TO: Alison Parker  
Department of History  

FROM: Debbie Lamphron  
Academic Affairs  

RE: General Education Codes  

DATE: November 1, 2011  

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CODES APPROVED</th>
<th>CODES NOT APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 110: American History Survey</td>
<td>(S) Social Sciences (D) Diversity</td>
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<tr>
<td>HST 366: Imperial Britain</td>
<td>(I) Contemporary Issues</td>
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* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact

Anne Macpherson, Chair of the General Education Committee  
Department of History  
Email – amacph@brockport.edu  

Copy: Darwin Prioleau, Dean  
The Arts, Humanities & Social Sciences  
Anne Macpherson, Chair  
General Education Committee  
Janice Stewart  
Registration and Records  

Peter Dowe  
Registration and Records  

Anne Macpherson, Chair  
General Education Committee  
Janice Stewart  
Registration and Records  

College Senate
DEADLINE FOR SUBMISSIONS: FEBRUARY 28
Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.
- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, e.g. Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

HST 366 Imperial Britain – New Course in HST

2. BRIEF DESCRIPTION OF PROPOSAL:
HST elective course for Major. Would also satisfy Contemporary Issues Gen Ed

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? X NO ___ YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS EFFECT TRANSFER STUDENTS:

6. ANTICIPATED EFFECTIVE DATE: Spring 2012

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
<th>Updated on</th>
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<tr>
<td>9/20/2011</td>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Thompson</td>
<td>History</td>
<td>Ext. 5704</td>
<td><a href="mailto:athompse@brockport.edu">athompse@brockport.edu</a></td>
</tr>
</tbody>
</table>

9. COMMITTEES TO COPY: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
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<tbody>
<tr>
<td>Bylaws Committee</td>
<td>Standing Committee</td>
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<tr>
<td>Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>10/24/11</td>
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<tr>
<td>Faculty &amp; Professional Staff Policies</td>
<td>Passed GED’s to Vice Provost</td>
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<tr>
<td>General Education &amp; Curriculum Policies</td>
<td>Senate</td>
<td>10/31/11</td>
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<tr>
<td>Graduate Curriculum &amp; Policies</td>
<td>College President</td>
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<tr>
<td>Student Policies</td>
<td>OTHER</td>
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<tr>
<td>Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED - WITHDRAWN</td>
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NOTES:
GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM
OCTOBER 2008 VERSION

COURSE NUMBER: HST 366  COURSE TITLE: Modern Imperial Britain
COURSE NUMBERS FOR ANY CROSSLISTINGS:

SUBMITTED BY: A. Thompson  DEPARTMENT/PROGRAM: History
DATE: 09/14/11  ESTIMATED SEATS/SEMESTER: 35

NEW COURSE? X YES □ NO
RE-REGISTRATION OF EXISTING COURSE? □ YES X NO

DEPARTMENT CHAIR'S APPROVAL  DATE: 7/1/11
SCHOOL DEAN’S ACKNOWLEDGEMENT  DATE: 7/29/11

GENERAL EDUCATION COMMITTEE APPROVAL  DATE: 10/2/11
ACADEMIC AFFAIRS ACKNOWLEDGEMENT  DATE: 11/1/11

All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

X copy of standard Course Registration Form signed by chair and dean.
X completed Student Learning Outcomes Checklist(s) as appropriate
X updated bibliography (if applicable) with full bibliographic citations
X 10-copies submitted

Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- Fine Arts ("F")
- Fine Arts Performance ("P")
- Humanities ("H")
- Western Civilization ("G")
- Natural Sciences ("N")
- Natural Sciences Laboratory ("L")
- Social Sciences ("S")
- American History ("V")
- World Civilization (Non-Western) ("O")
- Contemporary Issues ("I")
- Perspectives on Women ("W" or "WY")
- Diversity ("D")

Committee Action
☑ Approved as requested - course will be filed with Registration Office
☐ Not approved – If not approved for inclusion in General Education Program at this time, please see comments below:

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost’s office is required for any course submitted for one of the “SUNY 10” outcomes. This includes all of Brockport’s General Education Knowledge Area courses.
CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST
(Also "I" with "W", "Y", "D", and/or "O" codes)  (October, 2008 Version)

General requirements for Contemporary Issues courses

☐ All Contemporary Issues courses must be upper division courses.

