Miyazaki International College

Course Syllabus

(Fall Semester 2019)

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| Course Title (Credits) | ASE 362 History and Language of the British Isles |
| Course Designation for TC |  |
| Content Teacher | |
| Instructor | Felix A. Jiménez Botta, PhD. |
| E-mail address | [fjimenez@sky.miyazaki-mic.ac.jp](mailto:fjimenez@sky.miyazaki-mic.ac.jp) |
| Office/Ext | Office 329 |
| Office hours | T­–R, 3:30 – 5 PM. |

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| Course Description: | | |
| The primary focus of this course is to trace the history of the British Isles from its origins to the present day. We will do this in order to provide the context in which the English language developed. We will also be focusing on the contribution of peoples and places beyond the British Isles to Great Britain’s history and its language.  This course is about history. By the end of the course, students will have made significant improvements in their understanding of what history is, what historians do, and in their ability to use and manipulate academic English. They will also be expected to be able to think critically about developments in history, language, and culture. | | |
| Course Objectives: | | |
| The course aims to help you to do the following in each class session:  -Help you to level up your critical reading skills and develop your vocabulary.  -Guide you in asking as well as answering *good* questions.  -Heighten your mastery of communication (writing, listening, presenting).  -Increase your overall proficiency in analysis and discussion.  -Enhance your understanding of the history of the British Isles  -Level up your ability to create, develop, and test original arguments. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction to the Course,  Syllabus,  Geography | Student Profile Sheet Handout,  Syllabus review, and reviewing of map of the British Isles. |
| 2 | From the Paleolithic to the Celts | Who were the first inhabitants of the British Isles?  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 3 | Roman Britain, I | The Roman and Latinate contribution, intro to the Roman Empire and the Roman contribution to Britain  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 4 | Roman Britain, II | The Roman and Latinate contribution: Rome’s collapse  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 5 | Britain After Rome: Christianity | Christianity in Britain  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work, Listening to religious music  **1st In-Class Quiz** |
| 6 | Britain After Rome: The Anglo Saxons | The Anglo-Saxons  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 7 | Britain After Rome:  Invasions and Wars | Viking Invasions, King Alfred and Danelaw  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 8 | The Norman Invasion | The Norman Contribution: Architecture and Monasticism  Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 9 | The Hundred Year’s War | How did the Hundred Year’s War change English identity?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 10 | Tudor England/Reformation, | Henry VIII and The Split from Rome  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 11 | The Elizabethan Age | What were the defining features of the Elizabethan Age?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work  **2nd In-Class Quiz** |
| 12 | English Civil War | What were the causes, course, and effects of the English Civil War?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 13 | The American Colonies | How was life on the British colonies in the Americas?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 14 | Britain’s growing global empire | Why were the English able to gain a global empire?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 15 | **Midterm Examination** |  |
| 16 | The American Revolution | What led to the American Revolution?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 17 | Industrialization | What were the causes and development of the Industrial Revolution in England?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 18 | The New Empire | How and why did the British Empire grow in the 19th century?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |

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| 19 | Victorian Britain | What were the main features of Victorian Britain?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 20 | WWI | The end of the Victorian Era: The Road to WWI  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work  **3rd In-Class Quiz** |
| 21 | WWI, cont. | The War Experience  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 22 | The Irish Troubles | Why did Ireland secede from Great Britain?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 23 | WWII | The role of Great Britain in World War II  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 24 | Decolonization | Why was the Empire lost?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 25 | Migration | The Empire strikes back: Migration to Britain  **4th In-Class Quiz** |
| 26 | The Sixties and the “British Invasion” | British culture in the 1960s-70s  Worksheet, Think-Pair-Share (TPS), Group Work, Listening to British music of the 1960s |
| 27 | Thatcher | What changes did Thatcher wrought?  Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 28 | Britain and the EU | Britain’s troubled relationship with Europe |
| 29 | The EU and Brexit | The current Brexit chaos  Worksheet, Think-Pair-Share (TPS), Debate! |
| 30 | Recap for Final Exam | **Bring Questions!** |
|  | Final Exam |  |
| Required Materials: | | |
| * Folder for Handouts * B5 Notebook * Coloring Pencils * Your instructor will provide you with all the other necessary materials. | | |
| Course Policies | | |
| **Attendance:** Discussion is key and many activities will be completed in class, therefore participation is vital to this course. If you are not in class, you cannot earn participation points for the day for class discussion or take quizzes. Do not schedule meetings or routine appointments during class. Everyone is expected to thoughtfully add to our dialogue both in the classroom and in our online discussions.  In my class, **two absences** are allowed. No reasons required. Any absences beyond that will require proper certification, a doctor’s note and your own explanation, in English, for why you had to miss class. If you miss more than **five class** meetings for *any* reason, you may be required to drop the course.  **Academic Honesty:**  It is **essential** that you use your own ideas in this class and submit your own work in this class.   * **Plagiarism** is the presentation of someone else’s work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts or content. Neglecting to acknowledge sources for outside material is a serious offense and will result in failure of the assignment and possibly the course. * Properly citing other authors is important; **do not** **copy** ideas from other people or books and pass them off as your own. If you do, you will fail.   **Office Hours:** You don’t need an appointment for regularly scheduled office hours. In fact, you are encouraged to come and talk to Dr. Jimenez about the class, assignments, readings, and so on. If you have questions, concerns, or comments, this is a great time to discuss them. If you can’t make it to office hours, you can email to make an appointment (please wait for a response). As with all emails, I will reply within one business day.  **Questions**: If questions or concerns related to this course arise, please feel free to discuss them with Dr. Jimenez during office hours, by appointment, or by email. Any questions or concerns regarding an assignment grade received must be discussed in person within **ten** business days after receiving the grade. **Please do not wait until the end of the semester to raise concerns about grades.**  **Problems**: If you have a problem or a health concern (concentration issues, need extra accommodations, etc.), come and speak with me at the start of the semester. If you have any other problems that impede your ability to complete assignments or attend class, please speak with me right away. If you have spoken to me and your problem persists, please contact Dean Passos: [apassos@sky.miyazaki-mic.ac.jp](mailto:apassos@sky.miyazaki-mic.ac.jp).  **No harassment** **of any kind will be tolerated.** Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited. Please be respectful of others. As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. Dr. Jimenez reserves the right to ask anyone to leave at any time. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour preparing for every hour of lesson time and one hour reviewing and doing homework. As we will spend three hours per week together, you should be spending at least six hours per week on class preparation and review.  ***You need to read and understand the assignment before coming to class*.** In class we will go beyond **what** is happening to look at the **how** and **why** and **so what.**   * Before Class: Think about the texts. Come to class with *questions*, *comments*, and *opinions* about the reading. * After Class: Review. Go over your notes from class and from your reading. When you review, pay close attention to new vocabulary and concepts. | | |
| Grades and Grading Standards | | |
| All assignments should be typed and submitted per the instructions on the assignment sheet. Back up your work and save often. Technology can cause trouble; don’t let it hurt your grade. Dr. Jimenez will only accept emailed assignments with prior approval. Late work will be penalized. Work that is submitted late *may not* be accepted. Detailed assignment sheets outlining expectations for projects, responses, reflections, presentations, and so on will be given to you in class and will be available on our class website.    **On assignments:**  **100-90: A** grade  **80-89: B** grade  **70-79: C** grade  **60-69: D** grade  **0-59: F** grade  **Grades will be broken down as follows:**  Participation and In-class assignments: **20%**  Worksheets: **20 %**  Midterm Examination: **20%**  Quizzes: **20% (4 @ 5 % each)**  Final Examination: **20%** | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2: The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations  3: The ability to identify and solve problems  4: Advanced communicative proficiency in English  5: Proficiency in the use of information technology | | |
| Notes: | | |
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