Miyazaki International College

Course Syllabus

(Fall Semester 2022)

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| Course Title (Credits) | Topics in British History (History and language of the British Isles) |
| Course Designation for TC | ASE 362 |
| Content Teacher | |
| Instructor | Felix A. Jiménez Botta, PhD. |
| E-mail address | [fjimenez@sky.miyazaki-mic.ac.jp](mailto:fjimenez@sky.miyazaki-mic.ac.jp) |
| Office/Ext | Office 211 |
| Office hours | Tuesdays and Thursdays, 1:00 – 2:30 PM/ 4:20 - 5:15 and by appointment. |

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| Course Description: | | |
| The primary focus of this course will be to trace the history of migration, colonization, identity, and race/racism in the British Isles from the Stone Age to the early 20th century. In this course you will learn about the different waves of migration into and colonization of the British Isles. You will learn how these migrations and colonizations transformed the religion, the ethnicity, and the languages spoken in the British Isles. Finally, you will learn about the history of slavery, racist ideology, and scientific racism. | | |
| 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 the history of the British Isles  -Level up your ability to create, develop, and test original arguments. | | |
| Active Learning | | |
| 4-(10) Think-Pair-Share 4-(1) Interactive Lecture, 4-(7) Oral Paraphrases and Summaries | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction to the Course,  Syllabus,  Geography and Nations of the British Isles (Oct. 4). | Student Profile Sheet Handout,  Syllabus review.  Learning the map of the British Isles.  Learning how to use Trello and Loom. |
| 2 | Stone Age Britain (Oct. 6) | Activities: Critical Reading, In-class Worksheet, Think-Pair-Share (TPS), Group Work. **Worksheet 1 Due.**  Assignment into groups for next class. |
| 3 | Understanding Stone Age culture through material culture: Stonehenge | Activities: Reading and Preparation for Loom presentations in groups. |
| 4 | The Celts  (Oct. 13) | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work. **1st Loom Presentations Due Oct. 14.** |
| 5 | Roman Britain  (Oct. 18) | Activities: Critical Reading, Group Work |
| 6 | Roman Britain II  (Oct. 20) | Activities: Reading and Preparation for Loom Presentations. |
| 7 | Bede and the coming of Christianity  (Oct. 25) | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work.  Listening to religious music **Worksheet 2 Due** |
| 8 | Anglo-Saxon Britain  (Oct. 27) | Activities: Critical Reading and Discussion.  **2nd Loom Presentations Due.** |
| 9 | Anglo-Saxon Britain  (Nov. 1) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 3 Due** |
| 10 | **Review- 30 Minutes**  **Exam 1 (Nov. 8)** |  |
| 11 | Charlemagne’s Empire, the Vikings, and the British Isles (Nov. 10) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 12 | The Norman Invasion  (Nov. 15) | Activities: Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 4 Due** |
| 13 | Norman England and Feudalism  (Nov. 17) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work. |
| 14 | Medieval Culture and Chivalry  (Nov. 22) | Critical Reading and Preparation for Loom Presentations. |
| 15 | Ireland and Scotland  (Nov. 24) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 5 Due** |
| 16 | Gender in Medieval Europe | Discussion and Worksheet. **3rd Loom Presentations Due.** |
| 17 | Gender in the British Isles/ Hundred Year’s War | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 6 Due** |

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| 18 | **Review – 30 Minutes**  **Exam 2 – (Dec. 6)** |  |
| 19 | Henry VIII and the English Reformation  (Dec. 8) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 20 | Anglicanism vs. Catholicism  (Dec. 13) | Critical Reading and Preparation for Loom Presentations. |
| 21 | The reformation’s impact on Ireland and Scotland; migration  (Dec. 15) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 22 | Irish and Scottish Independence Movements  (Dec. 20) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 7 Due.**  **4th Loom Presentations Due.** |
| 23 | Colonization and the rise of the slave economy  (Jan. 22) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 24 | Origins and racism and connection to slavery  (Jan. 12) | Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 8 Due** |
| 25 | The dramas of the Slave Trade  (Jan. 17) | Worksheet, Think-Pair-Share (TPS), Group Work |
| 26 | Enlightenment and the invention of “Race”  (Jan. 19) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **Worksheet 9 Due** |
| 27 | Anti-Slavery and Anti-Racist movements  Amazing Grace movie  (Jan. 24) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 28 | Amazing Grace movie and discussion  (Jan. 26) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work **(Worksheet 10 Due on Jan. 27)** |
| 29 | Scientific Racism in the 19th century (Feb. 31) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work |
| 30 | Imperialism and Race  (Feb. 2) | Critical Reading, Worksheet, Think-Pair-Share (TPS), Group Work (**Worksheet 11 Due**) |
|  | Final Exam |  |
| Required Materials: | | |
| * Folder for Handouts * B5 Notebook * Your instructor will provide you with all the other necessary materials. | | |
| Course Policies | | |
| **Attendance:** Discussion is key and many activities will be completed in class, therefore 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.  Each unexcused absence is one point off the course grade. More than 5 absences, and you will have 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 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. Jimenez 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. Jimenez 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 after receiving the grade. **Please do not wait until the end of the semester to raise concerns about grades.**  **Problems**: If you have a problem or a health concern (concentration issues, need extra accommodations, etc.), come and speak with me at the start of the semester. If you have any other problems that impede your ability to complete assignments or attend class, please speak with me right away. 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. Jimenez 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 Worksheets will be submitted per google forms. If you submit on time and answer all questions to the best of your ability, you will be okay. You are also expected to submit your Loom presentations on time. You are expected to familiarize yourself with the Loom technology during class and on your spare time.  **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:  Participation: 10%  Worksheets: 20%  Loom Presentations: 20%  Exam 1: 15%  Exam 2: 15%  Final Examination: 20% | | |
| 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 communicative proficiency in English  5: Proficiency in the use of information technology | | |
| Notes: | | |
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