

BRIT 220/320 British Studies. Historical Perspectives. Summer 2024

Instructor	Professor Abi Hunt PhD, AMA, PFHEA	Phone	
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Course Meeting Days and Time	Classroom sessions: Wednesday 10 th July and Thursday 11 th July and then every Monday and Wednesday 9am-12pm. Experiential trips: Saturday 12 th July London, Thursday 18 th July, Tuesday 23 rd July, Thursday 1 st August		
Office Hours	Mondays 12 -2		

Catalog Description:

BRIT 220; 320; Honors offers students an historical perspective on how modern Britain as we understand it today emerged over the last two thousand years. We will look at social, political, economic, and cultural history to better understand why there are issues with the concept of regional and national identities throughout the periods of history studied and will challenge the idea of one modern British identity. We will explore ideas of English colonialism and the contested borders between England, Wales, and Scotland. We will finish the module by examining the complexities of multi-cultural Britain and layers of identities created in recent times.

Credit Hour Policy Statement:

This course conforms to the University of Evansville's Credit Hour Policy:

"For non-semester length courses and semester length courses that are exceptions to the general rule the "learning outcome", rather than "seat time", standard may apply. The "learning outcome" standard requires that the student demonstrate to the satisfaction of the department awarding the credit evidence of actual achievement of course objectives in regards to the credit hour that are at least equal to the intended learning outcome under the Federal definition, i.e., a learning outcome expected from an amount of work equivalent to experiencing one hour of class attendance or faculty instruction per week, for 15 weeks, in a course that requires for the average student two hours of additional work for every one hour of class attendance and/or instruction."

Prerequisites:

There are no prerequisites for students wishing to enroll in BRIT 220.

Prerequisite for BRIT 320: Sophomore status or permission of instructor.

Students are eligible to enroll for BRIT 320H (Honors) if they are enrolled in the University of Evansville Honors program, or their own School's Honors program; or should their School not have an Honors program, if they meet the criteria for admission to the UE Honors Program (www.evansville.edu/accepted/honorsprogram.cfm). In which case, they would not be required to apply to the UE Honors Program but would be admitted to BRIT 320H at Harlaxton.

University of Evansville students are encouraged to consider adding the course to a Minor in British Studies

All students are encouraged to consider adding the course to a Certificate in British Studies

<https://www.evansville.edu/majors/british-studies/>

General Education Requirements:

University of Evansville students enrolled on BRIT 220; BRIT 320; BRIT 320H are eligible for General Education credit for Outcome 3 and credit for Components A and E.

- Outcome 3: Knowledge of human history and the historical context of knowledge
- Component A: Global diversity: International component
- Component E: Writing across the curriculum

Non-UE students will need to determine with their home campus how their course credit transfers.

Course Learning Objectives:

BRIT 220/320/Honors focuses on the issues, both historical and contemporary, that unify and dislocate a sense of national identity in modern Britain. By applying what you are learning to amplifying your experiences, the course helps you to situate yourself within a complex multinational and multicultural society, challenging you to identify issues and to affect change within your new home and community through:

- a. Inquiry, research, and analysis
- b. Intercultural knowledge and understanding
- c. Critical and creative thinking
- d. Cultural competency
- e. Written and oral communication
- f. Information literacy
- g. Teamwork and problem solving

Methods of Instructions:

BRIT 220/320/Honors, is a discussion-based class comprising eight, three-hour class sessions, complemented by four experiential learning days. This combination of classes and learning opportunities frame both formative and summative assessments (see Grading Criteria) enabling students to reflect upon their studies and experiences in the United Kingdom.

The recommended texts for the course are:

Barry Cunliffe, *Penguin Illustrated History of Britain and Ireland* (London, 2004). Copies available in Harlaxton Library

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Support Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request.

The Principal has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program, and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty. This will be determined by the course member and included in their syllabus (e.g. a full-letter grade (A to B), or a third-letter grade (A- to B+).

For classes meeting twice a week there are two unexcused absences allowed during the semester. Thereafter, each additional unexcused absence will result in a grade drop being applied to the overall course grade, e.g. A- to B+

In Summer Sessions, a class is 3-hours in duration. This constitutes a double-class session. Consequently, missing one session constitutes the use of two unexcused absences.

