

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Fine Arts/Theatre Date 1/5/2023

Course No. or Level 201 Title Theatrical Makeup

Semester hours 3-1 Clock hours: Lecture \_\_\_\_\_ Laboratory 1

Prerequisites None

Enrollment expectation 14

Indicate any course for which this course is a (an)

modification THEA 201  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Mr. D. K. Best

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature Peter King

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description:

**201 Theatrical Makeup** (1) S. Analysis and study of makeup materials and the art of makeup application, including the basic procedures and techniques of creating a character-based makeup design.

**When completed, forward to the Office of the Provost.**

9/03

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Fine Arts/Theatre Date 1/5/2023

Course No. or Level 402 Title Lighting Design

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites: 202 \_\_\_\_\_

Enrollment expectation 8

Indicate any course for which this course is a (an)

modification THEA 402: Lighting and Sound Design  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Mr. D. K. Best

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature Pete King

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description:

**402 Lighting and Sound Design (3)** (Prerequisite: 202) AF. Analysis and application of current procedures and practices in the execution of lighting designs for the stage.

**When completed, forward to the Office of the Provost.**

9/03

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Fine Arts/Theatre Date 1/5/2023

Course No. or Level 405 Title Advanced Acting

Semester hours 2 Clock hours: Lecture        Laboratory 2

Prerequisites: 205                     

Enrollment expectation 8

Indicate any course for which this course is a (an)

modification THEA 405: Acting IV  
(proposed change in course title, course description, course content or method of instruction)

substitute                                       
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate                                       
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Mr. D. K. Best

Department Chairperson's/Dean's Signature                                     

Provost's Signature                                     

Date of Implementation                                     

Date of School/Department approval                                     

Catalog description:

**405 Acting IV-Advanced Acting (3)** (Prerequisite: **205**) AS. Emphasis on the practical application of Stanislavski's principles of psycho-technique and their subsequent interpretations.

**When completed, forward to the Office of the Provost.**

9/03

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School EMP, Modern Languages

Date 7 April 2022

Course No. or Level ML 100

Title Intro to Culture and Language

Semester hours 3

Clock hours: Lecture 3 Laboratory 0

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification None

(proposed change in course title, course description, course content or method of instruction)

substitute None

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Kristin Kiely and Liz Zahnd

Department Chairperson's/Dean's Signature Berkie Flanagan

Provost's Signature Peter King

Date of Implementation \_\_\_\_\_

Date of School/Department approval 23 August 2022

**Catalog description:** Introduction to the Spanish/French language and cultures to prepare students for the study of language. An interdisciplinary approach provides students with basic cultural competency to pursue a variety of careers. Taught in English.

**Purpose:**

1. For Whom (generally?). All undergraduates, general education, taught in English.
2. What should the course do for the student?

This course introduces students to the French and/or Spanish-speaking cultures of France, Africa, the Caribbean, Quebec, Spain, Mexico, Central America, and South America. Students will learn similarities and differences in values, customs, attitudes and actions as they

investigate different cultures through a wide variety of resources. This course will introduce simple words and phrases, but does not overlap with French/Spanish 101. Meets students' needs for culture competency and language familiarity across disciplines.

Teaching method planned: Lecture and discussion with guest speakers and a variety of print and digital media.

Textbook and/or materials planned (including electronic/multimedia): a variety of cultural studies with readings in English, film and media excerpts, and digital presentations.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.

Include a syllabus for the course.) SEE SAMPLE SYLLABUS

#### Grading Components

Student presentations, quizzes, tests, discussion forums, in-class discussion, and written responses.

# **INTRODUCTION TO CULTURE AND LANGUAGE**

ML 100

Spring 2023

Dr. MLAC

Email:

Telephone: -XXXX

Office: CEMC XXX

Office Hours:

**Course Description:** Introduction to the Spanish/French language and cultures to prepare students for the study of language. An interdisciplinary approach provides students with basic cultural competency to pursue a variety of careers. Taught in English.

## **Required Material:**

James Stanlaw, Nobuko Adachi, Zdenek Salzmann. *Language, Culture, and Society* (7th Edition). Routledge: July 25, 2017.

Whittaker, Andrew. *Speak the Culture: France*. Thorogood: 2008.

---. *Speak the Culture: Spain*. Thorogood: 2008.

Sylvain Chomet, *Les triplettes de Belleville* (2006)

OR

Sandoval, Tony, *Rendez-vous in Phoenix* (2016)

OR

Guillermo Del Toro, *Pan's Labyrinth* (2006)

OR

Lee Unkrich and Adrian Molina, *Coco* (2017)

## **Learning Objectives:**

- To understand the importance of cultural competency.
- To become familiar with foundational practices, values, ethics, expectations, ceremonies, products, and events of French and/or Spanish cultures.
- To define key terms in the study of culture and language.
- To recognize and explain how people in another culture think differently about a specific topic.
- To examine the development of culture and language.
- To explain to other students one foundational cultural practice, belief, or product.
- To compare and contrast key differences between cultures with different linguistic bases.
- To learn key words and phrases used in contemporary conversation.

**Course Requirements:** Beyond attendance and participation, students are required to produce semi-weekly responses to selected topics, a report of one cultural event, and a presentation. Midterm and final exams will cover key terms and concepts. Students are expected to attend and participate in at least one cultural event.

### **GRADING:**

10% Exercises	10% Discussion Forums
10% Quizzes	20% Student Presentation
20% Proposal	10% Participation
10% Cultural Event Report	10% Final Exam (Policy Argument)

**Attendance:** In many ways, people create culture through dialogue. In order to communicate, you must be present. Attendance is mandatory.

Our discussions are open and flow freely. Be careful of other students' opinions and treat others' ideas with respect.

