empire.

Assessment methods aligned with GE SLOs:

Method of Assessment	SLO Ia	SLO Ib	SLO Ic	SLO Id	SLO IIb	SLO IId	SLO IIIa
Exams	X			X		X	X
Short Essays	X		X	X	X	X	X
Long essay or book review	X		X	X	X	X	X
Participation		X	X	X	X	X	X
Quizzes	X			X			X

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

Department/ College Required ECO Information (Optional)	