

Spring 2021

Miyazaki International College

Course Title: British Thought and Culture

Instructor: Dr. Felix A. Jiménez Botta

Office Hours: Tuesdays and Thursdays, 16:10-17:15

Office: 211.

Course Description:

From the mid-18th century onwards, the small island of Great Britain came to dominate large parts of the world. British domination was an important phase in world history, but it has long passed. Yet, it had an enormous impact on British history itself. This course will trace the story of Britain's rise from the mid-17th and decline towards the latter 20th century, through the study of some of the most important thinkers, historical events, and cultural achievements of those eventful 400 years in British history.

Course Objectives:

Objective 1: This course will focus on developing students' abilities to think critically and creatively, to communicate effectively, to work well with others, and to improve their English-speaking and reading skills. To enhance these skills, students will be utilizing a wide variety of prose, poetry, songs and art that illustrate important cultural and political developments. Students will gain the tools to critically engage with art and popular culture from a historical perspective.

Objective 2: Students will leave this course with a solid understanding of British thought, history, and culture since 1650. Students will also demonstrate competency about the role of class, gender, and race in their writing assignments and in-class discussions. Students will also learn about the nature of historiography and historical argumentation.

Course Objective 3: Reading carefully and writing analytically are essential skills. By the end of the course, students will have answered a detailed set of reading questions for each class.

Assignments

Participation and in-class Assignments: 25 %

Midterm: 20 %

Worksheets: 15 %

Final: 25 %

Presentations: 15%

Course Guidelines

Syllabus

Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts. Students are responsible for completing all class requirements for days missed due to conflicts.

Accommodations

I am committed to providing accommodations to students with disabilities and other special needs. Specific documentation from the appropriate office is required for students seeking accommodation.

Scholarship and Academic Integrity

Students must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work.

Attendance and Participation

Attendance and participation are key ingredients for achieving course objectives. In each class, students will be required to participate extensively. Reading closely for argument will be a central skill that we will nurture during this course. Students will need an estimated 1 hour to read and do homework for each credit hour. More than five unexcused absences will result in the failure of the course. Twice late for class? This will count as one absence.

Assignments

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. Jimenez 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.

100-90: A grade

80-89: B grade
 70-79: C grade
 60-69: D grade
 0-59: F grade

Course Schedule

Day	Subject	Content/Activities
1	Introduction to the Course	Meet and greet. Discuss syllabus and course objectives Discuss reading techniques and nature of assignments
2	Reading 1: The thought of Thomas Hobbes	Reading and answering the reading questions assignment. In-class goal: Students should understand how Hobbes challenged established political theories.
3	Reading 1: Locke's challenge	Need to have the reading done and all reading questions answered. Interactive lecture where I will explain any doubts. Group work Think-pair-share If time allows: In-class debate with the purpose of finding out how Hobbes and Locke differed.
4	Reading 2: Social Class in Britain, Emigration and slavery	Format TBA: Interactive lecture Group work Think-pair-share

5	Reading 2: Emigration and slavery, part 2.	Interactive lecture Group work Think-pair-share
6	Reading 3: Mercantilist Wars.	Interactive lecture Group work. Think-pair-share Class objective: Students will understand what mercantilism was.
7	Reading 3: The American Revolution. Bentham and Burke.	Interactive lecture Group work Think-pair-share Debate: Why did the American revolutionaries leave the British Empire, and what did Bentham and Burke think about revolutions.
8	Reading 4: British Capitalism and the great Divergence	Interactive lecture Group work
9	Reading 4: British Capitalism and the Great Divergence part 2.	Interactive lecture Group work Debate: Why did Europe get rich while Asia got poor?

		Interactive lecture Group work
10	Reading 5: The New Industrial Society.	
		Interactive lecture Group work
11	Reading 5: The New Industrial Society	
		Interactive lecture Group work Question: Why did Marx challenge industrial capitalism?
12	Reading 6: The challenge to industrial capitalism	
		Interactive lecture Group work
13	Reading 6: The challenge to industrial capitalism	
		Interactive lecture Group work Think-pair-share
14	Reading 7: Reform vs. Revolution	
		Interactive lecture Group work Think-pair-share
15	Reading 7: Reform vs. Revolution	
16	Midterm Exam	


17	Reading 8: Industrialization and British Imperialism	Interactive lecture Group work Think-pair-share
18	Industrialization and British Imperialism	Interactive lecture Group work Think-pair-share
19	Reading 9: Charles Darwin	Interactive lecture Think-pair-share
20	Reading 9: Social Darwinism	Interactive lecture Group work Think-pair-share
21	Reading 10: The debate about British colonialism- MacCaulay to Naoroji	Interactive lecture Group work Think-pair-share
22	Reading 10: The debate about British colonialism - Gandhi	Interactive lecture Group work Think-pair-share

23	Reading 11: From classical economics to Keynesianism	Interactive lecture Group work Think-pair-share
24	Reading 11: Keynesianism	Interactive lecture Group work Think-pair-share
25	Reading 12: From Keynesianism to Neoliberalism	Interactive lecture Group work Think-pair-share
26	Reading 12: Neoliberalism and Thatcherism	Interactive lecture Group work Think-pair-share
27	Reading 13: Multiculturalism and its critics	Interactive lecture Group work Think-pair-share
28	Reading 13: Multiculturalism and its critics	Interactive lecture Group work Think-pair-share
29	Reading 13: Multiculturalism and its critics	Interactive lecture Group work Think-pair-share Debate: Britain and the EU.
30	Review	
	Final Exam	

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 communicative proficiency in English
- 5: Proficiency in the use of information technology

		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world cultures, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability: relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability: must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication: relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication: tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					