

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Wednesday, October 11, 2006 10:27 AM
To: Nikou, Roshan
Subject: Investigator Report

AnyForm User: www.uky.edu
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AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)

College/Department/Unit: = HIS 552
Category:_ = New
Date_for_Council_Review: = Oct. 19, 2006
Recommendation_is:_ = Approve
Investigator: = Robert Jensen
E-mail_Address = Robert.Jensen@uky.edu
1__Modifications: = None.
2__Considerations: = This was a routine investigation. I could discover
no problem with the request. There was
a declared need. There are two faculty to teach the course. There is a
clear distinction between graduate and undergraduate requirements.
3__Contacts: =
4__Additional_Information: =

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APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date March 30, 2006

Department/Division offering course History

2. Proposed designation and Bulletin description of this course

a. Prefix and Number HIS 552 b. Title* Tudor-Stuart Britain, 1485-1714

*NOTE: If the title is longer than 24 characters (including spaces), write

A sensible title (not exceeding 24 characters) for use on transcripts Tudor-Stuart Britain

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week _____

e. Studio hours per week _____ f. Credits 3

g. Course description

An analysis of political, religious, cultural, and economic changes in Britain during the reign of the Tudor and Stuart kings and queens, a period when Britain became increasingly prominent in world affairs.

h. Prerequisites (if any)

i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date _____ (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

It will be offered at least every other year, according to availability of faculty

8. Why is this course needed?

There is an enormous demand among students in History and in English for a course covering this period of history, but no courses on the books that would serve.

9. a. By whom will the course be taught? Profs. Mark Summers and Gretchen Starr-LeBeau

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 50

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

Students with an interest in early English literature will be well served by this course, as will the many students with an interest in English history on campus.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Gretchen Starr-LeBeau Phone Extension 7-1043

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

J. B. L.A.

Department Chair

4/10/06

Date

Alkins

Dean of the College

4/28/06

Date

4/18/06

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

Blackwell

*Graduate Council

11/1/06

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

History 552: Tudor-Stuart Britain, 1485-1714

Office: 1729 Patterson Office Tower

Office Hours: Monday, Wed., 10:00-10:45, and any other time my door happens to be open, which is often. Drop by!

Phone: 257-3037

e-mail: msumm2@pop.uky.edu

What This Course is About

“The proudest nations kneel at her command,
She terrifies all foreign-born rascallions,
And holds the peace of Europe in her hand
With half a score invincible battalions.”

So sang Utopia’s princess, in a Gilbert and Sullivan operetta. She meant it in praise of England, which had just improved paradise into something antipodeally English. It was satire, of course – but in 1714, many an English patriot would have taken it in good earnest. Under two dynasties, it had gone from civil war to a pound-jangling potency as far as the courts of Muscovy and the palaces of the Moghuls; it had moved from the narrow superstitions of the Middle Ages to the narrow superstitions of the Age of Reason. How had it come to be? Why had France gone to absolutism and Britain lurched towards a limited monarchy? How had the chains on men’s consciences been broken and forged anew? How in so many ways had it become a Britain almost (but not as much as we might think) recognizable from our own time? And how far, in two centuries had the lives of those people changed, for whom a bad crop was more fearsome than a bad king?

All this, the course will try to teach, and with it the feel of a time. It may be confined within the reign of the Tudors and the Stuarts, but this will be more than a course on Kings & Things. Obviously, the issues that this course will cover go to the heart of recent scholarship’s concern with class, gender, and inclusion. Not least, it will see Britain, not just the England of old-fashioned book-learning; the rise into one of a place as a player on the world stage can make no sense, unless we keep our eyes on the Greater Britain – Scotland, Ireland, Wales, and, eventually, the empire overseas. We need to see, too, how far Britain was not simply a set of islands standing apart, but the victim and beneficiary of the intellectual, social and military changes on the Continent itself. What made Edinburgh no second Geneva, and London no Paris – much less a second Rome? How far did England impose its own culture on the many beings they ruled, and how far were England’s children, sent abroad, able to keep intact the “cake of custom”?

Just because it asks worthwhile questions, though, is no reason why this course shouldn’t be kind of fun.

How Your Grade is Apportioned

20% midterm examination

20% five-to-ten page paper, about which more later on

20% short assignments and performance in class

40% final examination --

This totals, I hope, 100%

Graduate Student Requirements

In lieu of the requirements listed on the main syllabus, graduate students will be expected to fulfill the following requirements:

25% midterm examination

25% short assignments and performance in class

50% historiographical essay of 12 to 16 pages, analyzing themes in recent historical writing on the period.

Student Learning Outcomes/Teaching Objectives

Students will be able to

- Analyze historical documents from Britain from the fifteenth to eighteenth centuries;
- Explain historical developments in this period in clear, well organized prose;
- Trace political developments in Britain during this period;
- Compare religious changes in Britain to those experienced elsewhere in early modern Europe; and
- Examine conditions of life in Britain during this period.

