



**FORM A**  
**College of Arts and Sciences**

Revised 7/23/07

**PROPOSAL SUMMARY AND ROUTING FORM**

**Proposal Title: New Course: HIST 350 The Making of Modern Britain**

Initiating Unit or Individual: Dept. of Humanities

Contact Person's Name: Jana Pisani e-mail: pisanij@ferris.edu phone: 231-591-3699

Date or Term of Proposal Implementation: Spring 2010

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		9/9/09	<u>5</u> Support ___ Support with Concerns ___ Not Support
Department Faculty		9/11/09	<u>6</u> Support ___ Support with Concerns ___ Not Support
Department Head		9/14/09	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		9/24/09	<u>6</u> Support ___ Support with Concerns <u>0</u> Not Support
Dean		9/25/09	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
University Curriculum Committee		10/13/09	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
Senate		10/13/09	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
Academic Affairs		10/13/09	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support

\* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

<b>To be completed by Academic Affairs</b>		
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ President's Council (Date Approved)

## **1. Proposal Summary**

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course will examine the forces behind the making of modern Britain, including government and political parties, changes in society, cultural developments, religious transformation, and economic change. The course will begin with some necessary background information from the Early Modern period, but the majority of the course will focus upon the nineteenth, twentieth and twenty-first centuries. Topics covered include the rise of England as both an industrial power and an imperial power prior to the twentieth century, as well as the decline of that power in the twentieth. We will also look at the impact of the World Wars, the rise of the Labour party, the building of the welfare system, the influence of the Thatcher era, and the creation of a more multicultural Britain through immigration. We will end the semester by examining the challenges facing Great Britain today.

We believe that this course will help fill a gap in our current curriculum involving European history courses. We currently carry only two European courses at the 300-level, Contemporary Europe (HIST 360) and Modern Russia (HIST 373), and we are looking to add to those courses to give our students a broader content base as well as a greater availability of courses. Great Britain has played and continues to play a significant role in world affairs. It has also had a large impact upon the United States as one of our closest allies and trading partners. For these reasons, most universities carry British history courses, and Ferris State University should be no exception. In addition, the content that this course offers will aid our history majors and minors when taking state certification exams for History Education as well as comprehensive exams for admittance into graduate schools.

This course will match our stated History Program outcomes. Students completing this course will have done the following: they will have used both primary and secondary sources to aid in historical interpretation; they will have learned about how diverse perspectives shape history and its analysis; they will learn to think critically when reading both primary and secondary sources; and they will be able to identify major themes of historical change in British history.

## **2. Summary of All Course Action Required\***

### **a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>HIST</b>	<b>350</b>	<b>The Making of Modern Britain</b>

### **b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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### **c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**3. Summary of All Consultations**

<b>Form Sent (B or C)</b>	<b>Date Sent</b>	<b>Responding Dept.</b>	<b>Date Received &amp; by Whom</b>
Form C	February 11, 2009 Resent: October 9, 2009	FLITE	October 9, 2009

**4. Will External Accreditation be Sought? (For new programs or certificates only)**

Yes                       No

If yes, name the organization involved with accreditation for this program.

**5. Program Checksheets affected by this proposal.**

HIST BA  
HIST ED BS

## FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

**FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.**

RE: Proposal Title: HIST 350: The Making of Modern Britain

Projected number of students per year affected by proposed change: 35

Initiator(s): History Area

Proposal Contact: Jana Pisani Date Sent: February 11, 2009

Department: Humanities Campus Address: JOH 119  
(Please print)

Liaison Librarian Signature: Paul D Hammerdie Date: 10.9.09

Dean of FLITE Signature: Deah M. Monaghan Date Returned: 10-13-09

Based upon our review on 10.9.09 (date), FLITE concludes that:

Library resources to support the proposed curriculum change are currently available.

Additional Library resources are needed but can be obtained from current funds.

Support, but significant additional Library funds/resources are required in the amount of \$ \_\_\_\_\_.

Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

**NEW COURSE INFORMATION FORM***See Sample – Limit to Two Pages Please***Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
HIST	350	The Making of Modern Britain

**Course Description:**

This course will examine the forces behind the making of modern Britain, including government and political parties, changes in society, cultural developments, religious transformation, and economic change. The course will begin with some necessary background information from the Early Modern period, but the majority of the course will focus upon the nineteenth, twentieth and twenty-first centuries. Topics covered include the rise of England as both an industrial power and an imperial power prior to the twentieth century, as well as the decline of that power in the twentieth. We will also look at the impact of the World Wars, the rise of the Labour party, the building of the welfare system, the influence of the Thatcher era, and the creation of a more multicultural Britain through immigration. We will end the semester by examining the challenges facing Great Britain today.

**Course Outcomes and Assessment Plan:****Student Learning Outcomes:**

1. Students will be able to demonstrate in writing the basic political, social, cultural, religious, and economic trends in Great Britain from the Early Modern period to the 21<sup>st</sup> century.
2. Students will improve their analytical thinking skills by interpreting and critiquing both primary and secondary sources.
3. Students will improve their writing skills by submitting written essays, microtheme papers, and a research paper.
4. Students will learn basic historical research skills by using the FLITE library databases and the *Chicago Manual of Style* citation method.
5. Students will be able to look at works or historical events from different perspectives.
6. Students will have increased knowledge of the techniques or methodology of a discipline in the humanities.
7. Students will have increased knowledge about some aspects of cultures.
8. Students will be able to identify various regions, features, or countries other than North America.
9. Students will be able to articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse nations and peoples.
10. Students will be able to comment accurately about current events in Great Britain.

**Assessment Plan:**

1. Midterm and final essay exams (objectives: 1, 3, 8, 9, 10)
2. Weekly microtheme papers (in-class essays) (objectives: 1, 2, 3, 10)
3. Research paper (objectives: 2, 3, 4, 6)
4. Discussion (objectives: 2, 5, 6, 7, 10)
5. Group presentations on primary source readings (objectives: 2, 5, 6, 10)

## **Course Outline including Time Allocation:**

Week One	Early Modern England: Reformation and Civil War
Week Two	Early Modern England: Glorious Revolution
Week Three	Early Modern England: Intellectual Movements
Week Four	Britain becomes the "Workshop of the World"
Week Five	Conservatism, Liberalism, and Reform
Week Six	Victorian Age of Prosperity
Week Seven	Society during the Victorian Era
Week Eight	The Rise of the British Empire
Week Nine	World War I
Week Ten	20 <sup>th</sup> Century: Depression and War
Week Eleven	Socialist Britain
Week Twelve	Life in Socialist Britain
Week Thirteen	The Collapse of the Empire
Week Fourteen	The Thatcher Years
Week Fifteen	Major, Blair, and Brown

## GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: <http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

**Course Prefix:** HIST **Course Number:** 350

**Course Title:** The Making of Modern Britain **G. E. Codes Requested:** G, C

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

**Initiator:** History area **Date Sent:** February 11, 2009

**Proposal Contact:** Jana Pisani **Email:** pisanij@ferris.edu

**Department:** Humanities **Campus Address:** JOH 119

**Please Print**

**University General Education Committee:** 

**Chair:** \_\_\_\_\_ **Date Returned:** 2/17/09 See email attached

Based upon University General Education Committee review on 2/17 (date), we

Support the request to designate the course listed above as a C+G (insert Gen. Ed. Designation(s).)

Do not support the request to designate the course listed above as a \_\_\_\_\_ (insert Gen. Ed. Designation(s)) for reasons listed below.

**Comments:**

\_\_\_\_\_

February 11, 2009

To: Ferris State University Curriculum Committee:

Frederick R Heck/FSU

10/07/2009 03:08 PM

To Donald Flickinger/FSU@FERRIS

cc Maureen Milzarski/FSU@Ferris, Grant Snider/FSU@FERRIS

bcc

Subject approved courses

Don,

HIST 350: The Making of Modern Britain has been approved for the Cultural Enrichment and Global Consciousness designators by both subcommittees and the UGEC.

