New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [x] Professional credit [ ]

1. School/Division Liberal Arts
2. Academic Subject Code AMST
3. Course Number 3497 (must be cleared with University Enrollment Services)
4. Instructor Kelly
5. Course Title Overseas study, Newcastle, UK
   Recommended Abbreviation (Optional)
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Spring 2007
7. Credit Hours: Fixed at _________ or Variable from ______ to ______
8. Is this course to be graded S-F (only)? Yes [x] No [ ]
9. Is variable title approval being requested? Yes [x] No [ ]
10. Course description (not to exceed 50 words) for Bulletin publication:

   Readings in American Studies and History

11. Lecture Contact Hours: Fixed at _________ or Variable from ______ to ______
12. Non-Lecture Contact Hours: Fixed at _________ or Variable from ______ to ______
13. Estimated enrollment: ______ of which ______ percent are expected to be graduate students.
14. Frequency of scheduling: every semester
15. Justification for new course: Necessary for transfer of credits in exchange program.
16. Are the necessary reading materials currently available in the appropriate library? Yes [x] No [ ]
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by

[Signature]
Department Chairman/Division Director

Date 10/26/06

Approved by

[Signature]
Dean

Date 11/1/06

Dean of Graduate School (when required)

[Signature]

Date 3/1/06

Chancellor/Vice-President

Date

SLA Undergrad Curri & Standards Comm Chair DATE

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UP 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
17. AMST B497 is a placeholder course for students taking courses through a new student exchange program with the University of Newcastle. The one- to four-credit variable option makes it simple to convert UK teaching modules and credits to the IUPUI system. Attached is a sample outline representing the coursework for a 4-credit variable course.

18. There will inevitably be a few overlaps between the variable title courses offered through the Newcastle exchange program and those offered by IUPUI. This is not a problem considering the small numbers of students who will travel abroad in any given year (approximately 3-6).
18 August 2006

Undergraduate Curriculum and Standards Committee  
School of Liberal Arts  
Indiana University-Purdue University at Indianapolis  
Indianapolis, IN 46202

Dear Curriculum Committee Members:

Attached you will find the application form and supplementary materials for a new course request in American Studies. AMST B497 is a variable title course, which will be offered to students who study abroad with the planned exchange program at the University of Newcastle, UK. An IUPUI student, enrolling for classes in Newcastle, UK, would typically enroll in three sections of the four-credit-hour course AMST-B497. Each of the sections would state the variable title of the course in England, for example, my own course (syllabus attached) would appear as AMST-B497 Overseas Study, Newcastle, UK: Modern Britain. Departments and programs involved in the exchange program include American Studies, History, Museum Studies, and Public History, and representatives have been consulted regarding the establishment of the new study abroad program with the University of Newcastle. If you have any questions or need any more information, please feel free to contact me.

Best wishes,

Jason M. Kelly  
Assistant Professor

317.274.1689  
jaskelly@iupui.edu
AMST B497: MODERN BRITAIN

MW 12:00-1:15
INSTRUCTOR:
OFFICE:
OFFICE HOURS:
OFFICE PHONE:
EMAIL:
WEBSITE:

COURSE DESCRIPTION
This course is a survey of modern British history between 1688 and the present. Of particular concern will be linking the high politics and ideologies of the modern world to the daily experiences of the peoples of Britain and its colonies. Each week you will read and discuss selections from texts which reflect the main themes of the course and provide examples of various perspectives from modern British history.

COURSE OBJECTIVES

Contrary to what you may have learned in secondary school, history is not a mass of facts waiting to be memorized and organized into a chronological narrative. History is a discipline that requires its practitioners to exercise their critical and analytical skills to interpret the past. Historians must be able to uncover and comprehend a wide variety of historical sources whether they are textual, visual, material, or aural. Applying their understanding of these sources to various questions, which are themselves often the result of specific historical circumstances, historians do their best to approximate an objective representation of the human past.

In this course, you are all historians. Therefore, the assignments will encourage you to improve your ability to communicate effectively through writing and speech, to critically think about the course material, and to integrate and apply your knowledge in a variety of contexts. This course will challenge you on many levels. You will need to refine your understanding of the methodologies of the historical profession and use this knowledge to better understand a diverse array of societies, including their political, social, and cultural traditions. As such, this course conforms to IUPUI's Principles of Undergraduate Learning.