☐ Students are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required with the approval of the General Education committee.

Students in Contemporary Issues courses must achieve all the following student learning outcomes

In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. Contemporary Issues courses are coded "I" if approved in Fall 2003 or later.

☐ Analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

A major issue with contemporary and enduring human significance addressed through this course is the operation of state power, and in particular how subordinate populations are identified in a state and how power is both exercised over and resisted by those communities. This issue will be considered both from the perspective of British domestic history (where students will examine the subordination and claims making activities of women, racial minorities, and the poor) and from the perspective of Britain's empire (where students will consider the conquest and control of large populations by a minority, issues of collaboration, the rise of nationalism, and the legacy of imperial relations in the present). The course will conclude by considering Britain’s role in global politics today, looking at its relations with the EU, the US, the Commonwealth, and Iraq, and questioning the concept of neocolonialism.

During the course students will watch a film (Breaker Morant), listen to Bob Marley and punk songs, and consider how film and song expressed and promoted forms of nationalism through their portrayal of historical events, which will bring perspectives from the Fine Arts into conversation with historical studies that already bridge the Humanities and Social Sciences. Students will also consider how anthropology and geography were mobilized in the identification and subordination of various populations—bringing in additional perspectives from the Social Sciences.

☐ Recognize and articulate relationships between different Knowledge Areas.

Analyzing how historical events can be mobilized through the vehicle of popular culture (see above) will require students to identify and consider the interplay between art, history, and society. How can art shape common knowledge and perspectives about history? To what extent does that in turn make history? How can scholarship from film critics, musicians, and historians differentially inform our understanding of nationalism and of artistic expression?

The discussion and analysis of the role the natural and social sciences (including history) played in the ‘service’ of empire will also require students to consider the historical and constructed nature of knowledge and to articulate how these different disciplines
reinforced key concepts regarding race, society, and culture and how that collected knowledge shaped political possibilities and realities.

Successful performance on the assessments requires analyzing materials from each of the above fields in relationship to each other.

☐ Locate, evaluate and synthesize information from a variety of sources (outcome IL3).

Course readings and material will include historical scholarship, historical maps, popular history writing, primary source documents from the areas of public policy and international relations, excerpts from speeches, a film, clips from a documentary, and songs. In class discussions and in their papers, students must assess and draw on a wide range of these sources to construct clear and relevant arguments.

☐ Develop and defend well-reasoned arguments.

In class discussions, students will be expected to draw on the readings to practice developing and defending arguments, and for their papers students will have to create a clear thesis, marshal specific evidence to support that thesis, and present their argument in a clear and engaging fashion.

☐ Write a major research paper with at least one opportunity for feedback and revision OR demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.

Students will write three papers and have a take-home final. This will provide them with multiple opportunities for feedback and the chance to improve their writing over the semester. The first paper will be weighted less than the final ones to recognize and encourage improvement. Upon request, students who perform poorly on a paper may revise one paper during the course of the semester.
1. **Discipline**: HST  
   **Course No.**: 366  
   (To be assigned by Registrar for new courses)

   **Official Title**: Modern Imperial Britain

   **Abbreviated course title (limit to 18 Characters)**: Imperial Britain

   - [x] New Course
   - [ ] Current Content Revised
   - [ ] Title Change (Previous Title)
   - [ ] Number Change (Previous Number)
   - [ ] Inactivation of course (course will not be offered in the near future)
     - **Effective Term**: 
   - [ ] Topics Course (If checked, complete item 2)
   - [ ] Other (describe)

2. **Topics Course Only**
   - [ ] a. Generic Course Number: 
     - **Discipline**
     - **Course No.**
   - [ ] b. Generic Course Title: 
   - [ ] c. Topics course Title: 
   - [ ] d. Topics course offered: Semester [TERM] Year

3. **Semester Hours of credit assigned to course (Invariable):** 3

   **Variable Credit Range**: [ ] to [ ] credit hours

   **Is this course repeatable for credit?**: NO

4. **Grading (Check any that apply)**
   - [x] a. Letter Grade
   - [ ] Pass/Fail (S/U Only)
   - [ ] Approved for a PR (In-Progress) grade
   - [ ] b. Course requires a minimum grade of [ ] for General Education/major/minor/certification.

