COURSE OUTLINE OF RECORD

Number: HIST G135
TITLE: History of Britain and Ireland II

ORIGINATOR: Sunshine McClain
EFF TERM: Fall 2017

FORMERLY KNOWN AS:

DATE OF OUTLINE/REVIEW: 07-26-2017

CROSS LISTED COURSE:
TOP NO: 2205.00
CID:

SEMESTER UNITS: 3.0
HRS LEC: 54.0    HRS LAB: 0.0    HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course is a survey of British and Irish history from the 17th century to the present day. Content spans the major political, economic, social, cultural and intellectual forces that have shaped the UK and Eire. Historical emphasis is placed on constitutional development, the preconditions and process of Industrial Revolution, Scottish Highland Clearances, Irish potato famine, Irish partition, the origins and consequences of British imperialism, World Wars, and contemporary British and Irish cultural life.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
History

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 3: Arts and Humanities
3B: Humanities
IGETC Area 4: Social and Behavioral Sciences
4F: History
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
    C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions
    D6 - History

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

3. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

COURSE OBJECTIVES:

1. Identify, define, and differentiate between various cultures, societies, and states inhabiting post-medieval and modern Britain and Ireland.

2. Appraise historic events and individuals and deduce cause-and-effect relationships to explain dynamics of change and continuity from the Tudor period to the modern day.

3. Display investigatory and deductive skills analyzing a variety of source materials, including archaeological evidence, documentation in both primary and secondary sources, oral history, cartographic, diagrammatic and other visual evidence.

4. Apply comprehension of the historical record and British Isles developments in order to analyze and interpret historical primary and secondary sources.

5. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.

6. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

7. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.

COURSE CONTENT:

LECTURE CONTENT:

1. Britain and Ireland in 1500
   A. Orientation: the archipelago of four nations
   B. Tudor victory at Bosworth Field, 1484 CE
   C. The Tudor realm in 1500 CE
   D. Profiles of England, Wales, and Ireland
2. The earlier Tudors, 1485-1547 CE
   A. Henry VII: alliances and economic policies
   B. Henry VIII and his "Great Matter"
   C. Cardinal Wolsey
   D. The Protestant Reformation in religion and society
   E. Thomas Cromwell and the role of Parliament
   F. The Henrician Reformation and Anglicanism
   G. Dissolution of the monasteries in England and Wales
   H. The Six Wives of Henry VIII

3. The later Tudors, 1547-1603 CE
   A. Edward VI and the Protestant Ascendancy
   B. Mary I and the Catholic Renewal
   C. Elizabeth I and the Settlement of Religion
   D. Scotland and Mary Queen of Scots
   E. Puritanism and Recusancy
   F. The Netherlands and Spanish Armada
   G. Elizabeth I and the art of public relations: "Gloriana!"
   H. Monarchy redefined: Elizabeth I "Golden Speech," 1601 CE

4. The Celtic lands and the Tudors
   A. The Celtic peoples
   B. Wales in the 16th Century
   C. Scotland in the 16th Century
   D. The Reformation in Scotland
   E. Religion in Ireland
   F. Ireland: The Geraldines
   G. Ireland: Land surrender and regrant, plantations
   H. Ireland: The Nine Years’ War

5. The early Stuarts, 1603-1642 CE
   A. James I of the United Kingdom
   B. Religion and James I: Puritans, Ulster plantations (Ireland)
   C. English constitutional custom and tradition: Magna Carta, Parliament
   D. James I vs. Parliament
E. Charles I vs. Parliament  
F. Scotland: from "Government by the Pen" to the Bishops' War  
G. The Irish Civil War, 1641 CE  
H. English Civil War begins, 1642 CE  

6. The English Civil War and British Republic, 1642-1660 CE  
A. Cavaliers and Roundheads  
B. Parliament's New Model Army  
C. Execution of Charles I, 1649 CE  
D. Abolition of monarchy and British Republic  
E. Oliver Cromwell  
F. Radical political movements (Levellers, Diggers)  
G. Radical religious movements (Ranters, Fifth Monarchists, Quakers)  
H. Failure of the republic  