And, HIST 363: The Rise of the Russian Empire has been approved for the Cultural Enrichment designator by that subcommittee and the UGEC.

Both proposals are attached below.

Fred Heck  
General Education Coordinator



HIST363RiseOfRussianEmpire.doc HIST350MakingOfModernBritain.doc

**CREATE NEW COURSE**  
Course Data Entry Form

**FORM F**

**Create New Course**  
Rev. 07/23/07

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201001 Examples: 200801(Spring), 200805(Summer), 200808(Fall)  
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

**II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.**

a. Course Prefix HIST      b. Number 350      c. Enter Contact Hours per week in boxes.  
LECTure       LAB       INDEpendent Study – Check (x)   
Practicum:       Seminar:

d. Course Title: The Making of Modern Britain (Limit to 30 characters/spaces.)

e. College Code: CAS      f. Department Code: HUMN  
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type:  Variable    x Fixed      h. Minimum Credit Hours 3      i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x)  Yes      x No

k. Levels: Check (x) x Undergraduate     Graduate     Professional

l. Grade Method: Check (x) x Normal Grading     Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x)  Yes      x No

n. Equivalent course: Prefix       Number       See instructions on Replacement courses.

**o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.**

This course will examine the forces behind the making of modern Britain, including government and political parties, changes in society, cultural developments, religious transformation, and economic change. The course will begin with some necessary background information from the Early Modern period, but the majority of the course will focus upon the nineteenth, twentieth and twenty-first centuries. We will end the semester by examining the challenges facing Great Britain today.

p. Term(s) Offered: Spring (See instructions for listing.)      q. Max. Section Enrollment: 35

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. ENGL 250.

UCC Chair Signature/Date:

*Sonnia Jahnsmpf* 10/13/09

Academic Affairs Approval Signature/Date:

*Donald Filer* 10/13/09

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)     General Education (GE)     Occupational Education (OC)     G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: \_\_\_\_ Date Completed: \_\_\_\_ Entered: SCACRSE \_\_ SCADETL \_\_ SCARRES \_\_ SCAPREQ \_\_

To: Ferris State University Curriculum Committee:

The History area within the Department of Humanities is herewith submitting a new course to you for consideration. It would be an addition to the History curriculum, and we are applying for both the Cultural Enrichment and Global Consciousness general education designations. HIST 350, *The Making of Modern Britain*, will primarily focus upon the nineteenth and twentieth centuries, though at the beginning of the semester we will need to examine briefly the origins of important trends/events from the Early Modern period such as the Glorious Revolution, the birth of industrialization, and the rise of the British Empire. The nineteenth century is an exciting time in British history, as Britain becomes the world's leading industrial power, makes sweeping political and social reforms, and builds an empire upon which "the sun never set(s)." The twentieth century is no less electrifying, as the country experiences two World Wars, the creation of a welfare state, and the loss of the majority of its empire. At the end of the semester the course will also cover the early years of the twenty-first century and will consider the challenges facing Great Britain today.

This course will help fill a gap in our current curriculum involving European history courses. We currently carry only two European courses at the 300-level, *Contemporary Europe* (HIST 360) and *Modern Russia* (HIST 373), and we are looking to add to those courses to give our students a broader content base as well as a greater availability of courses. Great Britain has played and continues to play a significant role in world affairs. It has also had a large impact upon the United States as one of our closest friends and trading partners. For these reasons, most universities carry British history courses, and Ferris State University should be no exception. In addition, the content that this course offers will aid our history majors and minors when taking state certification exams for History Education as well as comprehensive exams for admittance into graduate schools. HIST 350 will meet each of the criteria for Cultural Enrichment in the following way:

1. Provide interpretive approaches to the events, arts, languages, or ideas of cultures.
  - Through the use of lecture, discussion, and primary and secondary source material, the course will examine various interpretations of different aspects of British history, including the reforms of the nineteenth century, the impact of the British Empire (and its decline) upon those who lived within it, the rise of the British welfare state, and the era of Margaret Thatcher.
2. Offer established methodologies for understanding components of cultures.
  - Through the reading and discussion of primary sources, students will engage in historical thinking about documents. Students will learn to question the motives and biases of the authors and will consider the circumstances under which the sources were written as well as the audience to whom they were written.
3. Offer an appreciation and understanding of the "techniques" of the arts or disciplines.
  - Through lecture, discussion, and secondary source reading, students will learn the craft of history and will discover how historians know what they know about Great Britain.
  - Through the use of primary sources, students will come to appreciate the roles played by context and causality when studying the discipline of history.
4. Possibly provide participation in the various arts.
  - Since this is not a performance course, students will not be asked to perform in "the various arts." They will, however, be required to complete a number of written assignments, including a research paper.
5. Help students see the connection between the elements of cultures and themselves.
  - Through the use of lecture, discussion, and the use of primary and secondary sources, students will learn about the similarities as well as the differences between American and British culture and will also discover the impact that the culture of Great Britain has had upon the United States.
  - Students will also develop an understanding of the significance of past cultures to their own lives.
6. Help students explore new ways to perceive, think, experience, and value.
  - History courses in general promote critical thinking through the analysis and discussion of both primary and secondary documents. Through this course, therefore, students will be able to develop historical habits of mind such as historical empathy, an understanding of historical causation, and the ability to read evidence critically.
7. Help students gain a better understanding of a culture from an analysis of specific events or works.
  - Throughout the course, students will be analyzing specific events in British history through the reading and discussion of both primary and secondary sources, and therefore will gain a better understanding of Great Britain.

- Students will analyze a wide variety of British sources, including poetry by British authors such as William Blake and Rupert Brooke, essays by authors including Samuel Smiles and Emmeline Pankhurst, government documents such as the “Testimony Before Parliamentary Committees on Working Conditions in England,” and paintings such as those of the Romantics and pre-Raphaelites.
8. Be compatible with the designation of other universities.
    - Most universities have several courses in British history, one of them usually being modern Britain. In the future, we hope to add medieval and Early Modern British history courses when we are able.
  9. Provide knowledge and appreciation of the components of a culture.
    - Through lecture, discussion, and the analysis of primary and secondary sources, students will be exposed to various aspects of British culture, including class identities, lifestyles, gender roles, and religious belief, as well as aspects of both high and pop culture (music and art).
  10. Offer an understanding of the processes of thought or creativity that produces a cultural artifact.
    - Through lecture, discussion, and analysis of primary and secondary sources, students will be exposed to processes of thought in British intellectual history, including authors such as John Locke, John Wesley, Jeremy Bentham, John Stuart Mill, Charles Darwin, and John Maynard Keynes.
  11. Be taught by faculty with the appropriate credentials.
    - This course will be taught by Dr. Jana Pisani, who holds a Ph.D. in British History from the University of Colorado, Boulder.

HIST 350 will meet each of the criteria for Global Consciousness in the following way:

1. At least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History;
  - The entirety of this course covers the history of a country outside of North America, in this case Great Britain.
  - Students will learn the geography of Great Britain through textbook reading as well as through extensive use of maps in the classroom. Students will learn how England, Scotland, and Wales became “Great Britain” as well as how Great Britain along with Northern Ireland became the “United Kingdom.”
  - The course will consider, through lecture, discussion, and the use of both primary and secondary sources, how the economy of Great Britain developed from the period of early industrialization up to today.
2. The course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.
  - This course covers primarily contemporary Great Britain (nineteenth, twentieth, and twenty-first centuries).
  - Through lecture, discussion, and the use of both primary and secondary sources, students will develop an understanding of the culture of Great Britain, including its changing culture due to increased immigration.

Thank you very much for your consideration of this addition to our curriculum.

Sincerely,

Jana S. Pisani  
Associate Professor of History