5. **Is this a Liberal Arts Course?**: [x]

6. **General Education Information: (Complete only for General Education courses) *See last item.***
   - [ ] a. General Education Knowledge Area (choose one if applicable): SELECT ONE
     - [x] Contemporary Issues (I)
     - [ ] Scholarship on Women (W)
     - [ ] Diversity (D)
     - [ ] Other World Civilization (Non-Western) (O)

7. **Cross listed Course**: Discipline [ ] Course No. [ ]

8. **Prerequisites**: Discipline [ ] Course No. [ ]

9. **Corequisites**: Discipline [ ] Course No. [ ]

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**Submitted by**: Angela Thompsell  
**Date**: 9/13/11

**Chairperson’s Approval**:  
**Date**: 9/13/11

**Dean’s Approval**:  
**Date**: 9/20/11

**Vice Provost’s Approval**:  
**Date**: 10/12/11
(Only required for General Education Courses)

10. Swing Course Number: Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a Swing course, list additional requirements required for the graduate level.

11. Frequency (Check only one)
   - Every Semester
   - Every Fall
   - Every Spring
   - Every Summer
   - Every Other Year
   - Irregularly
   - By Special Arrangement

12. Relationship to Degrees/Programs: Required ☐ Elective ☑

13. For all courses please attach the following
   a. Objectives
   b. Outline of course
   c. Methods of Assessing Student Performance
   d. Material Required (Films, Readings, etc...)
   e. Additional work required of graduate level students if course is a "swing course"

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit "This course covers..." or similar phrases.

Explores British national and imperial history from 1815 to the present. Students consider major events in modern British history while engaging in discussions regarding systems of dominance, modes of resistance, the concept of a liberal empire, nation building, changing notions of class, gender, race, and citizenship, and the role of Britain in the world today.

*For General Education courses only, attach:

Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested.)
College Course Registration Form Supplement  
HST 366

16
Explores British national and imperial history from 1815 to the present. Students are introduced to major events in modern British history while engaging in discussions regarding systems of dominance, modes of resistance, the concept of a liberal empire, nation building, changing notions of class, gender, race, and citizenship, and the role of Britain in the world today.

17 (a)
Major course objectives:

1) To familiarize students with the political, social, and cultural factors that shaped British history in the past two centuries, with an emphasis on those that led to the acquisition and loss of a global empire.

2) To expose students to different forms of political and social dominance as well as the ways in which those power systems were challenged. In the course of these discussions students are expected to grapple with the historically contingent nature of race, gender, class, and citizenship.

3) To acquaint students with the broad range of lifestyles and experiences in nineteenth and twentieth-century Britain.

4) To deepen student ability to question and evaluate historical and cultural materials.

17 (b)
Topical Outline:

I: Britain in 1815
   A. The Industrial Revolution and its effects
   B. The Act of Union and the United Kingdom
      a. A united nation or an internal empire?
         i. Ireland, Scotland, and Wales
   C. Overview of Britain's class structure in 1815
      a. The lives of the poor, luddites, and the concept of a moral economy
   D. The rise of the middle class

II. Britain in the World, 1815-1849
   A. Britain’s relative strength after the Napoleonic Wars
      a. Colonial gains, naval supremacy, and the weakness of continental Europe
   B. Victorian Britain: moderating change through reform
      a. The Whig Party, the Electoral Reform of 1832, and the reign of Queen
Victoria
C. Slavery and Britain’s Atlantic Empire
D. Abolition of the Slave Trade
   a. Was abolition driven by humanitarian or economic concerns?
   b. ‘Recaptured’ slaves, philanthropists and the founding of Sierra Leone
   c. Enforcing abolition: Britain’s role as international police
E. Free Trade and the Irish Famine