### **Course Schedule**

<b>Week 1</b>	Introduction to the Class, Why Learn a Second Language?
<b>Week 2</b>	Greetings in French, Greetings in Spanish, Maps of Francophone Countries and Spanish-Speaking Countries
<b>Week 3</b>	Local Culture – Transportation, Meals, Communication, etc.
<b>Week 4</b>	Food and Drinks – popular dishes from different countries <b>Projects</b>
<b>Week 5</b>	Magazines, TV, Movies – Popular Media, how it differs from the US
<b>Week 6</b>	Popular People – Government, Sports, Media, Arts, etc.
<b>Week 7</b>	Art and Artists. Pick a favorite artist <b>Presentation</b>
<b>Week 8</b>	Business – writing emails, memos, meetings, dinners
<b>Week 9</b>	Literature – from Cervantes to García Márquez (from Balzac to Bretand)
<b>Week 10</b>	Music and Dance
<b>Week 11</b>	Holidays <b>Cultural Event</b>
<b>Week 12</b>	Fashion/Clothing – Do Spanish/French-speakers dress differently? Why?
<b>Week 13</b>	History – What Happened?
<b>Week 14</b>	Government and Today. What do various places look like today
<b>Week 15</b>	<b>Presentation #2. Pick a country to visit. Why?</b>

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Political Science and Geography Date 11/1/22

Course No. or Level POLI346 Title Criminal Justice and Public Policy

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites POLI 101 or 103

Enrollment Expectation 25

Indicate any course for which this course is a (an)

Modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

Substitute This course will replace POLI330 as a program requirement

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Name of person preparing course description: Dillon S. Tatum

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature Peter King

Date of Implementation Fall 2023

Date of School/Department approval 11/1/2022

## Catalog description:

**POLI 356: Criminal Justice and Public Policy** (3) Introduces students to the creation, implementation, and analysis of criminal justice policies. Special attention is given to public policy issues related to law enforcement, criminal courts, and corrections.

- Purpose:**
- 1. For Whom (generally?):** The course will be one of the required courses for Political Science majors (criminal justice track), and would also be an elective course for Political Science majors on our other course tracks.
  - 2. What should the course do for the student?** Students will (1) Demonstrate understanding of the development of complex criminal justice policies through public policy analysis frameworks; (2) identify the evaluation hierarchy of a criminal justice policy; (3) critically evaluate political science research on criminal justice policies and their evaluation; (4) demonstrate awareness of key public policy issues related to criminal justice—especially in the domains of law enforcement policy, criminal courts, and corrections.



**Teaching method planned:** Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions.

**Textbook and/or materials planned (including electronic/multimedia):**

\*See attached syllabus

**Course Content:**

\*See attached syllabus

**When completed, forward to the Office of the Provost.**

## **POLI346: Criminal Justice and Public Policy**

Professor Dillon S. Tatum, Ph.D.  
Email: [dtatum@fmarion.edu](mailto:dtatum@fmarion.edu)  
Phone: 843-661-1632  
Office: FH134  
Fall 2023  
Francis Marion University

Office Hours: M/W/F (10:30a-11:30a);  
T/Th (11:30a – 1:30p).  
Or by appointment.  
Class Meeting Time: T/TH (9:55 am)  
Room: FH142A

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### **Catalog Description**

This course introduces students to the creation, implementation, and analysis of criminal justice policies. Special attention is given to public policy issues related to law enforcement, criminal courts, and corrections.

### **Prerequisites**

POLI103 or POLI101.

### **Course Objectives**

By the end of this course, students will gain a greater competency in debates related to violence and politics. Successful students will be able to...

- Demonstrate understanding of the development of complex criminal justice policies through public policy analysis frameworks.
- Identify the evaluation hierarchy of a criminal justice policy.
- Critically evaluate political science research on criminal justice policies and their evaluation.
- Demonstrate awareness of key public policy issues related to criminal justice—especially in the domains of law enforcement policy, criminal courts, and corrections.

### **Required Course Materials**

The following materials are required. They are available at the FMU Bookstore and online:

- Karim Ismaili (ed.), *US Criminal Justice Policy*, 2<sup>nd</sup> edition (Jones and Bartlett, 2015).
- Alex Vitale, *The End of Policing* (Verso, 2017).
- Elizabeth Hinton, *From the War on Poverty to the War on Crime* (Harvard, 2016).
- Other materials may be made available via the Blackboard system. Fluency in that program, and internet access, is a requirement for the course.

### **Assignments**

**Essays (x3...each worth 25% of the final grade):** Students will write three 1,500-word essays throughout the semester. These papers require students to demonstrate successful interpretation, comparison, and critique of various ideas we have engaged with in the course. Prompts for these essays will be distributed 10 days before the due date of the essay.

All essays will be submitted through Blackboard via SafeAssign. The only acceptable files for submission are .doc, .docx, and .pdf files. Google Doc submissions and .pages submissions will receive zeroes. This course is a writing intensive course. The instructor highly encourages students to take advantage of the Writing Center's tutoring services in constructing their papers. Students that seek help at the writing center will get 2% extra credit points on their essay submissions.

***Participation (worth 25% of final grade):*** Students are evaluated on their participation in class discussion, their preparedness in every session, and their engagement with the material. Students should come to each class prepared and ready to talk! The professor reserves the right to cold call on students when there is a lull in the discussion. Each of you brings a unique perspective, and a unique interpretation of the readings, to the course. We all want to hear you share that. If necessary, the professor will administer pop-quizzes. These quizzes will be averaged into your participation grade.

### **Assignments: Summary**

- ***Essays x 3 (75% of final grade)***
- ***Participation (25% of final grade)***

### **Grading**

Grades for this course are non-negotiable—the professor *records* grades, he does not *assign* them. However, the professor is always happy to help you understand how to perform at your best. Please visit the professor in office hours if you need feedback or help. This course is not graded on a curve; you will receive the grade you earn.

- **Breakdown:** A (90-100%); B+ (85-89%); B (80-84%); C+ (75-79%); C (70-74%); D (60-69%); F (<60%)

### **Frequently Asked Questions: Course Policies**

Q: *What is the workload for the course?*

- This course is both reading intensive and writing intensive. Successful students should plan to read approximately 10-15 pages each weekday to stay on top of the material and avoid falling behind.

Q: *Will this course rely more on lecture or discussion?*

- This course will rely almost exclusively on discussion. These kinds of courses are often referred to as *seminars* and accomplish learning objectives through sustained classroom engagement with the required readings.