Covid-19 Policy: Students should not attend class if they are feeling unwell. They should seek to notify their instructors of their absence and, if possible, participate in their classes online.

Policy Governing Excused Absences:

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Principal and/or Chair, Department of British Studies, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Principal/ and/or Chair, Department of British Studies for approval.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

Grading Criteria

The following assessment model offers students an opportunity to focus on specific areas of interest and to consider their experience studying overseas.

BRIT 220	BRIT 320	BRIT 320H
<p>Research Paper 1 (30%) Research Paper 2 (30%) Reflective Portfolio (30%) Participation (10%)</p> <p>Research Papers will be a minimum of 5-7 written pages.</p> <p>BRIT 220 papers require a minimum of four scholarly sources.</p> <p>Students are recommended to submit a draft for both papers and their portfolio.</p> <p>Late submission of papers and the portfolio will be recognized in the grade assigned, dropping one grade in the week of submission, and a further grade for each week thereafter, e.g. A- to B+</p>	<p>Research Paper 1 (30%) Research Paper 2 (30%) Reflective Portfolio (30%) Participation (10%)</p> <p>Research Papers will be a minimum of 5-7 written pages.</p> <p>BRIT 320 papers require a minimum of five scholarly sources.</p> <p>Students are recommended to submit a draft for both papers and their portfolio.</p> <p>Late submission of papers and the portfolio will be recognized in the grade assigned, dropping one grade in the week of submission, and a further grade for each week thereafter, e.g. A- to B+</p>	<p>Research Paper 1 (30%) Research Paper 2 (30%) Reflective Portfolio (30%) Participation (10%)</p> <p>Research Papers will be a minimum of 5-7 written pages.</p> <p>BRIT 320H papers require a minimum of five scholarly sources and two primary sources.</p> <p>Students are recommended to submit a draft for both papers and their portfolio.</p> <p>Late submission of papers and the portfolio will be recognized in the grade assigned, dropping one grade in the week of submission, and a further grade for each week thereafter, e.g. A- to B+</p>

Research Papers:

Research Papers will be a minimum of 5-7 written pages.

BRIT 220 papers require a minimum of four scholarly sources.

BRIT 320 papers require a minimum of five scholarly sources.

BRIT 320H papers require a minimum of five scholarly sources and two primary sources.

Students are required to upload **one** of their Research Papers onto Live-Text. Research Papers are to be written and developed in close consultation with the professor and will be graded according to a rubric (see below). The question for each Research Paper is:

How and in what ways did [?] both reflect and influence their time?

You need to identify a significant historical British figure whose work or actions impacted their time. It is your choice who to write about. THIS IS NOT A BIOGRAPHY. Your focus is on answering the question. Your choice of historical figure provides you with a subject and an era to enable you to answer the question. Guidance on writing a Research Paper will be provided as part of the Research and Writing Workshop at the start of the Semester and in individual tutorials (by appointment during office hours). Students are recommended to submit a draft of their paper, together with an annotated bibliography. Students will receive detailed comments on their draft. Research Paper 1 will be graded and returned with comments in good time to allow students to take account of the comments prior to submitting Research Paper 2.

