### COURSE OUTLINE

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<th>Course Number</th>
<th>Credits</th>
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<td>HIS 225</td>
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<tr>
<th>Course Title</th>
<th>Hours: lecture/laboratory/other (specify)</th>
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<tr>
<td>History of England</td>
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#### Catalog description:

Survey from the earliest period to the present with emphasis on significant aspects of the Celtic, Roman, and Anglo-Saxon heritage, medieval and renaissance England, and English achievements in recent centuries in government, social reform, and culture. Occasional offering.

#### Prerequisites:

None

#### Corequisites:

None

#### Required texts/other materials:


#### Last revised:

Fall 2012

#### Course coordinator:

Padhraig Higgins, higginsp@mccc.edu, ext. 3495

#### Information resources:

www.oldbaileyonline.org

#### Other learning resources:

(Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
Course Competencies/Goals:
The student will be able to:
1. Read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. Analyze and interpret primary sources and use them as evidence to support historical arguments.
3. Identify and describe the significance of major figures, ideas, and events of western civilization.
4. Describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Examinations and Required Work: Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students. History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments
- Textbook as well as primary documents should be clearly assigned to the students.
Exams & Quizzes
• At least (2) one-hour exams
• A Final Exam
• Exams should include at least a short essay component.

Writing Assignments (to access discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives-written or verbal or both-that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy)

• At least two (2), but preferable (3), writing assignments.
• At least one (1) assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project.
• Length of the essays may be determined by the instructor; short (e.g., two page) essays are acceptable.

Units of study in detail.

Introduction to the Scope and Sources for English History
Learning Objectives:
• Explain the outlines of English history.
• Demonstrate an understanding of the periodization and chronology of the course.
• Identify primary vs. secondary sources and discuss the uses and limitations of each.

Unit I: Prehistoric, Roman, and Early Medieval Britain to 1066
The student will be able to:

• Discuss the geography of England and the British Isles. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Understand Celtic Britain and explain the consequences of Roman conquest and occupation. (Course Competencies 3 & 4; Gen Ed Goal 7)
• Analyze the impact of the Anglo-Saxon invasions, Danish invasions, and the coming of Christianity. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Identify the main characteristics of Anglo-Saxon society and culture. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Understand the consequences of 1066. (Course Competencies 3 & 4; Gen Ed Goals 6 & 7)
• Assess a selection of literary, historical and artistic primary sources that examines early English history, such as Beowulf. (Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)

Unit II: Norman Britain, 1066-1485
The student will be able to:

• Discuss the political, economic and social consequences of the emergence of Feudalism and the Manorial system. (Course Competencies 2 & 4; Gen Ed Goal 7)
• Compare and contrast the reigns of Henry I and Henry II and understand the emergence of central and local government during this period. (Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)
• Analysis the interactions between England and the Celtic fringe. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Understand the development of parliament and the nature of monarchical power during this period. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Describe the nature of Medieval English society, focusing on the peasantry, aristocracy, women and developments in agriculture and urban development. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Examine the causes and consequences of the Hundred Years’ War and the War of the Roses.
• Assess a selection of literary, historical and artistic primary sources related to Norman England, such as the *Domesday Book* and *Magna Carta*. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*

**Unit III: Tudor and Stuart England, 1485-1688**

The student will be able to:

• Examine the emergence of the Tudor dynasty with particular focus on the reign of Henry VIII and the early Reformation. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Analysis the course of the Reformation under the later Tudors and the social and political consequences of religious change. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Discuss the emergence of an English empire in the Celtic fringes during this period. *(Course Competencies 2 & 4; Gen Ed Goal 7)*
• Understand the origins of the English Civil War and the consequences of the execution of Charles I. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Assessing the impact of the Interregnum and Cromwell’s role in Ireland and Scotland. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Describe the Restoration Settlement and the causes and consequences of the Glorious Revolution. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Assess a selection of literary, historical and artistic primary sources that illuminate experience in Tudor England, such as Thomas More’s *Utopia*. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*

