Moberly Area Community College
Common Syllabus

HST230H Modern British History Honors

Instructor:
Office number:
Office hours:
Contact Information:
Classroom number:
Class days and time:

Catalog Description: HST230H Modern British History Honors (3-0-3)
This course is a study of Britain from the 1832 Reform Act. It covers the rise of democracy, the society and culture of the Victorian era, the expansion and loss of the British Empire, the origins and impact of World War I and II, the evolution of the welfare state, Britain and the European Union. The course emphasizes critical thinking and analytical writing. (IN)

Prerequisite/Co-requisite: Student must meet the criteria for admission into the Honors Program.

Text:
Title: Britain Yesterday and Today, 1830 to the Present
Author: Walter L. Arnstein
Edition: 8th Edition
Publisher: Houghton Mifflin
ISBN: 978-0-618-00104-0

Title: Churchill: Profiles in Power
Author: Robbins
Edition: 1992
Publisher: Pearson
ISBN: 978-0-582-43759-3

Purpose of Course: The purpose of the course is to familiarize students with the main political, social, economic, imperial, and foreign policy developments in Britain since 1830. The course is premised on the belief that students will benefit from learning about the history of a nation and people other than their own, especially a nation with as many historical links to the United States as Great Britain has.

Course Objectives:
1. To learn about the discipline of history and why people study it.
2. To view the historical, social, and geographical setting of modern Britain.
3. To learn about the radical and reform movements of the nineteenth-century, and the reform legislation that resulted.
4. To examine the social impact of the Industrial Revolution and how it affected the standard of living, in the short term and long term.
5. To look at Britain’s Victorian empire and consider whether it was an asset or a burden.
6. To assess the changing status of women.
7. To explore the meaning(s) of Victorianism.
8. To analyze Britain’s involvement in World War I and World War II and to assess how they affected British society.
9. To study Anglo-Irish conflicts and efforts made to end them.
10. To trace to rise and decline of the welfare state.
11. To chart the transition from imperial great power to European Union member.
12. To examine the affluent society and sweeping changes of the post-WWII epoch.

Course Content:
1. The Discipline of History
2. The Historical, Social, and Geographical Setting of Modern Britain
3. Industrial Revolution
4. Reform Movements—Parliamentary and Popular (1830-1848)
5. Victorian Society to 1873
6. Imperialism and Foreign Policy. (1830-1873)
7. Democratic Politics and Reforms (1865-1900)
8. Late Victorian Economy and Society (1873-1900)
9. Reform Liberalism—Achievements and Discontents (1905-1914)
10. Imperialism, Irish Home Rule, the Boer War (1873-1914)
11. Britain and the First World War (1900-1919)
12. Interwar Economy and Society (1919-1939)
13. Empire and Appeasement (1919-1939)
16. Losing an Empire and Seeking a Role (1945-1975)
17. The Rise and Fall of Thatcher and Thatcherism
18. Consensus and Conflict in Post-Thatcher Britain

Assessment of Student Learning: (Instructors will state their course requirements and grading system. Student learning outcomes may be measured through, but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, class participation, small group work, and/or projects. Each instructor is free to use their own grading procedures, consistent with the general policies and guidelines of the College.)

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%
Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments:
Each instructor may make reading assignments, book reports or term paper assignments or any other out of class assignments of a scholarly nature which they feel will enhance the quality of the student’s experience in that class. Because this is a college-level course, analytical writing should be stressed. Writing assignments may vary in length, structure and topic. An honors course, History 230 assignments emphasize critical thinking and analytical writing.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in
the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

| In Seat Course | Physically attending scheduled, face-to-face, class meetings |
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Virtual Course
Being present, via appropriate platform, for scheduled class meetings/activities

Hybrid Course
Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
• Completion of quizzes or exams during class meetings and online
• Submission of assignments during class meetings and online
• Participation in discussions during class meetings and online

Online Course
Active participation in an online course includes the following:
• Completion of quizzes or exams
• Submission of assignments
• Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

Tardiness: Per instructor’s policy

Make up and late work: Per instructor’s policy

Extra credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access/ADA Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. The Office of Access and ADA Services is located in the Main Library and the phone number is (660) 263-4110 ext. 11240. Students may also contact the Columbia office at 573-234-1067 ext. 12120.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation
or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.