Research Paper Grading Rubric

Suggested Criteria	Excellent A	Good B	Fair C	Poor D	Fail F
1. Thesis/line of argument	Original, compelling argument sustained throughout the paper.	Effective argument sustained throughout the paper.	Argument made but not sustained throughout the paper.	Poor or patchy argument (i.e. limited engagement with key issues).	Very ineffective argument showing no awareness of important issues.
2. Research a) use of appropriate primary & secondary sources b) correct use of citations & bibliographical references	Excellent research: integration of a wide range of primary & secondary sources, cited correctly.	Thorough research: use of a good range of primary & secondary sources. Minor errors in referencing.	Fair research (but some use of inappropriate / non-academic sources). Some errors in referencing.	Limited research leading to superficial coverage of subject. Incorrect means of referencing sources.	Inadequate research (i.e. use of inappropriate / non-scholarly sources)
3. Contextual awareness	Detailed knowledge of historical &/or cultural context (awareness of primary & secondary issues).	Clear understanding of primary issues, some grasp of secondary issues.	Uneven coverage of primary issues (some inaccuracies & omissions), little awareness of secondary issues.	Limited awareness of primary issues (numerous inaccuracies & omissions).	No contextual awareness or major inaccuracies and omissions.
4. Presentation (structure and writing style, incl. grammar and spelling)	Exceptional presentation: well written, highly coherent, & logically organised paper which includes a clear introduction / thesis statement & very effective concluding remarks.	Clearly written, effectively structured essay that incorporates a clear thesis statement & useful concluding remarks.	Reasonable paper but with some grammatical & stylistic problems &/or lacking structural clarity (e.g. limited introductory or concluding statements).	Poorly written & ineffectively structured essays: illogical organisation of material, poor grammatical structures & use of colloquialisms).	Very poorly written or very brief answers with extensive grammatical, organisational & presentational errors.

Reflective Portfolio:

The subject, theme, or topic of your reflective portfolio is your choice, but you should seek to identify something that enables you to analyze, interpret, and reflect upon your experiences while studying in the UK. This is an opportunity for you to step back and evaluate what you are seeing, hearing, reading, and experiencing. What did you hope to see and discover while studying in the UK? Did you find what you were looking for or expected? Or did you find something different or unexpected? Where did you go, what did you see, hear, read, find, experience? Again, is this what you expected? Once you decide on what your portfolio will be about, the combination of images and analysis, utilizing illustrations and scholarly sources, can help you to amplify your analysis, interpretations, and reflections. These can then help you to shape your overall reflections as you compare and contrast your findings with your initial ideas. Remember this is a work of self-reflection THIS IS NOT A TRAVLOGUE.

Guidance: When something catches your interest/imagination:

- 1) **SEE:** Really look. Think about what makes it interesting.
- 2) **RECORD:** Write notes, draw a sketch, take a photograph for inclusion in the portfolio. Think about context.
- 3) **ANALYZE:** Do some research. This can increase your awareness and interest and help you to reflect on what you saw, heard, read, experienced.

This approach can help you to build an introduction, and a conclusion where you can draw comparisons and contrasts with and reflect on your introduction and your initial thoughts/expectations. The key is to identify what you want to be the focus of your portfolio. An introduction would then set out what you expected to find. A series of case studies, where you combine illustrations, research/analysis and reflection would then offer an opportunity to show what you found, and your thoughts on what you found. A conclusion would then bring together your overall reflections on what you found, when compared to your initial thoughts.

Remember too, this is an opportunity to design a portfolio, to be creative!

Reflective Portfolio Grading Rubric:

	A	B	C	D
Organization of material	Innovative and stylish. A well organized and striking portfolio that allows the reader to easily navigate their way around the text and images.	Creates a good overall impression, with some imaginative elements & a logical organization of material.	Some thought given to overall structure of the portfolio, but generally unimaginative and/or difficult to follow.	Haphazard presentation: little more than a random collection of images and words.
Image content and quality	Thoughtful images used which illustrate or expand on written reflections. Informative and engaging. Evidence of originality and artistic flair.	Appropriate images used which clearly engage with the project goals. Good quality images used that show care and attention to detail.	The images illustrate basic features of the project. Images are of an adequate standard.	Images are poorly selected and fail to engage with the central thesis/theme. Little attention to detail. Most of the images are of poor quality.
Textual elements	Excellent use of textual comments to develop an ongoing thesis/theme. Fluent and engaging prose style. Works consulted are cited correctly.	Mostly well written; relevant and concise prose; engages with thesis/theme. Works consulted are cited correctly.	Text is too brief and/or engages unsatisfactorily with the thesis/theme.	Text does not engage with the portfolio's thesis/theme.
Analysis and contextual awareness	Demonstrates an excellent grasp of key and secondary issues and a high level of historical/ cultural awareness.	Clear understanding of key concepts; confident grasp of historical/ cultural context.	Fair attempt to address key concepts; some understanding of historical/ cultural context.	Failure to engage with key concepts; poor understanding of historical/ cultural context.