For more information, please see http://www.iupui.edu/~history/ugmain.html.
REQUIRED READINGS

- Course Reader
- Kenneth O. Morgan, *The Oxford History of Britain*
- Dane Kennedy, *Britain and Empire, 1880-1945*
- John Conroy, *Belfast Diary*

ANNOUNCEMENTS

You are responsible for all announcements that I make during lecture or through email. If there is any adjustment to the syllabus, I will announce it in class or through email. If for any reason you do not attend the entire lecture, you are still responsible for any announcements that I make. Be sure to contact a fellow student who is responsible and can relay you the information. Likewise, you are responsible for checking your email regularly. You may email me or come to my office hours for any announcements you missed.

GRADING

The grade breakdown is as follows:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test 1</td>
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<td>Attendance</td>
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<td>In-class Participation</td>
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<td>In-class Presentation</td>
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<tr>
<td>Online Discussion</td>
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</tbody>
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Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Your exams are generally in-class multiple choice and short answer examinations. They cover the readings and lecture material. I will provide you with test materials. Be sure to come prepared with a #2 pencil for multiple choice questions and a blue or black pen for essay questions. The lecture before each exam, I will provide you with a list of ids and topics on which I will choose to test you. I will give you specifics about the exams in lecture.

Any assignments should be handed to me at the beginning of lecture on the day that they are due. If you turn your papers in late (once class has begun your papers are late), you will lose 10 points per day. If you neglect to complete any of the above assignments, you will fail the course. If you cannot take the exam on the assigned date, you should contact me in advance so we can set up an alternate time. If you miss an exam or presentation due to extraordinary circumstances, it is your responsibility to contact me as soon as possible to discuss scheduling a make-up.
Part of your responsibilities as a student includes participation in online discussion forums, chat rooms, and/or email conversations as well as in-class discussions. To get class credit for online discussions, you are required to submit at least three well-conceived posts for each assignment. You may either answer a question that I post or another student posts or you may formulate your own questions. I will provide you with examples of good online posts in class. As to in-class discussions, I expect you to participate at least twice during the semester. When you participate in class, I will hand you a 3x5” card. Fill it out and hand it to me after class is over. If you forget to hand your card to me, you will not receive participation credit.

If you desire to dispute a grade, you may submit an explanation to me in writing. State your points of contention and your reasons for them. Upon review of your assignment, I reserve the right to raise, lower, or keep your grade the same. If you are not in class on the day I give back your assignment, you must get your grade from me promptly.

LECTURES

This course meets three times a week. ATTENDANCE IS MANDATORY!!! I expect you to be prepared to discuss the course themes, lectures, and readings during every lecture. While I have devoted some lectures to discussing specific texts, we will have short discussions every day. You will be excused for missing one lecture for any reason. After that, I will begin lowering your attendance grade by 10% for every missed lecture. However, try not to miss days devoted exclusively to discussion. Missing these discussions will adversely affect your success on the exams and papers.

Preparation and participation are integral components to success in this course. Make sure you spend time reading and analyzing the required texts BEFORE you arrive at lecture. I expect each of you to share your thoughts throughout the semester. Discussions with your peers are some of the most entertaining and educational times you spend in class, so come prepared to debate. BRING YOUR READER WITH YOU!!! If you would like to discuss readings with me, be sure to take advantage of my office hours.

CLASSROOM ETIQUETTE

The classroom is a space for learning. Therefore, it is every student’s responsibility to foster a productive educational atmosphere. This means that cell phones, pagers, Blackberry messaging devices and the like should be turned off. Newspapers, books, and materials from other courses should be put away. If you use a computer in the classroom, it should only be used for taking notes or supplementing the lecture discussion. If you are late to class, try to make as little a disturbance as possible. If you need to leave early, please inform me before class begins and sit near the door to avoid disturbing your fellow students.