7. The Restoration and Glorious Revolution, 1660-1689 CE  
A. Charles II and restoration of monarchy  
B. James II vs. Parliament  
C. The "Glorious Revolution" of 1688 CE  
D. William and Mary  
E. The English Bill of Rights and Parliamentary Supremacy  
F. Ideas of John Locke  
G. The Constitutional Monarchy and Protestant Supremacy  

8. The Celtic lands and the Stuarts  
A. Religion and Ireland: Catholic Confederacy and massacres of 1641 CE  
B. Religion and Scotland: Protestant Lowlands and Bishops' War  
C. Cromwell’s policies in Ireland and Scotland during the republic  
D. Ireland: Battle of the Boyne, 1690 CE  
E. Penal laws in Ireland  
F. Scotland: Glencoe Massacre, 1692 CE  

9. Social, economic and intellectual history (16th and 17th Centuries)  
A. Demographic profiles and social classes  
B. Family structure and women in early modern society  
C. Witch hunts and persecution  
D. Rise of market society (capitalism)  
E. Origins of empire: overseas exploration, trade, and colonization
F. Printing and literacy
G. Scientific ideas: from Hakluyt to Newton
H. Political ideas: Hobbes and Locke

10. The Georgian Age (18th Century)
A. The Hanoverians: government structure and politics
B. Agricultural Revolution
C. Demographics: population explosion
D. Industrial Revolution
E. Empire: expansion of power overseas
F. American war of independence
G. Reform: Enlightenment developments and impact
H. Reaction: War against the French Revolution

11. Celtic lands in the Georgian Age
A. Scotland: Act of Union, 1707 CE
B. Jacobite rebellions
C. Highland clearances
D. Ireland: rise of Dublin
E. Act of Union, 1800 CE
F. Daniel O’Connell and Catholic Emancipation

12. Rise of Victorian Society and Economy, 1800 to 1870 CE
A. Napoleonic War: course and consequence
B. Industrialization and urbanization
C. Class politics: Anti Corn Law League and Chartists
D. Workshop of the World
E. Sciences (Darwin) and decline of religion in England
F. High culture of the Victorian Age
G. Women in the Victorian Age
H. British Empire and foreign policy, 1815 to 1870 CE

13. Celtic fringe in the Victorian Age
A. Rise of Irish Nationalism
B. The Irish potato famine (1845-1847 CE)
C. William Gladstone and the Irish Home-Rule movement
D. Rise of Ulster Unionism
E. Sinn Fein: "Ourselves Alone"
F. Wales: industry, nonconformity, and nationalism
G. Scotland: industry, liberalism, and identity

14. The later Victorian and Edwardian Age, 1870-1914 CE
   A. The later Victorian economy
   B. Working class culture and politics
   C. Social reforms
   D. Imperial power and interests; Boer War (1899-1902 CE)
   E. Liberal and Labor politics in the Edwardian Age
   F. Foreign policy: drift toward world war

15. Ireland: from rebellion to independence
   A. Impact of World War I on Irish Home-Rule
   B. Easter Rising, 1916 CE
   C. Irish War of Independence, 1918-1921 CE
   D. Partition of Ireland, 1922 CE
   E. Eamonn da Valera and Michael Collins
   F. Irish Civil War, 1922-1923 CE
   G. Irish Free State to Republic of Eire, 1922-1949 CE

16. World War and Inter-War Years, 1914-1939 CE
   A. World War I: necessity or choice?
   B. The Western Front, 1914-1918 CE
   C. Counting the cost of war
   D. American "invasion," 1920s: impact on economy and society
   E. Decline of the English aristocracy
   F. Interwar politics and government
   G. Neville Chamberlain and appeasement