**Unit IV: The Age of Oligarchy, Revolution, and Reform, 1688-1832**

The student will be able to:

• Understand the Revolution Settlement and William’s Wars in Ireland and Europe. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Discuss the Hanoverian succession and the nature of party politics in early eighteenth century Britain. *(Course Competencies 2 & 4; Gen Ed Goal 7)*
• Identify the main characteristics of English society and culture during this period. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Examine the causes and consequences of Britain’s Agricultural and Industrial Revolutions, focusing on intellectual developments during this period, especially the emergence of the British Enlightenment. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Analysis the expansion of British Empire and describe imperial military conflicts over the course of the eighteenth century. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Explain the causes of Britain’s imperial crisis in the American colonies and Ireland and the consequences of defeat. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
• Describe the course of the French Revolutionary and Napoleonic wars and their consequences for politics, culture and society. *(Course Competencies 3 & 4; Gen Ed Goal 7)*
• Assess a selection of literary, historical and artistic primary sources that examine British experience during this period, such as Daniel Defoe’s *Moll Flanders*. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*

**Unit V: The Victorian Age, 1832-1901**

The student will be able to:

• Understand the nature of class society during this period, particularly the nature of the working class and the role of women in middle class society. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*

• Discuss the nature of reform politics with special reference to the Anti-Corn Law League and Chartism. *(Course Competencies 2 & 4; Gen Ed Goal 7)*

• Analyze Britain’s relationship with Ireland during this period, focusing on responses to the Famine and the emergence of Irish nationalist movements. *(Course Competencies 3 & 4; Gen Ed Goal 7)*

• Identify the goals and tactics of the Suffrage movement in its national context. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*

• Examine the causes and consequences of Victorian Imperialism. *(Course Competencies 3 & 4; Gen Ed Goal 7)*

• Assess a selection of literary, historical and artistic primary sources such as Rudyard Kipling, “The White Man's Burden”. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*

**Unit VI: The Age of Total War, 1914-1945**

The student will be able to:

• Discuss women’s experience of the Great War and on the Home Front and how gender relations were transformed during the course of this war. *(Course Competencies 2 & 4; Gen Ed Goal 7)*

• Describe the course of the Great War and the experience of those in the trenches. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*

• Examine the Treaty of Versailles, the interwar years, and the Great Depression. *(Course Competencies 2 & 4; Gen Ed Goal 7)*

• Understand the origins of the Second World War and Britain’s role in the conflict, along with the impact of the war at home. *(Course Competencies 3 & 4; Gen Ed Goal 7)*

• Assess a selection of literary, historical and artistic primary sources that examines the experience of war, such as Vera Brittain’s *Testament of Youth*. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*

**Unit VII: England in the Post-War World, 1945 to the present**

The student will be able to:

• Discuss the impact of the Welfare state on understandings of family and gender in post-war Britain. *(Course Competencies 2, 3 & 4; Gen Ed Goal 6 & 7)*

• Examine the British post-war economy from austerity to affluence to decline. *(Course Competencies 2 & 4; Gen Ed Goal 7)*

• Analyze the causes and consequences of Decolonization and the decline of Empire in post-war Britain and the emergence of a post-colonial culture. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Compare and contrast the experiences of women in the Women’s Movement and Peace Movement based on class, race, and nationality. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Assess the impact of Thatcherism on British politics and society, focusing on class politics, industry and the welfare state. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
• Understand the dynamics of a multicultural Britain and consequences of racial and religious diversity. *(Course Competencies 3 & 4; Gen Ed Goal 7)*
• Assess a selection of literary, historical and artistic primary sources, such as the *Beveridge Report* or *Margaret Thatcher's Speech to the Conservative Party Conference in Blackpool*. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*

**Evaluation of student learning:**

Student learning will be assessed using examinations, tests, quizzes, research papers, case studies, and assignments. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given.

**Academic Integrity Statement:**

Students shall abide by all provisions of the Academic Integrity policy as described in the student handbook.