**Early Access Study Abroad Course Proposal**

**May Session 2013**

**Course Title**: Introduction to the History, Politics, and Culture of Great Britain

**Course Number:** ASC 2798.03 (this number has been approved for the course for by Steve Fink).

**Credit Hours:** 3

**Instructor:** Professor Christopher Highley (Department of English) (the course is designed to be taught by different faculty members in the College of Arts and Sciences).

**GE Education Abroad Goals and Expected Learning Outcomes**

**Goals:**

* By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

**Expected Learning Outcomes:**

1. Students recognize and describe similarities, differences, and interconnections between Britain and the U.S. through analysis of course materials and participation in class discussions.
2. Students function effectively outside the United States by living and studying in Britain and by travelling independently both to and from and within Britain.
3. Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Britain through essays, journals, blogs, and group discussions.

**2. GE Rationale**

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students’ host country/countries and the U.S.?

This goal is built into the selected readings, lectures, and site visits. As students read and discuss the course materials and as they visit historic sites, they will be encouraged to adopt a comparative perspective. Students are also required to take a cross-cultural approach in their major research project.

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

Students will be required to travel independently to London and successfully to navigate the British transport system. I will provide students with the information and tools they need in pre-departure orientation meetings, by regular informational sessions in London, and by my 24/7 cell-phone availability. In their free time, students will be encouraged to explore London (and other parts of Britain) individually and in small groups, and to communicate with local people.

c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?

What students learn in their readings and through discussions will be reinforced and extended by excursions to related sites, museums, and places of interest. For example, after reading a play by Shakespeare, we will visit Elizabethan London’s theatrical neighborhood, and see a performance of the play at the Globe theater; when we study the British Empire we will tour the Dockland’s Museum which contains many images and artifacts charting London’s history as the hub of a world-wide, sea-borne empire.

**3. GE Assessment Plan**

a) Students are required to write a reflection paper at the end of the course that captures how well they have met the Education Abroad ELO’s. The prompt will likely be:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience: 1. What are the most striking similarities, differences, and interconnections have you encountered between your host country/countries and the U.S.? 2. How have you developed an ability to function effectively within your host country/countries? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

This assignment is also worth 15%of the student’s final grade.

b) Optional direct assessment measure:

Each student will write a research paper and give an accompanying presentation on a topic of their choice, but one which takes into account the similarities, differences, and interconnections between Britain and the U.S. (examples: 1. Give an account of the modern educational system in Britain. How does it compare to the U.S. system? 2. Explain either professional soccer or cricket in Britain to a U.S. reader by drawing connections with a professional American sport. Pay particular attention to the different ways in which issues of class, race, and gender have shaped the social meanings of these sports).

This assignment aligns with ELO 1above and is also worth 40% of the student’s final grade.

c) **Explanation of the level of student achievement expected.** I expect all students to be able to earn at least a grade of “C” on the two assignments that correlate directly with the Expected Learning Outcomes of the GE Study Abroad Category. These are the main research paper and the reflection paper.

d) **Description of follow-up/feedback process.**

As the proposer and first teacher of this course, I will collect and examine the results of all direct and indirect assessment methods to see whether the course is meeting its Goals and ELO’s. I will continue to monitor the course, making suggestions for improvement to future teachers. I am happy to assume the responsibility of archiving information and assessment materials.

4. A detailed rationale for the number of credit hours to count for GE credit.

This 3 credit hour course has the following contact hours:

* Lecture and Discussion Sessions: 16 classes of two hours each [32 hours].
* Field Trips: 17 half-day guided walks and visits in and around London of three hours each [51 hours]; one long weekend in Edinburgh [16 hours]; one day trip to Oxford [8 hours].
* Total: 107 hours

5.

**Syllabus**

Professor Christopher Highley (Department of English)

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Office Hours: TBA

ASC 2798.03: Introduction to the History, Politics, and Culture of Great Britain

GE Education Abroad Course

Goals:

* By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

* Students recognize and describe similarities, differences, and interconnections between their host country and the U.S.
* Students function effectively within their host country.
* Students articulate how their time abroad has enriched their academic experience.

Specific Goals and Learning Outcomes for this course:

* Students recognize and describe similarities, differences, and interconnections between Britain and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper.
* Students function effectively outside the United States by living and studying in Britain and by travelling independently both to and from and within Britain.
* Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Britain through essays, journals, blogs, and group discussions.
* Students will gain a foundational knowledge of British history, politics, and culture.
* Students will develop critical thinking skills by analyzing course materials and field experiences.
* Students will develop communications skills through journals, blog posts, class discussions, essays, and the collective sharing of their overseas experiences.

**Course Description**This interdisciplinary course introduces students to the History, Politics, and Culture of Great Britain. This particular iteration of the course will examine certain core British institutions, traditions, and problems mainly through the lens of imaginative literature, especially poetry and short stories, but will also incorporate other kinds of sources. Students will become familiar with the broad sweep of British history, the development of Britain’s political institutions, and the nation’s rich cultural heritage. Among other topics, students will explore the relationship between England and the other countries that make up the British Isles; they will study the impact of two world wars on the British people and reflect upon the nation’s imperial past and current position within Europe; and they will examine key aspects of British culture like the education system, sport, the performing arts, and humor. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what British traditions and values can teach them about the United States and its position in the world.

**Required Texts**:

* Most of the texts will be available electronically on Carmen.
* Norman Davies, *The Isles* (Oxford 2000) (available from Amazon and other online stores).
* Shakespeare play (TBD) (available from Amazon and other online stores).

**Course Requirements and Grades**

* Class Participation: 15%Students are expected to attend all classes. This course will include both lecture and discussion, and to receive a high participation grade, students are expected to attend class having completed the readings and being prepared to discuss them with fellow students.
* Research Paper and Presentation: 40%[5% research proposal,10% oral presentation, 25% written essay]**:** Students must submit a 2000 word research paper on a topic of their choice, but one which addresses the similarities, differences, and interconnections between Britain and the U.S. (for example: give an account of the modern educational system in Britain. How does it compare to the U.S. system?). Research proposals should be submitted by the end of the first week, and will be revised with instructor’s feedback during the second week. Final paper due on May 31.
* Reflection Paper: 15%Students must submit a 4-page minimum (double-spaced) reflection paper in which they address the following questions: Describe the most striking similarities, differences, and interconnections you have encountered between Britain and the U.S.? What do they reveal about these two countries? 2. Explain how you’ve developed an ability to function effectively in Britain and what obstacles you’ve faced in the realms of verbal and non-verbal communication 3. Overall, how has this course enriched your academic experience? Use concrete examples. (due in Carmen Dropbox Monday June 10).
* Journal and Blog: 30%[20%journal entries; 10% blog posts]. Students will reflect on a) the assigned readings, and b) on what has intrigued, puzzled, irritated, and delighted them about life, people, and things in Britain. Journal entries will consist of one entry per week of 150-200 words. For blog posts, groups of 3-4 students will choose from a list of topics and post photos, videos, and written reflections (1 post per week) based on their experiences.

**Grading Scale**

Grades will be calculated according to the following scale:

A: 95% and above; A-: 90% and above; B+: 87% and above; B: 82% and above; B-: 80% and above; C+: 77.5% and above; C:72.5% and above; C-: 70% and above; D+: 67.5% and above; D: 60% and above; E: below 60%

**Course Policies**

* Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
* Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/resource_csc.asp>). Here is a direct link for discussion of plagiarism: <http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm> Here is the direct link to the OSU Writing Center: [http://cstw.osu.edu](http://cstw.osu.edu/)

**Course Structure**

This course will have two majorcomponents.

* Lecture and Discussion Sessions: 16 classes of two hours duration.
* Field Trips: 17 half-day guided walks and visits in and around London; one long weekend in Edinburgh; one day trip to Oxford

**Schedule**

**May Term 2013**

Class sessions will be from 10:00-12:00; field visits and excursions will be from 1:00-4:00 on selected days.

