

# HIST A195: HISTORY OF ENGLAND AND GREATER BRITAIN

Item	Value
Curriculum Committee Approval Date	11/01/2023
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> <li>• Area 3 Arts and Humanities 3A Theory (OC1)</li> <li>• Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)</li> </ul>
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> <li>• Area 3B Humanities (OSC2)</li> <li>• Area 4 Social and Behavioral Sciences (OSD)</li> </ul>
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B)
California State University General Education Breadth (CSU GE-Breadth)	• CSU D6 History (D6)

## Course Description

Survey of British history with an emphasis on the development of Anglo-American institutions. Transfer Credit: CSU; UC.

## Course Level Student Learning Outcome(s)

1. Upon the successful completion of this course, students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course
2. geographic area and timeline of study.
3. Students will evaluate the evolution of political power in England, including tribal leadership, the impact of invading cultures, the rise of domestic kingship and the ever-present conflict between Royal power and that of the Nobility and the Church, from human origins to the development of the United
4. Kingdom.

5. Students will analyze the impact made by England on other geographic regions and peoples since 1066CE, including France, Spain, North America, India, Prussia and East Asia.
6. Students will come to understand the role played by Britain in global conflict after 1588CE, including that of colonization, the Seven Year's War, the development of the West and East India Companies, and the perpetuation of British global power economically and militarily through the Cold War.

## Course Objectives

- 1. Explain cause-effect relationships, personalities, and events that contribute to historical change and continuity.
- 2. Identify the important turning points in British history.
- 3. Discuss the significance of Christianity in the development of Medieval Britain.
- 4. Explain the continuing struggle between limited government and absolute monarch.
- 5. Identify aspects of the English constitution that shaped the institutions of the United States government
- 6. Analyze the significance of the creation and collapse of Great Britain.
- 7. Explain the economic, social, and cultural changes brought about by industrialization.
- 8. Discuss the contribution of British emigrants to the arts and sciences.
- 9. Explain the significance of the 1st and 2nd British empires.
- 10. Identify points of view of the instructor, and authors as expert interpretations of British history.
- 11. Demonstrate the skills necessary to express an understanding of British history.

## Lecture Content

England in earliest times Geographical survey Review of resources Topography, climate Settlement of Man Neolithic Mesolithic including agriculture tools Neolithic Iberians Celts Roman occupation Government systems Turf, trade, taxes, tribute Engineering and architecture Introduction of Christianity Anglo-Saxon occupation Commitatus Witan Heptarchy Reforms of Alfred the Great Danelaw/danegeld 9th Century Viking incursions Centralization of government functions Relationship with Church Religious reforms Ethelred the Unready, and Edward the Confessor Norman Conquest Redistribution of land Domesday Book Curia Regis Rudimentary government functions Bureaucratic and judicial reforms Plantagenet England Military and judicial reforms of Henry II Richard I - justicar and coroner John I - Magna Carta Henry III - Parliament Edward I - invasions of Wales and Scotland Edward II - Roger Mortimer and civil war Edward III - Hundred Years War Richard II - struggle against baronial control Lancasters and the triumph of hereditary land rights Henry IV Henry V - Treaty of Troyes Henry VI - Warwick as baronial king maker The War of the Roses Edward IV Edward V Richard III Tudors Financial reforms of Henry VII Henry VIII - English Reformation, Dissolution of the Monasteries Mary I - return to papal supremacy, alliance with Spain Elizabeth Elizabethan Compromise Defeat of Spanish Armada Stuarts and the beginnings of English constitutionalism James I - Judicial Review Charles I - Petition of Right Puritan Parliament James II - Glorious Revolution William III and Mary II - Bill of Rights and Act of Toleration Anne - The War of the Spanish Succession Hanoverians and the First British Empire George I - rise of the ministerial system George II - use of political patronage George III - American Revolution

George IV - Napoleonic Wars 19th Century Victorian England and the Second British Empire The Industrial Revolution Classical Economics vs. Government Intervention Tory democracy Reform Acts of 1832, 1867, 1884 Competition between England and Germany over global economic dominance Edwardian period and the road to World War I The Reform Budget of 1910 The Lost Generation The Treaty of Versailles, England in the 1920's and 1930's Recovery from the War Irish independence Rise of Socialist programs Rapprochement of Germany Keynesian Economics World War II and the collapse of the 2nd British Empire Nationalization vs. privatization The Thatcher Years

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

1. Lecture and explanation of course topics and concepts. 2. Instructor verbal feedback to student questions in lecture, and written feedback on chalkboard to emphasize concepts. 3. In-class discussion involving student input and instructor feedback. 4. Student written work, including exams, and exam preparation. 5. Objective evaluation of student achievement by means of examination and writing projects. 6. Instructor produced handouts, explaining basic topics and concepts.

----- Additional Variations for Distance Education: The online environment will allow students to have expanded access to all of the students in the class. Methods of Instructor-Student communication for a Distance Ed. class include: 1. Use of Camtasia and/or ConferZoom (provided to instructors by OCC) to create recorded lectures and video content. 2. Canvas allows for the use of e-mail, video conference, tele-conference and written communication as forms of regular contact between the instructor and the student. 3. Discussions Boards and Chat Rooms provides an opportunity for students and instructors to discuss issues in a live-format or with a time-delay. 4. Through Canvas, students may be assigned projects for class activities through the use of historical databases such as census records, virtual museums and archives, digitized print, graphic, audio, and video primary and secondary source documents, and global e-communications with subject-matter peers and experts. Specific types and frequencies of regular Instructor-Student communication include: Announcements/Bulletin Boards: Instructor will utilize Canvas' Announcement feature at least every week to communicate class news, assignment updates and grading progress to the students. Chat Rooms: group-ongoing Discussion Boards: Canvas-hosted discussion boards will be maintained by the instructor on a weekly basis, with the intent to have students communicate with each-other and the instructor on formative questions of the curriculum. The instructor will pose questions and moderate student responses, along with regular feedback, as might be done in a live classroom setting. Email Communication: weekly FAQ: as needed Scheduled Face-to-Face Meetings: Group meetings(in person) - 50% Telephone: as needed Other (explain): quizzes w/ feedback Other (explain): Individual - weekly

## Reading Assignments

As assigned from textbooks and guided reading assignments.

## Writing Assignments

1. Instructor verbal feedback to student questions in lecture, and written feedback on chalkboard to emphasize concepts. 2. Student written work, including exams, and exam preparation. 3. Objective

evaluation of student achievement by means of examination and writing projects.

## Out-of-class Assignments

Students will be given sample exam questions upon which they will be expected to write outside of class. Students will be assigned vocabulary terms to master. Examinations will include written answers and vocabulary identification.

## Demonstration of Critical Thinking

Students will write analytical papers as described in "Writing Assignments" Examinations as described in "Instructional Methodologies" Formal and informal feedback from students in classroom.

## Required Writing, Problem Solving, Skills Demonstration

1. Students will be given sample exam questions upon which they will be expected to write outside of class. 2. Students will be assigned vocabulary terms to master. 3. Examinations will include written answers and vocabulary identification.

## Textbooks Resources

1. Required Rutherford, Edward. *Sarum: A Novel of England*, ed. New York: Random House, 1988 Rationale: latest 2. Required Trevalyn, George. *A Shortened History of England*, ed. Chicago: Viking Penguin, 1988 Rationale: latest 3. Required Tombs, Robert. *The English and Their History*, ed. New York: Vintage Books, 2016 Rationale: Update per Program Review