III. Colonial Battles and the Era of High Imperialism
A. The Indian “Mutiny”
   a. Roots of unrest and the brutality of suppression
   b. The long shadow of the rebellion on Anglo-Indian society and Indian views of the Empire
B. Morant Bay Uprising and the Hyde Park Riots
   a. Protest and suppression at home and in the empire
C. Britain’s declining power?
D. Scramble for Africa
E. Scientific Racism
F. Victoria’s Little Wars
   a. Colonial battles and the concept of martial races
   b. Selling a loss as a victory: the politics of history and imperial archives

IV. British Society: Challenges from Below, Outside, and Within
A. The Other Within (or Outside?): Jack the Ripper
   a. AntiSemitism, Xenophobia, ‘Slumming’ and the changing role of women
B. The Other Within (or Outside?): the Rise of Labor
   a. Trade unions, strikes, and the lives of the poor c.1900
   b. The rise of the Labour Party
   c. The fear of socialism
C. The South African War, a.k.a. the Boer War
   a. Imperial citizenship
      i. Suffragists and the debate over concentration camps
      ii. Commonwealth and African volunteers
   b. Australian nationalism and the memory of Empire
   c. Race, segregation, and the Union of South Africa

V. The Twentieth Century Dawns: World War and Global Unrest
A. The Edwardian golden age and modernity
   i. Bloomsbury and the failure of modernism in Britain?
B. World War I: Trenches and Shell Shock
   i. Mechanization and the Twentieth-Century War
   ii. Masculinity and Psychosis
   iii. Propaganda and the White Feather League
   iv. The role of women
C. The Irish Rebellion
i. Irish nationalism, imperial citizenship, and the Easter Rising
ii. The Anglo-Irish war, the brutalization of society, and partition

D. British mandate territories and the founding of Iraq
   i. Gertrude Bell, Lawrence of Arabia, and nation building

E. Indian Nationalism
   i. Gandhi, non-violence, and the rejection of materialism

VI. British Society: More Challenges from Below, Outside, and Within
   A. Challenges from Below and Within
      a. Bright Young Things: drugs, xenophobia, and elite youth
      b. Labour and the Great Strike
      c. The Bodyline Affair
   B. The Great Depression
   C. The Rise of Fascism
      a. The appeal of Mosley and Hitler
   D. World War II
      a. The Battle of Britain
      b. Austerity and rationing
      c. The Welfare State
      d. Did WWII change the role of women and/or break down class barriers?

VII. Colonial Battles and the Era of Decolonization
   A. Indian Independence
      a. Gandhi and Jinnah
      b. Nation Building and the partition of Bangladesh
   B. The Suez Crisis and Britain’s decline as a world power
   C. Decolonization & the Commonwealth
   D. The Empire Comes Home
      a. Colonial immigration
         i. The Windrush
      b. Notting Hill Riots and Carnival
      c. Multiracial Britain

VIII. Contemporary Britain: Society, Culture, and Politics
   A. Social Dissent in the Seventies
      a. Hooliganism, Punks, and Skinheads
         i. The politics of culture
         ii. Skinheads: from multiracial to National Front
   B. The Iron Lady and the Iron Curtain
      a. Thatcherism and International Politics
   C. New Labour
      a. Tony Blair and Young Britain
      b. Iraq, the European Union, and the fall of New Labour
   D. Credit crisis and the return of the Conservatives
      a. A return to the 1980s?
17 (c)  
Evaluation:  
Students will be evaluated on their participation in class discussion as well as their ability to analyze and engage with course materials as demonstrated in the following ways:  

3 papers, one of which will focus on current events  
1 or more historical geography quizzes  
- these quizzes test students' ability to identify contemporary political entities (typically countries) and connect them with the name they were known by historically, the colony they were a part of, and/or the date of their independence  
1 take-home final  

17 (d)  
Instructional Materials:  

*Breaker Morant.* Directed by Bruce Beresford, South Australian Film Corporation, 1980.  


17 (e)  
A current course syllabus is not yet available.  

17 (f)  
n/a  

17 (g) and (h)  
Attached.
Anne—Is this course really "contemporary"? Most of content is far in the past—Section VIII in syllabus is focused in present—Muller