Anything you post online or say in class must conform to the standards of polite and constructive dialogue. This does not mean that you cannot disagree with another person. It just means that you must disagree politely. If I feel that you are not abiding by the standards of polite etiquette, I will notify you and may deduct points from your grade. For those of
you looking for more information on internet etiquette, see http://www.library.yale.edu/training/netiquette/index.html.

SOURCES

This course makes extensive use of a variety of source material – some of which you may not often see in history courses. In addition to the typical sources you find in a history lecture or textbook, such as political tracts, letters, or laws, this course examines artwork, films, philosophical treatises, literature, and material objects. This is because all of these sources are historical documents. For example, literature can make profound statements about the ideals, values, and problems of a particular society. An artwork is as much a reflection of a society as a piece of legislation, and both provide important historical insights. Therefore, you will be exposed to an interdisciplinary view of history, the purpose of which is to give you a well-rounded introduction to historical topics and themes.

You are expected to understand the difference between primary and secondary sources, an important distinction in a history course. Primary documents, simply put, are historical materials (textual, visual, or material) that were created in the period being studied. Secondary documents are historical materials (textual, visual, or material) created at a later date which analyze an earlier period. For example, a letter written by Charles I in 1640 is a primary document. A textbook written in 1960, which analyzes Charles I’s letter is a secondary source. For more information on primary and secondary sources, see http://college.hmco.com/history/us/berkin/history_handbook/1e/students/activities.html

PLAGIARISM/CHEATING

I will not tolerate either of these. Cheating includes copying answers from another student or bringing notes to an exam. Plagiarism is using the words or ideas of another person in your work and presenting them as your own. I will fail you for either of these. Additionally, I will report you to the Dean of Student Affairs.
<table>
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<tr>
<th>Date</th>
<th>Lecture</th>
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<tr>
<td>8/23</td>
<td>Lecture 1: Introduction</td>
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<td>8/28</td>
<td>Lecture 2: After the Revolution Assignment: Turn in &quot;Syllabus Agreement Form&quot;</td>
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<td>Lecture 3: The Enlightenment Reading: Voltaire</td>
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<td>Lecture 4: The Financial Revolution to the South Sea Bubble</td>
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<td>Lecture 5: A Century of Warfare TEST 1</td>
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<td>Lecture 6: Slavery</td>
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<td>9/18</td>
<td>Lecture 7: <em>Son of Africa</em> (Film)</td>
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<td>9/20</td>
<td>Lecture 8: <em>The Atlantic Slave Trade</em> (Discussion) Reading: <em>Atlantic Slave Trade</em></td>
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<td>Lecture 9: The Industrial Revolution and Reform Movements I</td>
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<td>9/27</td>
<td>Lecture 10: The Industrial Revolution and Reform Movements II TEST 2</td>
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<td>Lecture 11: From Classicism to Romanticism</td>
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<td>10/4</td>
<td>Lecture 12: Conservatives, Liberals, and Socialists (Debate) Reading: Jeremy Bentham, John Stuart Mill, Robert Owen, Karl Marx</td>
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<td>10/9</td>
<td>Lecture 13: The Darwinian Revolution</td>
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<td>Lecture 14: The British Empire</td>
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<td>Lecture 16: The Arts and Crafts Movement</td>
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<td>10/23</td>
<td>Lecture 17: <em>Passage to India</em> (Film)</td>
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<td>10/25</td>
<td>Lecture 18: <em>Passage to India</em> (Film)</td>
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<td>10/30</td>
<td>Lecture 19: The Irish Question</td>
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11/1   Lecture 20: WWI
       TEST 3

11/6   Lecture 21: The Easter Rising

11/8   Lecture 22: Britain and Empire, 1880-1945 (Discussion)
       Reading: Britain and Empire, 1880-1945

11/13  Lecture 23: The Mandates

11/15  Lecture 24: Between the Wars

11/20  Lecture 25: WWII Group Assignment Part 1

11/22  Lecture 26: WWII Group Assignment Part 2

11/29  Lecture 27: Postwar Britain

12/4   Lecture 28: Freedom Now! (Film)
       Reading: George Orwell

12/6   Lecture 29: Youth Culture and the Thatcher Years
       Online Discussion: Belfast Diary

12/11  Lecture 30: Conclusion
       Test 4