

British Studies: Historical Perspectives

BRIT 220/320/320H Fall 2025

Instructor	Dr Edward Bujak	Phone	n/a
Office Location	Faculty Offices	Email	ebujak@harlaxton.ac.uk
Course Meeting Days and Time	Monday and Wednesday, 9.30-10.45 and 11.00-12.15	Student Drop-In Office Hours	By appointment
Course Mode	In person		

Course Information

Catalog Description:

BRIT 220; 320; Honors offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with a British national identity. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales, and Ireland.

Credit Hour Policy Statement:

"This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

General Education Requirements:

This course meets the General Education requirements for:

Outcome 3: Knowledge of human history and the historical context of knowledge

Component A: Global diversity: International component

Component E: Writing across the curriculum

Course Learning Outcomes:

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

- Inquiry, research, and analysis
- Intercultural knowledge and understanding
- Critical and creative thinking
- Cultural competency
- Written and oral communication
- Information literacy
- Teamwork and problem solving

Program Learning Outcomes:

Required Materials:

See Course Booklet 1 and 2, available on Blackboard, for key primary source documents.

Methods of Instructions:

Class-based discussion. BRIT 220/320/H is a twice-weekly discussion-based course. By engaging in active learning in each class, by preparing a short group presentation on a specific topic, you will build contextual awareness and content knowledge, initiating discussion, and thereby widening your historical perspective. In so doing, you will be better able to make an informed choice regarding the topics for your formative (research papers) and summative (open book exam) assessments. Please refer to Course Booklet 1 and 2 for more details, both are available on Blackboard.

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 Experience 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. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long-term nature of the accommodation.

The Dean of Harlaxton College 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 two times a week, students are allowed a maximum of two unexcused absences during the semester without attracting penalty points. [Grade penalty: Each additional absence will result in your overall course grade dropping by one letter grade \(i.e. A- to B+\)](#)

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 Dean, 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 Dean.

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:

BRIT 220 Research Paper 1 (26%) Research Paper 2 (26%) Open Book Exam (26%) Quizzes (12% [4 at 3% each]) Participation (10%) Research Papers will be a maximum of 7 pages. BRIT 220 papers require a minimum of four scholarly sources. Students are recommended to submit an outline or draft for both papers.	BRIT 320 Research Paper 1 (26%) Research Paper 2 (26%) Open Book Exam (26%) Quizzes (12% [4 at 3% each]) Participation (10%) Research Papers will be a maximum of 7 pages. BRIT 320 papers require a minimum of five scholarly sources. Students are recommended to submit an outline or draft for both papers.	BRIT 320H Research Paper 1 (26%) Research Paper 2 (26%) Open Book Exam (26%) Quizzes (12% [4 at 3% each]) Participation (10%) Research Papers will be a maximum of 7 pages. BRIT 320H papers require a minimum of five scholarly sources and two primary sources. Students are recommended to submit an outline or draft for both papers.
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Research Papers: Research Papers are to be written and developed in 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. It is recommended that you submit an outline or draft of your paper, together with an annotated bibliography. You will receive comments on your outline or draft. Research Paper 1 will be graded and returned with comments in good time to allow you to take account of the comments prior to submitting Research Paper 2.

Late submission of papers will result 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+. Students are required to upload **one** of their Research Papers onto Live-Text. Papers will be assessed using a 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 <u>organised</u> paper which includes a clear introduction / thesis statement & <u>very effective concluding remarks</u> .	Clearly written, effectively structured essay that incorporates a clear thesis statement & <u>useful concluding remarks</u> .	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 <u>organisation</u> of material, poor grammatical structures & use of colloquialisms).	Very poorly written <u>or</u> <u>very</u> brief answers with extensive grammatical, <u>organisational</u> & presentational errors.

Open Book Examination

You will be presented with a question in the penultimate class session - answers to be submitted on the last day of the class. This assessment is designed to give you the opportunity to capstone, to bring together, your experiential learning with your active learning. Your response must refer to at least ONE of the college-trips taken during the semester to highlight how travel and engagement with what you have seen, heard, and read, when combined with study and analysis, has developed your historical perspectives on modern Britain. You are permitted to use photographs, maps, and illustrations and to be creative. See Rubric. Recommended format: Power-point.

Late submission of the Open Book Exam Answer will result in the grade assigned dropping a full letter grade e.g. A- to B-

	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 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	Very limited 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 preparatoryreading.

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.*

Course AI Policy:

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

Course Schedule:

Week One

Monday, Week 1, Seminar 1: Introduction.