Class Participation Grading Rubric:

Grade	Assessment Criteria
A	Consistently excellent contributions to seminar discussion throughout the semester, showing evidence of extensive preparatory reading, a high level of curiosity, engagement with a wide range of subjects, and an excellent understanding of the historical/cultural context of the topics under review.
B	Consistent engagement with seminar discussions throughout the semester displaying a fair level of preparatory reading, a clear interest in the subjects, and a solid grasp of key themes and the historical/cultural context of the topics underreview.
C	Inconsistent contributions to seminar discussion over the course of the semester. Limited engagement with the subjects based on cursory preparation. Simplistic understanding of key themes and the historical/ cultural context of the topics underdiscussion.
D	<u>Very limited</u> engagement with seminar discussions. Poor understanding of key themes and a lack of knowledge ofthe historical/cultural context of the topics under discussion.
F	No positive engagement with seminar discussion, no evidence of preparatory reading.

Disability Services Course Accessibility Syllabus Statement:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

Non-Discrimination Statement:

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality:

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered "Responsible Employees" under the applicable federal guidelines and the University's policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity. You may choose to report the violation yourself the following ways:

Email:

- Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: cs175@evansville.edu
- Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu
- Title IX: titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Class Schedule: Classes meet from 9.00am-12.00

WEEK ONE:

Wednesday, July 10th, Class Day Orientation 1a.

Introduction to the module and assessments. Preparation for the Experiential Learning Day in London and Introduction to Modern Britain.

Thursday, July 11th, Class Day 1b

Prehistoric Britain and the Roman Invasion

Saturday July 12th. Experiential Learning Day in LONDON (Roman London)

The London Mithraeum [London Mithraeum](#)

The City Wall at Vine Street [Home - City Wall at Vine Street Booking \(citywallvinestreet.org\)](#)

Afternoon at Borough Market for lunch and exploring [London's premier food market | Borough Market](#)

WEEK TWO:

Monday, July 15th, Class Day 2

Political Geographies: Roman Britain to Anglo-Saxon England

Research paper 1: Structure, rubric and expectations, guidance document, content: check figure and time period

Wednesday 17th July, Class Day 3

The medieval: The Birth of the English nation, early colonization in Wales, and the Paradox of medieval Scotland

Research paper 1: feedback on draft plans for reflection and portfolios and any Q&As

Thursday, July 18th. Experiential Learning Day. Medieval Lincoln: Exploring an English Cathedral and Castle

Lincoln Castle [THE Homepage – Lincoln Castle](#)

Lincoln Cathedral [Lincoln Cathedral](#)

WEEK THREE:

Monday, July 22nd, Class Day 4. Submission of Research Paper 1

The Civil Wars and the collapse of the 'British' state

Wednesday, July 24th. Class Day 5.

The United Kingdom of Great Britain and British Colonialism

Feedback session for research paper 1

Tuesday, July 23rd. Experiential Learning Day in Newark

Newark National Civil War Centre [National Civil War Centre | Visit Newark](#)

Newark Civil War Earthworks [Civil War fieldwork on Crankley Point, Newark, Nottinghamshire \(ancientmonuments.uk\)](#)

WEEK FOUR:

Monday, July 29th. Class Day 6.

The Industrial Revolution and British Imperialism

Wednesday, July 31st. Class Day 7.

The World Wars and their Impact on modern British identity

Reflective portfolio: rubric, expectations, workshop portfolio entries

Research paper 2 check in

Thursday 1st August. Experiential Learning Day in London

The English Civil War

The Imperial War Museum [Visit IWM London - Plan Your Visit | Imperial War Museums](#)

Churchill War Rooms [Visit Churchill War Rooms - Plan Your Visit | Imperial War Museums \(iwm.org.uk\)](#)

WEEK FIVE:

Monday, August 5th. Class Day 8. Submission of Research Paper 2 and Reflective Portfolio

Identity in post-war, post-imperial/colonial Britain and contested identities in post-Brexit Britain.