17. World War II, 1939-1945 CE
   A. Winston Churchill
   B. Standing alone, 1939 to 1941 CE
   C. Bletchley Park and role of military intelligence
   D. Alan Turing
   E. Turning points, 1941 to 1945 CE
   F. The Home Front
   G. Counting the costs

A. Beveridge Report and the Labor Party
B. Growth of the Welfare State
C. Decline and fall of the British Empire
D. Culture of affluence and austerity
E. "Swinging Sixties"
F. Economic problems of the 1970s CE

19. Ireland: Post Partition Eire and Post Partition Ulster
   A. The Republic: politics, society and culture from 1949 CE
   B. Ulster: Troubles erupt 1969 CE
   C. Orange Order/Ulster defense paramilitaries and Sinn Fein/IRA
   D. Terrorism in Ireland and Britain, 1970s and 1980s CE
   E. Good Friday Agreement, 1998 CE
   F. Impact of USA 9/11 on Ulster
   G. Impact of EU membership on Eire

20. Realignment in Britain, 1980 to the 21st Century
   A. Margaret Thatcher and radical conservatism
   B. Tony Blair and New Labor
   C. Shifting cultural identity
   D. Ethnic politics in Wales and Scotland: Plaid Cymru and the SNP
   E. Devolution
   F. Changing world role: partners in the EU, the cultural commonwealth
   G. No longer an island!

METHODS OF INSTRUCTION:
   A. Lecture:
   B. Online:
   C. Independent Study:
INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

General works with a British and Irish approach, encompassing the chronological period for study. Compilation texts using primary (i.e. contemporary) documents plus literary/philosophical works capturing the mood of national identity, social mores, political dissent, intellectual growth. Historical atlases to emphasize the relationships between time and place.

Out-of-class Assignments

At least one significant research writing assignment will be given requiring self-initiated, self-directed learning. It is also hoped that this course will serve as a briefing or a debriefing for students taking advantage of CCCD’s current semester and summer abroad programs in Cambridge and/or Dublin.

Writing Assignments

Reading and writing skills are central to this course. Students must demonstrate, at the least, powers of understanding historical narrative, and, ideally, the ability to analyze and conceptualize events. These skills should be expressed throughout the course through essays and reports. Research skills are integral: whether through library indexes or web site search engines. The ability to transcribe primary sources -, letters, personal journals, public records, parliamentary acts, extracts from famous works and vernacular literature - will also be encouraged on a regular basis throughout the course.

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises

Demonstration of Critical Thinking:

A major course objective is to develop cognitive powers through the use of primary source material - in the context of this course, namely documents written over the past half-millennium. Study of primary sources improves empathy and by comparison with secondary sources (i.e. History books) helps students understand how History is composed. Students will learn how to recognize the thesis, assess the reliability of evidence, recognize bias and prejudice, reconcile conflicting and contradictory accounts and extract the essential from the superfluous. Exercises on primary sources, both in class and take-home, will be paced regularly throughout the course.

Required Writing, Problem Solving, Skills Demonstration:

Reading and writing skills are central to this course. Students must demonstrate, at the least, powers of understanding historical narrative, and, ideally, the ability to analyze and conceptualize events. These skills should be expressed throughout the course through essays and reports. Research skills are integral: whether through library indexes or web site search engines. The ability to transcribe primary sources -, letters, personal journals, public records, parliamentary acts, extracts from famous works and vernacular literature - will also be encouraged on a regular basis throughout the course.

TEXTS, READINGS, AND RESOURCES:

TextBooks:


**Other:**
1. Syllabus detailing week-by-week learning objectives and course grading criteria.
2. Extensive handout material on specialized topics.
3. Extensive primary source materials as indicated in Part III (b) above in handout format.
4. Use of video and audio (where appropriate).
5. Use of slide sequences.

**LIBRARY:**

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials
Services

**Comments:**

**Attachments:**

[Attached Files]