Wednesday, Week 1, Seminar 2: Lecture, *Life in the Grand Manor. A Social History of Harlaxton Manor*.

Week Two:

Monday, Week 2, Seminar 3: Governing Modern Britain

Wednesday, Week 2, Seminar 4: The Census of 2021

Week Three:

Monday, Week 3, Seminar 5: Roman Britain **Quiz 1**

Wednesday, Week 3, Seminar 6: Early Medieval Kingdoms and the Viking Wars

Week Four:

Monday, Week 4, Seminar 7: The Conquest and Charter of England. **Outline or Draft of Research Paper 1 Due.**

Wednesday, Week 4, Seminar 8: The Welsh and Scottish Wars of Independence

Week Five:

Monday, Week 5, Seminar 9: The Wars That Forged English History

Wednesday, Week 5, Seminar 10: The Reformation in England and Scotland

Week Six:

Monday, Week 6, Seminar 11: **Paper 1 Workshop**

Wednesday, Week 6, Seminar 12: The Stewarts and 'British' Monarchy

Week Seven:

Monday, Week 7, Seminar 13: The British Civil Wars and Commonwealth

Wednesday, Week 7, Seminar 14: Review **Quiz 2** and **Research Paper 1 Due**

Mid-Semester Break

Week Eight:

Monday, Week 8, Seminar 15: Overview

Wednesday, Week 8, Seminar 16: The Emergence of the British State

Week Nine:

Monday, Week 9, Seminar 17: The United Kingdom and Devolution

Wednesday, Week 9, Seminar 18: Britain's Colonial Wars and Slavery

Week Ten:

Monday, Week 10, Seminar 19: Industrialization and Urban Activism **Outline or Draft of Research Paper 2 Due**

Wednesday, Week 10, Seminar 20: Britain and World War One

Week Eleven:

Monday, Week 11, Seminar 21: World War One Lecture, *Reckless Fellows* **Quiz 3**

Wednesday, Week 11, Seminar 22: **Paper 2 Workshop**

Week Twelve:

Monday, Week 12, Seminar 23: Britain and World War Two

Wednesday, Week 12, Seminar 24: From Empire to Commonwealth

Week Thirteen:

Monday, Week 13, Seminar 25: Post-War Britain. From Consensus to Thatcherism **Research Paper 2 Due**

Wednesday, Week 13, Seminar 26: Britain and the Republic of Ireland

Week Fourteen:

Monday, Week 14, Seminar 27: Britain and 'BREXIT' **Open Book Exam Question Becomes Available**

Wednesday, Week 14, Seminar 28: Debrief **Quiz 4** and **Submission of Open Book Exam Answers**

University Policy Statements

Disability Policy:

The University of Evansville is committed to providing an accessible and supportive environment for students with disabilities. 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 at 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

Institutional Equity and Title IX

UE is committed to fostering an atmosphere free from harassment and creating an inclusive campus for all members of the University community regardless of their sex, sexual orientation, gender identity, race, religion, ethnicity, country of origin, ability, or veteran status. All Faculty members are considered Responsible Employees and required to report instances of discrimination, harassment, or sexual violence to the Office of Institutional Equity

You may also choose to speak to a Confidential Resource about your experience. Confidential Resources at the University include:

Counseling Services: 812-488-2663, counselingservices@evansville.edu

Crayton E. and Ellen Mann Health Center: 812-488-2033, healthcenter@evansville.edu

Spiritual Formation Coordinator: 812- 488-5265, spiritualformation@evansville.edu

If you or someone you know has been harassed, assaulted, or discriminated against you can find the appropriate resources by contacting the Assistant Director of Institutional Equity and Title IX Coordinator: email titleix@evansville.edu ; phone (812) 488-5261. For more information visit <https://www.evansville.edu/offices/titleix/policy.cfm> .

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. For more information contact the [Center for Inclusive Excellence](#).

Campus Safety

All members of the UE community are automatically enrolled in the Ace Alerts Emergency Alert System. When the system is activated, emergency notification information is sent in the following manner: calls to campus IP phones, text messages, emails, campus housing speaker system, active threat sirens (non-weather related), digital signage, and AlertUS desktop on campus-owned computers.

To contact the Office of Public Safety:

Emergencies: 812-488-6911

Non-emergencies: 812-488-2051

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk

Complaints, Grievances, and Appeals

The University of Evansville seeks to resolve all student concerns in a timely and effective manner through policies and processes documented in the University [Course Catalog](#) and [Student Handbook](#).