Unforgivable Criminal Acts -- and Venial Ones

Incompletes: don't ask for one. Only under the extremest circumstances will you get it, such as your own death or nuclear war, each of which will take documentary proof.

Keeping up: Don't slack off on the reading. The book doesn't replace lectures, the lectures don't replace the book. Those who delay and cram a few nights before the exam usually rue the day.

Missed exams: you have to make it up before the others' exams are passed back. It is YOUR responsibility to contact me -- and at once, and with what I consider a legitimate excuse -- if you miss an exam. Assignments passed in late will NOT merit full credit.

These are minor matters. One thing isn't. **CHEATING** or PLAGIARISM IN ANY AND ALL FORMS: producing another person's work as your own without what I consider adequate acknowledgment. See also your information in "Student Rights & Responsibilities."

Anyone caught cheating FAILS THE COURSE (not just the piece of work cheated on) and will face possible suspension or EXPULSION from the university. I have done it before. I'd do it to my grandmother, if she tried it. I would certainly do it to YOU.

Queries

If you have questions, ask them; don't be afraid.

Redemption Option

If you make a botch of the midterm, don't panic! On Thursday in the last week of classes, at 3:30 in the afternoon, you'll have a second chance -- the Redemption Option. It is the equivalent of the botched exam; whatever grade you earn, for better or worse, wipes out the original.

Grading Scale for Graduate Students

100-90% = A

89.9-80% =B

79.9-70% = C

< 69.9% = E

Readings

Susan Brigden, *New Worlds, Lost Worlds: The Rule of the Tudors*
John Morrill, *The Oxford Illustrated History of Tudor and Stuart Britain*
William Shakespeare, *Measure for Measure*
Garrett Mattingly, *The Armada*
Terry Deary, *The Terrible Tudors* (CD)
Christopher Hill, *The World Turn'd Upside Down*
Keith Wrightson, *Earthly Necessities: Economic Lives in Early Modern Britain, 1470-1750*
Conrad Russell, *A Crisis of Parliaments*
Lawrence Stone, *The Family, Sex and Marriage in England, 1500-1800*
Victor Stadtler, ed., *A Political History of Tudor and Stuart England: A Sourcebook*

Calendar of Lectures

Introductory: Bosworth, 1485

A Tour of the Islands

England and the World, 1485-1502

Lords of State: Governance in Three Cold Climates

Henry VII: Spiderman and the Pretenders, 1485-1509

Henry the Ate & the Cloth of Gold

Great Divorce

Making an English Reformation, 1532-47

The Outer Limits: Scottish Wars and Irish Kings

Tom and Ed's Totally Excellent Reformation, 1547-53

Mary England?

Gloriana: the Heart and Stomach of a *King*?

The Elizabethan Re-Settlement: Religion, 1559-81

The Rise of Puritanism: from Knox to Scrooby, 1559-1621

Balancing Acts: Unstable World, Unstable Politics

"Beggars' Banquet: Dutch Courage, 1568-87

A Protestant Wind, 1588

The English Renaissance

Beyond the Pale: Ireland and a New England in a New World

Fin de Siecle: or, Gratuitous Essex and Violence

Wisest Fool in Christendom

Gunpowder, Treason & Plot: the Conspiratorial Mind-Set

Church, By Law Established: Laud and Order

Lions of the Law: Bacon and Coke

The Social Pyramid: When Fortune Turns the Wheel

Husbandmen: The Hungry Sheep Look Up, and Are not Fed

A Blessed Revolution: Charles and the Blue Water War

Petition of Right

Personal Rule: The Absolutism that Failed

Root and Branch, 1637-1642

A World Turned Upside Down: Ideology of a Revolution

New Model England: the Civil War
Crommonwealth, 1649-1659

Restoration: Return of the King
Samuel Pepys' England
A Poor Man and a Tinker: John Bunyan's England

The Sin King: A New Morality for the Age of Reason
Popish Plots: Persecution, Paranoia, Power
James and the Giant Orange, 1685-88

Glorious Evolution: Towards an Atlantic Constitution, 1689-1701
Thy Wars Brought Nothing About
East Indiamen: Empire by Joint Stock Company

A Famous Victory
Long Leave the Queen, 1714

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

INVESTIGATING AREA: Humanities COURSE, MAJOR, DEGREE or PROGRAM: HIS 552

DATE FOR EPC REVIEW: 4.28.06 CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

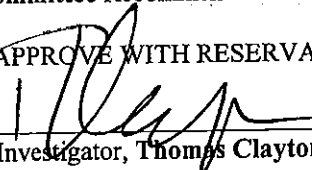
1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.
5. A&S Area Investigator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7.


A&S Council Investigator, Thomas Clayton

Date: 4.28.06