Q: *What is the attendance policy in this course?*

- Attendance is mandatory. Students who do not show up regularly will not get a good participation grade. Students who do not show up will not do as well on written assignments as other students.

Q: *I want to be honest in all of my work. How can I make sure that I am adhering to standards of academic integrity?*

- If you are unsure about whether a particular action is plagiarism, please refer to the Student Handbook, or ask the professor for advice. Ignorance is not an excuse for violations of academic integrity.

Q: *What happens if I am suspected of a violation of the university academic integrity policy?*

- Violations of academic integrity will result in a grade of 0 on the assignment. Furthermore, students will be reported to the administration in compliance with university policies.

Q: *What is the policy on extensions and late work?*

- No extensions or late assignments will be accepted except for in extraordinary circumstances. The nature of these circumstances, and the nature of such extensions, is fully up to the discretion of the professor.

Q: *What is the best way to get in contact with the professor?*

- Email contact is best for small issues. Longer issues are best addressed in person during office hours or appointments. When emailing the professor, please allow for 24 hours for a response. The professor does not check email regularly over the weekend.

Q: *I require accommodation for a disability or other medical reason. How do I ensure that I am accommodated in this course?*

- Students with disabilities that require accommodations should register with university's Office of Counseling and Testing. The university is dedicated to creating a level playing field for all students.

Q: *Can I use my laptop and/or other electronics in class?*

- Laptop computers are allowed in the classroom for the purposes of note-taking only. Any disruptive activity involving personal electronics may result in the professor asking you to leave. Other electronics should be silenced before entering the classroom.

Q: *What is your policy on tardiness?*

- Tardiness in any professional situation (including school, work, or other commitments) is unacceptable. Please arrive to class on time. Students who are tardy will see a significant reduction in their participation grade.

Q: *What can I do if I feel unsafe in the class discussions?*

- We will sometimes approach subjects that could potentially trigger student trauma. Please let the instructor know if you require special accommodation. Furthermore, students must be civil in the classroom and abide by the standards of civility laid out in the student handbook. Hate speech, derogatory language, or other hostile/intimidating language could result in being dropped from the course.

Q: *What is the policy for dropping the course?*

- The professor understands that life intervenes frequently in our educational plans, and sometimes courses need to be dropped or retaken. The professor will drop students with either a W or a WF, depending on the drop deadlines set by the university and the student's standing in class at the time of dropping.

# Course Schedule

Tuesday, August 22: **Introduction to the Course**

\*Read syllabus closely.

Thursday, August 24: **The Policy-Making Process**

\*Read: Materials available on Blackboard re: policy making processes.

Tuesday, August 29: **How Criminal Justice Policy is Made**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 1.

Thursday, August 31: **Race and Policing Policy**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 2.

Tuesday, September 5: **Combative and Cooperative Law Enforcement**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 3.

Thursday, September 7: **School-Police Partnerships**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 4.

Tuesday, September 12: **Procedural Fairness and Courts**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 5.

Thursday, September 14: **Problem-Solving Courts**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 6.

Tuesday, September 19: **US Corrections Policy**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 7.

Thursday, September 21: **Prisoner Reentry**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 8.

*ESSAY # 1 DUE*

Tuesday, September 26: **Juvenile Justice Policy**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 9.

Thursday, September 28: **Homeland Security Policy**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 10.

Tuesday, October 3: **Immigration and Crime Control**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 11.

Thursday, October 5: **Technology and Criminal Justice Policy**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 12.

Tuesday, October 10: **NO CLASS—Fall Break**

Thursday, October 12: **White Collar Crime**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 13.

Tuesday, October 17: **Transnational Crime**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 14.

Thursday, October 19: **Crime and Public Health**

\*Read: Ismaili, *US Criminal Justice Policy*, ch. 15.

Tuesday, October 24: **Reforming Incarceration Policy**

\*Read: Hinton, *From the War on Poverty to the War on Crime*, intro-ch. 1

Thursday, October 26: **Reforming Incarceration Policy**

\*Read: Hinton, *From the War on Poverty to the War on Crime*, 2-3

*ESSAY # 2 DUE*

Tuesday, October 31: **Reforming Incarceration Policy**

\*Read: Hinton, *From the War on Poverty to the War on Crime*, chs. 4-5

Thursday, November 2: **Reforming Incarceration Policy**

\*Read: Hinton, *From the War on Poverty to the War on Crime*, chs. 5-6.

Tuesday, November 7: **Reforming Incarceration Policy**

\*Read: Hinton, *From the War on Poverty to the War on Crime*, chs. 7-end.

Thursday, November 9: **Reforming Policing**

\*Read: Vitale, *The End of Policing*, intro – ch. 2.

Tuesday, November 14: **Reforming Policing**

\*Read: Vitale, *The End of Policing*, chs. 3-4.

Thursday, November 16: **Reforming Policing**

\*Read: Vitale, *The End of Policing*, chs. 5-6.

Tuesday, November 21: **Reforming Policing**

\*Read: Vitale, *The End of Policing*, chs. 7-8

Thursday, November 23: **NO CLASS—Thanksgiving Break**

Tuesday, November 28: **Reforming Policing**

\*Read: Vitale, *The End of Policing*, chs. 9- conclusion.

Thursday, November 30: **Conclusion and Final Reflections**

\*No reading

Final Exam Day (TBD): *Hand in Essay #3.*

- *Schedule subject to change with reasonable notice.*

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Political Science and Geography Date 11/1/22

Course No. or Level POLI 347 Title Politics of Crime and Justice

Semester hours 3 Clock hours: Lecture 3 Laboratory \_\_\_\_\_

Prerequisites POLI 101 or 103

Enrollment Expectation 25

Indicate any course for which this course is a (an)

Modification \_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

Substitute \_\_\_\_\_ replaces POLI331 in POLI program requirements \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

Name of person preparing course description: Dillon S. Tatum

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature Peter King

Date of Implementation Fall 2023

Date of School/Department approval 11/1/2022

## Catalog description:

**POLI 347: Politics of Crime and Justice** (3) Explores the idea of "criminal justice" and the "criminal justice system" as elements of the overall political system. Focus is given to political phenomena related to crime, policing, rehabilitation, and justice.

**Purpose:** 1. **For Whom (generally?):** The course will be one of the required courses for Political Science majors (criminal justice track), and would also be an elective course for Political Science majors on our other course tracks. This course replaces POLI331 as a Criminal Justice requirement.

2. **What should the course do for the student?** Students will (1) Critically evaluate political science research on crime and its relationship to notions of justice, especially in the context of political and social institutions; (2) Identify connections between theoretical literatures on justice and empirical literatures on crime, criminalization, incarceration, and other processes; (3) Analyze issues of crime and justice as they relate to issues of, *inter alia*, political participation, race, and political behavior.



**Teaching method planned:** Three hours of lecture each week. Lectures will be a mix of PowerPoint, classroom activities, and discussions.

**Textbook and/or materials planned (including electronic/multimedia):**

\*See attached syllabus

**Course Content:**

\*See attached syllabus

**When completed, forward to the Office of the Provost.**

# POLITICAL SCIENCE 3XY - THE POLITICS OF CRIME AND JUSTICE

Fall 2023

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<b>Instructor:</b>	Dr. Richard Almeida	<b>Time:</b>	
<b>Email:</b>	ralmeida@fmarion.edu	<b>Office:</b>	139 Founders Hall

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**Course Page:** <http://blackboard.fmarion.edu>

**Office Hours:** MWF 9:30-11:30, TTh 12:30-2:30, by appointment (in-person or virtual) and email. Questions to me can also be posted in the appropriate forum on Blackboard.

**Textbook:** The textbook below is required and is available for purchase or rental in the University Bookstore.

- Alexander, M. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.
- Lerman, A.E. and V.M. Weaver. 2014. *Arresting Citizenship: The Democratic Consequences of American Crime Control*. Chicago: University of Chicago Press.
- Lerman, A.E. 2013. *The Modern Prison Paradox: Politics, Punishment, and Social Community*. Cambridge: Cambridge University Press.
- Enns, P.K. 2016. *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World*. Cambridge: Cambridge University Press.

In addition to the books listed above, other works may be assigned as needed. These will be distributed in class, made available via Blackboard, or placed on reserve at Rogers Library.

**Course Description:** Punishment is one of the most visible and significant manifestations of state power. Aside from war, few political issues impact the body politic in such a literal and figurative way. Societies must decide what conduct is and is not allowed, and must also decide on whom to punish, and how. These are major political decisions that tie into questions of morality, and are powerfully shaped by cultural forces. They are also shaped by political realities, such as current events and the organization of political systems.

A key theme of this course is that political activity should be understood as goal-driven individual behavior. This behavior is shaped by both the choices of other individuals and the structure of political institutions - the organizations and rules that limit individual choices and actions. We will see that most political problems require individuals to act collectively; that is, to address and solve problems arising based on the fundamental need for humans to live together in societies. Finally, some course topics are presented in a comparative context - that is, we will examine ways in which the U.S. practices and policy differs from those in other democracies.

**Class Requirements:** A total of 1000 possible points can be earned throughout the semester. These points are distributed as follows: **class participation** - 10%. I mention participation first because it can make or break the quality of a class. I expect that you will come to class having read the assigned material, as it serves as the foundation upon which lectures are built. I also expect that you will come to class having something intelligent to say.

**Short papers** - 30%. Each student will complete three short papers, each worth 10% of the student's final grade. **Exams** - 40%. Each student will take a midterm and a final exam. Exams will be in essay format,

## Course Outline:

- Introduction and foundations
  1. The politics of race and the criminal justice system
    - **Alexander**, ch. 1-4
    - *Report of The Sentencing Project to the United Nations Human Rights Committee Regarding Racial Disparities in the United States Criminal Justice System*
  2. Citizens, crime, and justice
    - **Arresting**, ch. 2-7
    - Outside reading, Blackboard
- The institutions of justice
  1. Policing
    - *Implicit Bias and Policing*, Blackboard
    - US Department of Justice, *Investigation of the Ferguson Police Department*, online
    - Haider-Markel, *Pulled Over: How Police Stops Define Race and Citizenship*, ch. 2-5. Blackboard
  2. Courts
    - **Alexander**, ch. 5
    - TBD
  3. Prisons
    - **Paradox**, ch. 2-5, 7
    - Travis, J. *et al.*, *The Growth of Incarceration in the United States: Exploring Causes and Consequences*, Blackboard
- Politics
  1. The impact of the criminal justice system on political behavior
    - Burch, T., *Did Disenfranchisement Laws Help Elect President Bush?*, Blackboard
    - Gerber, A.S. *et al.*, *Can Incarcerated Felons be (re)Integrated into the Political System?*, Blackboard
  2. CJS & citizen attitudes
    - Bobo, L.D. *et al.*, *A Taste for Punishment: Black and White Americans' Views on the Death Penalty and the War on Drugs*, Blackboard
    - Soss, J. *et al.*, *Why do White Americans Support the Death Penalty?*, Blackboard
    - Tyler, T.R., *Procedural Justice, Legitimacy, and the Rule of Law*, Blackboard
  3. CJS & mass media
    - Gilliam, F.D. *et al.*, *Prime Suspects: The Influence of Local Television News on the Viewing Public*, Blackboard
    - Gilens, M., *Race and Poverty in America: Public Misperceptions and the American News Media*, Blackboard
    - Dardis, F.E. *et al.*, *Media Framing of Capital Punishment and its Impact on Individuals' Cognitive Responses*, Blackboard
  4. CJS & politicians
    - **Incarceration Nation**, ch. 1-6

# **FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School:** *History*

**Date:** *15 December 2022*

**Course No. or Level:** *HIST 190* **Title:** *Elementary Social Studies and History Praxis Review*

Semester hours: 3 Clock hours: Lecture: *3 hours* Laboratory \_\_\_\_\_

Prerequisites: *One 100-level history course or permission of department*

Enrollment expectation: *15*

Indicate any course for which this course is a (an)

Modification:

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: *Jason Kirby*

Department Chairperson's/Dean's Signature *William R. Ball*

Provost's Signature *Pete King*

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description: This course is intended to support the development and analysis of skills essential for potential educators to complete the praxis Content-Related Examination for those who will teach Social Studies at the Elementary and High School levels. This course does not satisfy any history or general education requirements. The course is graded S/U.

- Purpose:
1. Improve pass rate on Praxis exam for History majors specializing on the Secondary Education track.
  2. Help Education majors prepare for praxis exams.

Teaching method planned: *Lecture*

Textbook and/or materials planned (including electronic/multimedia):

*J. G. Cox, Praxis II World and US History Content Knowledge Rapid Review Study Guide: Comprehensive Review with Practice Test Questions*

*Cirrus, Praxis II Elementary Education Multiple Subjects Study Guide: Exam Prep Book with Practice test Questions*

*Praxis Elementary Education Multiple Subjects 5001 Study Guide*

Course Content: *See attached syllabus*

**When completed, forward to the Office of the Provost.**

**History TBA (3 Credit Hours)---All classes are on Tuesdays**  
**Elementary Social Studies and History Praxis Review**  
**Spring 2023**

Professors: Jason R. Kirby, Ph.D.; John Britton, Ph.D.; Classroom: FH 213C; 1:30-4:00 PM  
and University-mandated online teaching if necessary.

Office: Founders Hall 211 and 201

E-mail: [jason.kirby@fmarion.edu](mailto:jason.kirby@fmarion.edu); [jbritton@fmarion.edu](mailto:jbritton@fmarion.edu)

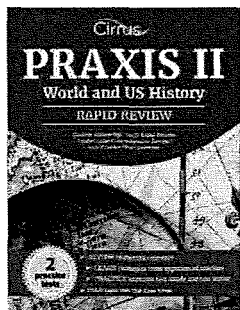
Office Hours: TBA; Walk-in appointments are welcome. Note: Office hours are subject to change throughout the semester.

**Objectives/Goals:** This course is intended to support the development and analysis of skills essential for potential educators to complete the Praxis content-related examination for those who teach Social Studies and history at the elementary and high school levels. This course does not satisfy any history or general education requirement. It is graded based on a S/U or pass/fail basis.

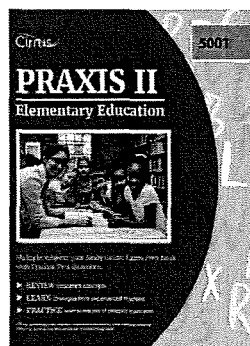
**Required Readings:**

Textbook:

Cox, J. G., *Praxis II World and US History Content Knowledge (5941) Rapid Review Study Guide: Comprehensive Review with Practice Test Questions*  
ISBN: 9781637981252



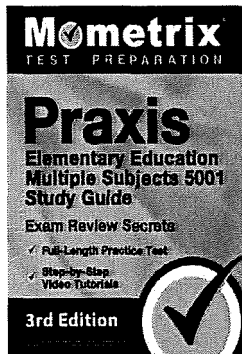
Cirrus, *Praxis II Elementary Education Multiple Subjects 5001 Study Guide: Exam Prep Book with Practice Test Questions*  
ISBN: 9781635307894



Optional Reading:

*Praxis Elementary Education Multiple Subjects 5001 Study Guide*

ISBN: 9781516718351



**Note on the Textbook:** It is highly recommended that you keep up with the readings in the textbook (assigned by the day under the important class schedule below) to help support your understanding of the lectures and discussions. The textbook will provide you with the background you need to better understand the events and themes discussed in class and should help you make historical/Social Studies connections when you take practice tests and the actual Praxis content test required for your degree. My hope is that you will follow the suggested reading schedule as outlined in the syllabus.

**Attendance:**

We will commonly take attendance for almost every class session. Please keep in mind that students typically perform better when they attend class on a regular basis. If a student misses 3 classes (or essentially 3 weeks of class for a typical semester), you will likely be dropped from the course.

**Participation Grade:** Because reading and discussion is such a fundamental part of this class, regular attendance and active participation will count 5% of your final course grade. Due to the fact that there is some required secondary reading for this course, students will receive a separate participation grade of A+ (5), A (4.75), A- (4.5), B (4.25), B- (4), C (3.75), C- (3.5), D (3.25), D- (3), F (2.75—0) based on the qualitative and regular participation each student provides throughout the course, especially in relation to content-related discussions. The student should be prepared to discuss a range of topics discussed in each of the readings assigned for the class. This grade will be based in large measure on attendance, discussion, and the *effective* completion of all assignments.

**Writing Center and assistance:** Please do not hesitate to visit the Francis Marion University Writing Center to get assistance with your writing. They are there to help you!

The written work you complete in this class may be included as a portion of your overall writing “history” as a Francis Marion University student. As such, I strongly recommend that you should not discard any graded and returned work until you have received your final grade for this course. You should do the same for any other written work you submit while a student at Francis Marion University, especially if you believe it would enhance your chances of meeting any of the necessary writing competencies Francis Marion may have for students.

Moreover, the Francis Marion Writing Center and the Center for Academic Success and Advisement (CASA) is available to assist you. The Writing Center is located in FH 114-C. Please feel free to view their website for further details. Here is the link: <https://www.fmarion.edu/writingcenter/>

**Recording Device:** You may tape record our lectures/discussions. This may help you review if you missed something during class.

**Blackboard:** You must have a Blackboard account to possibly post outlines and to receive instructionally based information from us. We will also use this as our medium for distributing historically/Social Studies relevant information that will be beneficial to you in this class. You must also have access to PowerPoint software with audio capabilities in case we have to convert to an all-online mode of instruction.

Moreover, on Blackboard, we may periodically post lecture or discussion outlines and/or various other resources (PPTs, video clips, etc.) for students to utilize during and after class.

**Practice Exams:** You must take at least 2 full practice Praxis Social Studies/history tests over the course of the semester. This can be an online version or a paper version. You need proof that you took it on paper or via a photo of a completed online version. If taking a paper version, you need to explain why you missed each question you got incorrect in one-to-two sentences, as your answers should be on paper. If possible, you should do the same thing for an on-line version regarding missed questions. Each practice test counts 25% of your grade.

**Outlines:** You must complete at least 5 outlines and/or timelines on an approved Social Studies and/or United States/world history general topic. If completing an outline, it should address the main ideas and have a summary summation at the bottom. Sometimes students can create their own outlines with a summary, and sometimes students will complete outlines created by one of the professors. In brief, these outlines should be informative and should have a summary that closely resembles those advocated by those who utilize Cornell Notes. If completing a timeline, students should be creative, historically accurate, and they should annotate or depict drawings or symbols that connote a correct portrayal of the topic addressed. Each outline or timeline will count 9% each. If not turned in during class, each outline/timeline should be uploaded on Blackboard before the next class meeting. You will likely upload it under the Content section "link" for outlines/timelines based on the number completed.

**Make-up Work:** All assignments are due on the scheduled dates or by the last class meeting. All unexcused, missed assignments will count as "zero" grades. All late, unexcused assignments—if I accept them—will count off one letter grade for every class day the assignment is late. If you have a valid reason for missing a class or assignment, please inform me as far in advance as possible. If you miss an assignment unexpectedly, please inform me immediately. In extenuating and documented cases, these assignments can usually be made up. You are responsible for knowing and making-up anything that transpired in class during your absence. All make-up work must be handed in or completed no later than the last scheduled class day.

#### **Attendance:**

If you attend class regularly, I will accept any reasonable excuse as valid for missing a class or an assignment, and you will have no difficulty making up any missed work. If you do NOT attend class regularly, you must provide documented excuses of a serious nature such as a death in the immediate family, incapacitating illness, etc., in order to make up a missed assignment. I will judge the seriousness and validity of each case. Please see my comment above about too many absences.



**Tardiness:** Although you will not lose credit for being late to class, frequent and regular tardiness will not be tolerated. If tardiness continues, you will be asked to correct the habit or drop the course. Leaving class early without prior permission—unless you suddenly become ill—is rude and inappropriate. If you are planning to leave class early, please notify me before class.

**Special Needs:** If you have a learning or physical condition/disability that might impact your performance in this class, please inform me and contact the Francis Marion Counseling and Testing Center as soon as possible. They will verify your status and provide you with any appropriate assistance. Once an evaluation has been made, appropriate accommodations will be determined. This information will be kept confidential.

The website address is:

<https://www.fmarion.edu/counselingandtesting/>

**Class Conduct:** You are expected to act appropriately in class. Showing respect to your fellow classmates and the instructor is a critical precursor for a welcoming classroom environment. This includes refraining from classroom disruptions, talking during instruction, doing work not related to this class, eating, sleeping, or reading newspapers. I may ask you to leave the room if such behavior becomes a problem. You may bring drinks to class. **Please turn off cell-phones. If your cell phone is on, however, please avoid texting. You may use a laptop if it is used for classroom purposes. I will give a student one warning about either of these policies. If it is broken after the first warning, then the student or students will be asked to leave the class.**

**Honor System:** This course has “zero tolerance” for cheating. Any work in infringement of the university academic honesty code (<https://www.fmarion.edu/wp-content/uploads/2016/07/4.8.1-3-Student-Handbook-p.-59-60.pdf>) will at a minimum receive a “0” grade, which makes failing the course a much higher possibility. You can expect possible suspension or expulsion for plagiarism. The relevant point is that the student can’t play for sympathy in the course of the judicial process by arguing that he or she wasn’t warned.

You are expected to be able to explain anything in your work; this may involve a required oral conference after you have handed it in (in other words, don’t put anything in your assignments that you don’t understand yourself).

**Office Hours and Appointments:** Scheduled office hours are listed on the first page of the syllabus. If these hours are inconvenient, I will gladly make special appointments, since I will be in my office often, and if I am in, I will gladly see you unless I have another appointment or critical deadline approaching. I strongly encourage you to discuss with me any question or problem you may have concerning the course.

**Grading:** Each assignment counts a percentage of the final grade listed in this syllabus. Your final grade will be calculated according to these percentages. Once calculated, the numerical grades have the following letter equivalents: 100-60= Satisfactory/Pass; 59-0= Unsatisfactory/Fail

**Class Schedule Below: Note:** If a change is deemed necessary, this schedule is subject to change at my discretion. Moreover, with the ongoing COVID-19 pandemic, classes can be converted to online if it is deemed necessary by the state’s political leaders and/or the administration leaders at Francis Marion University.

### **1<sup>st</sup> Week—Course Introduction of the Syllabus; American History**

T 1-10—Introduction: Test taking skills and dealing with test anxiety and Native American Societies; European Exploration and Colonial America and England and the Thirteen Colonies (the regions of America with Geographical explanations)

### **2<sup>nd</sup> Week—American History**

T 1-17—The French and Indian War and the Road to Revolution; The American Revolution

### **3<sup>rd</sup> Week—American History; Social Studies Government**

T 1-24—From the Articles of Confederation to the American Constitution; American Government and Civics

### **4<sup>th</sup> Week—Social Studies Government and Economics**

T 1-31—Government (cont.): the states, the Bill of Rights, and Voting; Economics and the key terms; perhaps review some Praxis sample questions so far (whole group)

### **5<sup>th</sup> Week—Social Studies Geography; World History**

T 2-7--\* Introduction to the course and Geography Basics and Foundation (see *Praxis II: Elementary Education* pgs. 93-96): Early Civilizations (Paleolithic, Neolithic) to Greece and Rome; Feudalism in Europe, Rise of Islam in the Middle East and Africa, the Silk Road, the Crusades

### **6<sup>th</sup> Week—American History**

T 2-14—The Early Republic and the War of 1812; Manifest Destiny, Jacksonian Democracy, and Indian Removal

### **7<sup>th</sup> Week—World History**

T 2-21—\*\* China under the Tang Dynasty, the Mongol Invasions, China under the Ming and Qing Dynasties; The Americas before the Conquest, the Spanish Conquest and Colonization, Trans-Atlantic Slavery, European Renaissance and Reformation, Rise of the Nation-State

### **8<sup>th</sup> Week—Social Studies Anthropology and Sociology; Social Studies Skills; and American History**

T 2-28—Anthropology, Sociology, and Social Studies Skills and Processes; The Antebellum Period and Continued Sectionalism and Disunion

### **9<sup>th</sup> Week—American History**

T 3-7—Finish the Causes of the American Civil War, the Election of Abraham Lincoln and the American Civil War; Begin the Reconstruction Period; If time permits, perhaps review some Praxis review questions (whole group)

Spring Break—March 13-17

**10<sup>th</sup> Week—American History; World History**

T 3-21--\* (first half of class Dr. Kirby) Finish Reconstruction and Race Relations, The American West, and the Gilded Age of Social Darwinism in American; (second half of the class beginning at 2:45 PM—Dr. Britton) Revolutions in the Americas and France, 19<sup>th</sup> Century Europe, Imperialism in Africa and Asia, the Industrial Revolution

**11<sup>th</sup> Week—American History**

T 3-28—Populism in America, the Spanish American War, and the American Progressive Era; finish the Progressive Era, World War I, and the 1920s in America

**12<sup>th</sup> Week—World History**

T 4-4--\*\* World War I, the Middle East, Russian Revolution, East Asia (China and Japan 1900-1930s); World War II, the Cold War, the Post-Cold War World

**13<sup>th</sup> Week—American History**

T 4-11—The Great Depression in America and America and World War II; Finish World War II, the Cold War and American Social Movements

**14<sup>th</sup> Week—American History; Social Studies Globalization**

T 4-18-- Finish Social Movements, the Great Society, the Vietnam War, and the Rise of Conservatism to President Ronald Reagan; Finish Ronald Reagan, the end of the Cold War and the 21<sup>st</sup> Century, and Globalization (see *Praxis II: Elementary Education* pg. 131); Review Video of all of American history

# FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: *History*

Date: *11 October 2022*

Course No. or Level: *HIST 333* Title: *Victorian England*

Semester hours: *3* Clock hours: Lecture: *3 hours* Laboratory \_\_\_\_\_

Prerequisites: *One 100-level history course or permission of department*

Enrollment expectation: *15*

Indicate any course for which this course is a (an)

Modification:

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: *E. Lorraine de Montluzin*

Department Chairperson's/Dean's Signature *William R. Ball*

Provost's Signature *Peter King*

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description: *Considers the major political, social, economic, and intellectual movements making up the civilization of Victorian England. Examines Britain's century of power, progress, and respectability from the passage of the Reform Bill of 1832 to the First World War, which brought the Age of Victoria to a close. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.*

- Purpose:
1. *History majors and minors will have another option to choose from*
  2. *Adds a new course to the catalog*
  3. *Adds another course in European History*
  4. *Will help Secondary Education track students pass Praxis exam*

Teaching method planned: *Lecture*

Textbook and/or materials planned (including electronic/multimedia):

*Walter L. Arnstein, Britain Yesterday and Today, 8th ed., chap. 1-14 (pb)*

Thomas Hughes, *Tom Brown's School Days* (Oxford World Classics, pb), pp. 88-194 (chapters V-VIII and first 8 pages of chapter IX)

John Galsworthy, *The Man of Property* and *Indian Summer of a Forsyte* [in Galsworthy, *The Forsyte Saga* (Oxford World Classics; pb)]

Four Rudyard Kipling stories (accessible on Blackboard or in pdf via email)

Occasional handouts

Course Content: *See attached syllabus*

**When completed, forward to the Office of the Provost.**

Dr. de Montluzin  
FH 205  
Email: EdeMontluzin@fmarion.edu  
(preferred method of contact)  
Voice mail: 661-1563  
Fall, 2022

## HISTORY 318, THE HISTORICAL FOCUS: VICTORIAN ENGLAND

Prerequisite: Successful completion of any 100-level history course.

Required reading:

Walter L. Arnstein, *Britain Yesterday and Today*, 8th ed., chap. 1-14 (pb)  
Thomas Hughes, *Tom Brown's School Days* (Oxford World Classics, pb), pp. 88-194 (chapters V-VIII and first 8 pages of chapter IX)  
John Galsworthy, *The Man of Property* and *Indian Summer of a Forsyte* [in Galsworthy, *The Forsyte Saga* (Oxford World Classics; pb)]  
Four Rudyard Kipling stories (accessible on Blackboard or in pdf via email)  
Occasional handouts

Written assignment: Paper of 5 typed pages on *The Man of Property* and *Indian Summer of a Forsyte*.

Note: Midterm exams and final exams must be taken in blue books furnished by the professor.

Objectives for the course: By the end of the semester the student should have acquired a good working knowledge of the major political, social, and cultural movements in the history of Victorian England from the Reform Act of 1832 to the end of World War I in 1918, should have enhanced his or her skills in analytical/critical thinking, and should have demonstrated the ability to write clearly on historical topics.

\* \* \* \* \*

### POLICY ON ABSENCES AND MAKE-UP TESTS FOR HISTORY 318: VICTORIAN ENGLAND:

Students are expected to attend all class meetings, as only by doing so can they derive full benefit from lectures and demonstrations. If absences do occur, students should be aware of the following rules for this course:

1. If a student misses more than five scheduled class meetings in this course for any reason, he or she will automatically be dropped from the course. The last authorized date for a student to withdraw from the course is Thursday, November 10, 2022.

2. If a student is absent when an assigned test is given, the student will be allowed to take a make-up only in cases of serious illness (doctor's excuse required) or real emergency. If

a student misses a test or quiz, it is the student's responsibility to contact the professor by email within 48 hours to explain the reasons for his or her absence and to ascertain whether or not he or she will be allowed to take a make-up. Allowing the student to take a make-up test or quiz is entirely at the discretion of the professor.

3. Work missed because of sports events, university-sponsored trips, etc., will not be excused. However, if a student knows in advance of an unavoidable conflict with a test, the student can arrange to take the test early, if he or she notifies the professor in person or by email three or four days ahead of time. A student cannot take a test late (that is, take a make-up test) for a test or quiz missed as a result of any reason other than those listed above in item no. 2.

4. The Galsworthy paper is due at class time on Tuesday, November 1. Papers turned in late will be penalized, and papers turned in later than class time on Thursday, November 10, will not be accepted. Students must supply access to all materials used in the preparation of their papers if requested by the professor. The Galsworthy papers cannot be returned.

## REQUIREMENTS CONCERNING CLASSROOM BEHAVIOR FOR HISTORY 318: VICTORIAN ENGLAND

Students in HISTORY 318: VICTORIAN ENGLAND are expected to:

- Arrive for class on time. After roll is taken, late-comers will not be admitted. Students may not leave class before the end of the period without the permission of the professor. Any student who leaves without permission will be marked absent.
- Pay attention in class, take notes, and remain attentive until the professor dismisses class. Cell 'phones, internet, and recording devices must not be used in class.
- Understand and adhere to the University's definition of and prohibition of plagiarism. If a student commits plagiarism in any written work in this course, the student will receive a grade of zero on the work and the matter will be reported to the Office of the Provost.
- Participate in class discussion.
- Respect the authority of the professor.
- Be tolerant of the opinions of others.
- Conduct themselves with proper decorum and courtesy in the classroom. Students may not engage in any activity that disrupts the teaching or learning process.

Though the above rules are not all-inclusive, they should serve as a useful guide to classroom behavior. Continuing in History 318, The Historical Focus: Victorian England after the last drop/add day constitutes acceptance of the above guidelines.

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## Syllabus

### PART I. A CONFIDENT SOCIETY

- Tu. Aug. 23 Introduction: The Crystal Palace.
- Th. Aug. 25 In Darkest England: Factory Society.  
Arnstein, pp. 19-31
- Tu. Aug. 30 The Triumph of the Middle Class.  
Arnstein, pp. 3-18, 32-34
- Th. Sept. 1 The Religious Revival and the Birth of Victorianism.
- Tu. Sept. 6 Charity, Reform, and Practical Piety.  
Arnstein, pp. 53-57
- Th. Sept. 8 The Womanly Woman, the Manly Man, and the Code of Sexual Respectability.  
Arnstein, pp. 85-96
- Tu. Sept. 13 Enforcing the System: "What will Mrs. Grundy say?"  
Arnstein, pp. 195-97
- Th. Sept. 15 Empire Builders and Christian Gentlemen: the Public School Ethic.  
Arnstein, pp. 58-61, 96-99

**Quiz: Thomas Hughes, *Tom Brown's School Days* (covering pp. 88-194 [chap. V-VIII plus first 8 pp. of chap. IX])**

- Tu. Sept. 20 Politics in the Age of Peel: Laissez-faire and the Corn Laws Crisis.  
Arnstein, pp. 40-53
- Th. Sept. 22 Strength and Stability: I. Pax Britannica: Palmerston and Gunboat Diplomacy.  
II. The Collapse of Chartism.  
Arnstein, pp. 66-73 (for Palmerston) and pp. 34-40, 77-85 (for Chartism)
- Tu. Sep. 27 Genteel Art for Respectable Homes: The Modern Life Painters.
- Th. Sept. 29 The Splendour Falls on Castle Walls: The Pre-Raphaelite Vision of the Past.
- Tu. Oct. 4 The Widow at Windsor.
- Th. Oct. 6 **Midterm Exam [Must be taken in blue books furnished by the professor].**



## PART II. CHALLENGES

- Tu. Oct. 11 I. The Crimean War and Military Preparedness.  
Amstein, pp. 105-14
- II. The Darwin Controversy (handout)  
Amstein, pp. 99-104, 197-99
- Th. Oct. 13 Gladstone, Disraeli, and the Working-Class Vote.  
Amstein, pp. 121-34, 144-58, 199-209
- Tu. Oct. 18 Dominion over Palm and Pine: The Rise of the Second Empire.  
Amstein, pp. 62-66, 173-78

**Quiz: Kipling stories on Blackboard and also available in pdf via email:**

- Kipling, "Tods' Amendment" (from *Plain Tales from the Hills*, 1888)
- Kipling, "The Miracle of Purun Bhagat" (from *The Second Jungle Book*, 1895)
- Kipling, "Rikki-Tikki-Tavi" (from *The Jungle Book*, 1894)
- Kipling, "The Mark of the Beast" (from *Life's Handicap*, 1891)

- Th. Oct. 20 British India.  
Amstein, pp. 114-20
- Tu. Oct. 25 The Irish Question.  
Amstein, pp. 159-72

## PART III. DISINTEGRATION

- Th. Oct. 27 Shocking as a Fine Art: The New Realism and the New Decadence.
- Tu. Nov. 1 The Scramble for Africa.  
Amstein, pp. 178-83  
**Galsworthy papers due.**
- Th. Nov. 3 I. *The Forsyte Saga* video (original version): *Dinner at Swithin's*.
- II. Financial Uncertainty.  
Amstein, pp. 137-44, 191-95
- Tu. Nov. 8 **No class: Fall Break**
- Th. Nov. 10 Collapse of the Code of Respectability.
- Class discussion:** Galsworthy, *The Man of Property* and *Indian Summer of a Forsyte*.

Tu. Nov. 15 Isolation: The Boer War.  
Amstein, pp. 183-90

Th. Nov. 17 Edwardian Sunset: I. His New Britannic Majesty.  
II. A Night to Remember.  
Amstein, pp. 213-27

Tu. Nov. 22 The Strange Death of Liberal England.  
Amstein, pp. 227-55

Th. Nov. 24 **No class: Thanksgiving holidays**

Tu. Nov. 29 The Lamps Go Out: The Great War.  
Amstein, pp. 255-77

Th. Dec. 1 The End of Victorian England.

\* \* \* \* \*  
\* \* \* \* \*

Grading system:

Midterm exam: 30%

Paper: 20%

Hughes quiz: 10%

Kipling quiz: 10%

Final exam: 30%

The following numerical range will be used in calculating the final semester grade in this course:

90-100	=	A	(4.0)
88-89	=	B+	(3.5)
80-87	=	B	(3.0)
78-79	=	C+	(2.5)
70-77	=	C	(2.0)
68-69	=	D+	(1.5)
60-67	=	D	(1.0)
Below 60	=	F	

Office hours:

Monday: By appointment

Tuesday: 10:00-11:30

Wednesday: By appointment

Thursday: 10:00-11:00

Friday: By appointment

Other office hours by appointment. The professor also will be available to students for consultation at other times during the week, either in FH 205 or by email or Zoom.