

Spring 2022

Miyazaki International College

Course Title: British Thought and Culture  
ASE356

Instructor: Dr. Felix A. Jiménez Botta

Class Times: MW, 14:40-16:10.

Office Hours: Mondays: 13:15-14:15/ Tuesdays: 16:20-17:15.

If you cannot make these times: Make an appointment.

**Please: Do not come to my office outside of office hours without an appointment or during lunch hour.**

Office: 211.

Course Description:

From the late-17th century onwards, the island of Great Britain became an exporter of settlers to North America and other parts of the world. Then, as the country industrialized and became thoroughly transformed, it came to dominate large parts of the world. This was an important phase in world history, and it had an enormous impact on British history itself. British thought and culture also had an important impact on the history of Japan in the 19<sup>th</sup> century.

The first two units of this course will trace the history of Britain's economic and imperial rise from the mid-17<sup>th</sup> and into the 19<sup>th</sup> century. The third unit will analyze the impact of scientific thought and the rise of imperialist ideology. The fourth unit will focus on the thought of Fukuzawa Yukichi and the impact of British and western thought on him and others like him, and on the modernization of Japan during the Bakumatsu and Meiji periods. The final part of this unit will be devoted to researching and presenting a project on the impact of British thought and culture on modern Japan.

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 analyze a wide variety of texts, 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/Collaboration with others: 25 %

Midterm: 20 %

In-Class Worksheets/Other Assignments: 15%

Final Presentations (1 worth 15 pts) = 15%

Final EXAM: 25 %

## 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	Unit 1: Foundations of British Thought and Culture  Reading 1: Social Classes in 17 <sup>th</sup> century Britain, Emigration and slavery.	Format: Interactive lecture Group work Think-pair-share

3		<p>Need to have the reading done and all reading questions answered.</p> <p>Interactive lecture.</p> <p>Group work</p> <p>Think-pair-share</p>
4	<p>Unit 1: Foundations of British Thought and culture.</p> <p>Reading 1: The thought of Thomas Hobbes and John Locke</p>	<p>Format:</p> <p>Interactive lecture</p> <p>Group work</p> <p>Think-pair-share</p> <p>In-class goal: Students should understand how Hobbes challenged established political theories.</p> <p>In-class discussion with the purpose of finding out how Hobbes and Locke differed.</p>
5	<p>Reading 3: Mercantilism and the American Revolution.</p>	<p>Interactive lecture</p> <p>Group work.</p> <p>Think-pair-share</p> <p>Class objective: Students will understand what the economic system of mercantilism was. Why did the American revolutionaries leave the British Empire?</p>

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7	Unit 1: Foundations of British Thought. Reading 3: Bentham, Burke, and Smith.	Interactive lecture Group work Think-pair-share Topics: What did Bentham and Burke think about the American and French revolutions? What did Adam Smith say about economic freedom?
8	Unit 2: Industrialization and its impact on Britain  Reading 4: British Capitalism and the great Divergence: Technology and Scientific advances.	Interactive lecture Group work
9		Interactive lecture Group work Topic: Why did Europe get rich while Asia got poor?
10	Unit 2: Industrialization and its impact on Britain	Interactive lecture Group work Topic: How did industrialization change British society?

11	Reading 5: The New Industrial Society	
12	Unit 2: Industrialization and its impact on Britain	Interactive lecture Group work Question: Why did Marx challenge industrial capitalism?
13	Reading 6: The challenge to industrial capitalism: Anarchism and Marxism.	Interactive lecture Group work
14	Unit 2: Industrialization and its impact on Britain Reading 7: Chartism	Interactive lecture Group work Think-pair-share
15	Reading 7: The Suffragette Movement	Interactive lecture Group work Think-pair-share
16	Midterm Exam	

17	Unit 3: Imperialism and Ideology	Interactive lecture Group work Think-pair-share
18	Reading 8: Industrialization and British Imperialism	Interactive lecture Group work Think-pair-share
19	Unit 3: Imperialism and Ideology Reading 9: Charles Darwin	Interactive lecture Think-pair-share
20	Unit 3: Imperialism and Ideology Reading 9: Social Darwinism	Interactive lecture Group work Think-pair-share
21	Unit 3: Imperialism and Ideology Reading 10: The debate about British colonialism in India - MacCaulay to Naoroji	Interactive lecture Group work Think-pair-share
22	Unit 3: Imperialism and Ideology Reading 10: The debate about British colonialism - Gandhi	Interactive lecture Group work Think-pair-share

23	<p>Unit 4: The influence of British Thought and Culture in Japan</p> <p>Nishikawa S., “The Life and Works of Fukuzawa Yukichi” pp. 13–20.</p>	<p>Interactive lecture Group work Think-pair-share</p>
24	<p>Unit 4: The influence of British Thought and Culture in Japan</p> <p>Nishikawa S., “The Life and Works of Fukuzawa Yukichi” pp. 20–26.</p>	<p>Interactive lecture Group work Think-pair-share</p>
25	<p>Discussion and Reading:</p> <p>Fukuzawa Yukichi, “Datsu-A-Ron” <i>Jiji Shinpo</i>, 1885.</p> <p>Nishikawa S., “The Life and Works of Fukuzawa Yukichi” pp. 27-30.</p>	<p>Interactive lecture Group work Think-pair-share</p>
26	<p>Research for Presentations</p>	<p>Research Group work Think-pair-share</p>
27	<p>Research/Writing for Presentations</p>	<p>In-Class Research Group work Think-pair-share</p>
28	<p>Presentations</p>	<p>Presentation Time.</p>
29	<p>Presentations</p>	<p>Presentation Time.</p>
30	<p>Final Review</p>	









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

文部科学省から採択された 大学教育再生加速プログラム		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	
	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 culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	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					