**Week 1**

May 6

Am **Introductions**

The OSU Student as Ethnographer

Pm Open top bus tour of London

May 7

**“This Sceptred Isle, This Royal Throne of Kings”: A Royal History of Britain**

Am Readings from Davies, *The Isles* (Chs 5, 6, 7) (students will be encouraged to read assigned sections of Davies before the class officially begins)

Pm Visit the National Portrait Gallery; Whitehall; Inigo Jones’s Banqueting House

May 8

**Royal Britain (continued)**

Am Davies, *The Isles* Ch.8 (selections); John Wilmot, Earl of Rochester, “A Ramble in St. James’s Park”; Swift, “The Description of a City Shower”

Pm Visit Westminster Abbey; walk via St. James’s Palace to Buckingham Palace

May 9

**Politics: A United Kingdom?**

Am Davies, *The Isles* Ch.8 (selections); Verses on Anglo-Scottish union in 1603; Defoe, “The True Born Englishman”

Pm Visit the Houses of Parliament (meeting with Lord Plum?)

May 10

Take train to Edinburgh, Scotland

Weekend in Edinburgh: Climb Arthur’s Seat; The Royal Mile; Holyrood Palace, The Scottish Assembly

**Week 2**

May 13

**From Empire to EU**

Am Davies, *The Isles* ch.9 (selections); Rudyard Kipling, “Gunga Din,” “The White Man’s Burden”

Pm Visit the British Library and British Museum (imperial plunder)

May 14

**From Empire to EU**

Am George Orwell, “Shooting an Elephant”; opening of Joseph Conrad, *Heart of Darkness*; Achebe essay on Conrad and racism.

Pm Visit the Docklands Museum

May 15

**Post-Colonial Britain**

Am Davies, *The Isles* Ch.10 (selections); Monica Ali, *Brick Lane* (students will be encouraged to read this novel before the class officially begins)

Pm Visit Brick Lane

Evening: movie “If”

May 16

**Class in the Classroom: Education and Social Class**

Am Visit Inner City comprehensive school

Pm Visit Eton Public School (read Thomas Gray, “Ode on a Distant Prospect of Eton College”; Matthew Arnold, “Rugby Chapel”)

May 17

**Higher Education**

Day visit to Oxford

(students stay overnight in Oxford if they wish)

**Week 3**

May 20

**Britain at War I**

Am Davies, *The Isles* Ch.9 (selections); Poetry of Wilfred Owen

Pm Visit Imperial War Museum

May 21

**Britain at War II**

Am Davies, *The Isles* Ch.10 (selections); Elizabeth Bowen, “Mysterious Kor”

Pm Visit the Cabinet War Rooms

May 22

**Post-War Britain**

Am Davies, *The Isles* Ch.10 (selections);

Pm Visit Victoria and Albert Museum of Art and Design

May 23

**The Sixties: Swinging London**

Am Philip Larkin, “Annus Mirabilis”

Pm Visit Carnaby Street

May 24

**Sport and English Identity**

Am “Just not Cricket!”: John Betjeman poetry; Cricket and empire

Pm Attend cricket match

**Week 4**

May 27

**Football Crazy**

Am Robert Herrick on country games; Charles I’s Book of Sports; Carew, *Survey of Cornwall* on village football

Pm Visit Wembley Stadium Museum

May 28

**Theater and Entertainment**

Am Discuss Shakespeare play

Pm See Shakespeare play at Globe Theater

May 29

**Laughter**

Those Irreverent Brits

Am Satire: Jonathan Swift, George Cruickshank; Rowlandson; Punch, Private Eye

Readings: Fox, *Watching the English*, 61-72

pm Visit Cartoon Museum

Evening Visit comedy club

May 30

**Carry on Mocking**

Am P. G. Wodehouse, “The Chump Cyril”; “Indian Summer of an Uncle”; Black Adder, The Cavalier Years

Pm Screenings: “The Office” vs “The Office”: Two nations divided by a sense of humor

**May 31**

**Wrap up: Reflections**

**Recommended Reading**

Bill Bryson, *Notes from a Small Island* (1996)

Norman Davies, *The Isles* (Oxford UP, 2000)

# Kate Fox, *Watching the English: The Hidden Rules of English Behaviour* (2004)

# Andrew Marr, *A History of Modern Britain* (2007)

*Oxford Illustrated History of Britain*.  Kenneth O. Morgan, Ed. (2009)

Jeremy Paxman, *The English: Portrait of a People* (2007)

Simon Schama, *A History of Britain at the edge of the world 3500 BC - 1603 BC*. (2009)

Roy Strong, *The Story of Britain: A People’s History* (1998)