Miyazaki International College

Course Syllabus

Spring 2020

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| Course Title ( Credits ) | ASE 356 British Thought and Culture (3 credits) |
| Course Designation for TC | Discipline-related course |
| Content Teacher | |
| Instructor | Dr. Katherine E. Bishop |
| E-mail address | kbishop@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-212/ext. 3720 |
| Office hours | Mondays & Wednesdays: 10:45-11:45; Tuesdays: 2:45-3:45 |
| Language Teacher | |
|  | N/A |

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| Course Description: | | |
| *Not just Buckingham Palace and the Queen, Britain is a varied and interesting society. This course examines the evolution of contemporary Britain, the ways in which British society has changed in recent years, and how these changes have been presented and interpreted.* | | |
| 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 British literature and various cultures.  -Level up your ability to create, develop, and test original arguments.  In addition, per TC requirements, the course aims to do the following in each class session:  *Whilst studying literature written in English, to obtain a deeper understanding of expressive ability using English and to understand the cultures of the countries and regions where English is used and to be able to use these in foreign language classes in junior high schools and senior high schools.*  **◊ Learning items**  [1] Intercultural communication  [2] Intercultural exchange  [3] History, society and culture of countries and regions where English is used  **◊ Attainment objectives**  1) To understand the diversity of cultures in the world and the current status and issues for intercultural communication.  2) Through exchanges with people with a wide range of cultural backgrounds, to gain an experiential understanding of the diversity of cultures and the significance of intercultural exchange.  3) To understand the basic details of the history, society and cultures of the countries and regions where English is used. | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction to the Class Goals & British Isles | Explanation of the goals and Purposes of the class  Survey of Student Interests In class writing sample  Discussion of the Syllabus |
| 2 | Introduction to the Class Goals & British Isles | Results of Survey  Grammar Points arising from writing assignment  Discussion of key concepts: Language, Culture, Ethnicity & Race  Introduction to the British Isles – Reading Working with maps of the British Isles |
| 3 | Ideas of Identity | Review introduction to the British Isles  Review maps   Ascription   Learned/Learnable   Identity Formation |
| 4 | Ideas of Identity | Symbol & Myth with exercise |
| 5 | Ideas of Identity | Review  Reading  Research |
| 6 | Ideas of Identity | Research on Mythic/Symbolic Characters |
| 7 | Ideas of Identity | **Mini-Presentations**  Bridge Reading |
| 8 | Ideas of Identity | **Mini-Presentations**  Summary & Reading |
| 9 | Modern History 1750-1920 | Industrial Revolution – Reading & Discussion  Traditional Britain – Reading & Discussion |
| 10 | Modern History 1750-1920 | Reformation – Reading & Discussion Traits - Reading |
| 11 | Modern History 1750-1920 | Imperialism – reading & Discussion British Empire – Reading & Discussion |
| 12 | Modern History 1750-1920 | British Empire – Map work   British Empire Maximum Power – Reading & Discussion  British Empire Ideology – Reading & Discussion |
| 13 | Modern History 1750-1920 | *She Wolves*  – introduction Video |
| 14 | Modern History 1750-1920 | Finish Video & Discussion  **Essay assignment** |
| 15 | Modern History 1750-1920 | Social Class – Reading & Discussion Britain 1900-1920 Reading & Discussion |
| 16 | Modern History 1750-1920 | World War One – Reading & Discussion Ireland – Reading & Discussion |
| 17 | The “short” Twentieth Century | Ireland Continued – Reading & Discussion  Northern Ireland – Reading & Discussion |
| 18 | The “short” Twentieth Century | The 1920's & 1930's – Reading & Discussion   World War Two – Reading & discussion |
| 19 | The “short” Twentieth Century | The 1950's – Reading & Discussion   Introduction to “The Remains of the Day” |
| 20 | The “short” Twentieth Century | Video & Discussion |
| 21 | The “short” Twentieth Century | Video & Discussion  **Essay Assignments** |
| 22 | The “short” Twentieth Century | The Second Elizabethan Age - Readings with Discussion |
| 23 | Getting Where We Are – Where Are We? | The 1960's to 1980's – Series of Readings with Discussion |
| 24 | Getting Where We Are – Where Are We? | The Thatcher Years and the Blair Years - Series of Readings with Discussion The Big Issue(s) |
| 25 | Getting Where We Are – Where Are We? | The Thatcher Years and the Blair Years - Series of Readings with Discussion The Big Issue(s) |
| 26 | Getting Where We Are – Where Are We? | The Thatcher Years and the Blair Years - Series of Readings with Discussion The Big Issue(s) |
| 27 | Getting Where We Are – Where Are We? | Multicultural Britain & Immigration – Reading & Discussion In class exercises |
| 28 | Getting Where We Are – Where Are We? | An Independent Scotland? - Reading & Discussion   and Wales ? |
| 29 | Getting Where We Are – Where Are We? | What's changed, what's changing – and what hasn't  Social Class North & South |
| 30 | Getting Where We Are – Where Are We? | Review |
|  | Final Exam | **Final Exam** |
| The instructor reserves the right to amend this syllabus as needed during the course of the semester. | | |
| Required Materials: | | |
| Readings are available on our class Moodle and at the library. AV materials are available at the library or at your discretion. | | |
| Course Policies (Attendance, etc.) | | |
| Because discussion is key and many activities will be completed in class, 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. 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, punishable 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. Bishop 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. Bishop 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.  If you have a problem, come and speak with me. 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. Bishop 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. Bishop 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:**  Major Projects: **20% each 🡪 60%**  Final Examination: **20%**  Participation: **10%**  Quizzes: **10%**  **These items are REQUIRED.  Failure to submit more than one of these items (portfolio, major projects, midterm examination) within a week of the due date may result in the automatic failure of this class.**  **⌘I retain the right to amend this syllabus as necessary during the course of the semester. ⌘** | | |
| 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 communication proficiency in English 5. Proficiency in the use of information technology | | |
| Notes: | | |
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Below is a rubric outlining course objectives and explanations of what it means to proficiently master those objectives. After reading through the document below, write in what you think it means to exceed expectations and what you think it means to show that you failed to meet expectations in the blanks below. Circle or highlight the sentences that best fit your *current* level of proficiency. In the notes section, write down goals for yourself.

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|  | **Developing** | **Proficient** | **Advanced** |
| **Critical Thinking through Active Learning**  (ability to identify and solve problems; information gathering; assessment of credibility) |  | Able to perform data analysis, gather and assess resources, and express opinions cogently. Able to ask and answer questions beyond comprehension level. Able to create and support an original argument. |  |
| **Advanced Communication** Proficiency  (presentations, social skills, email etiquette) |  | Able to contribute meaningfully to class discussions. Able to create a relevant response when asked to express an opinion or respond to a complicated  situation. Able to research, prepare, and communicate ideas and questions to classmates and instructor orally and in writing. |  |
| **Global Perspectives**  (cultural relevancy; awareness of current and historical events and global issues) |  | Aware of current and historical events and world cultures. Demonstrates ability to learn about and understand cultural relevance of issues presented in texts and discussion. |  |
| **English Language Ability**  (reading, writing, speaking) |  | Proficient oral and written communication; does not rely only on familiar vocabulary but continues to build lexicon. May make some errors but advances beyond comfort zone, showing growth and effort. |  |
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NOTES: