

**Appendix to Faculty Senate Agenda, October 24, 2006**

**FRANCIS MARION UNIVERSITY:  
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School History Department Date 9/11/2006  
Course No. or level 309 Title Europe, 1814 – 1914  
Semester Hours 3 Clock hours: 3 Lecture X Laboratory \_\_\_\_\_  
Prerequisites One 200-level course or permission of the Department

Enrollment expectation 20

Indicate any course for which this course is a (an) **(This is a new course)**

Modification N/A

Substitute N/A

Alternate N/A

Name of person preparing course description Dr. Christopher Kennedy

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

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2007

Date of School/Departmental approval September 6, 2006

**Catalog Description:**

**309 Europe, 1814-1914** (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

No additional faculty or equipment will be required.

Purpose:

1. For whom (generally)?  
History majors, minors, and collaterals and students seeking Humanities credit
2. What should the course do for the student?  
The course will enhance student understanding of 19th century European history and promote critical thinking skills among students through written and oral analysis of historical issues and developments.

Teaching method planned:

Teaching methods include lectures supplemented with PowerPoint presentations and appropriate audio and visual materials. There will also be discussion days when we examine primary sources in a seminar format. Methods for assessing students will include midterm examination, final examination, five short quizzes, and two papers.

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

E.J. Hobsbawm's *The Age of Capital* and *The Age of Empire* are the principal texts for the course. Supplemental seminar study texts include: D. G. Williamson's *Bismarck and Germany*, W. H. C. Smith's *The Second Empire and Commune France: 1848-1871*, M. Clark's *The Italian Risorgimento*, and M. Chamberlain's *The Scramble for Africa*.

I also plan to distribute, via the internet and occasionally in hard copy, other short readings and documents for students to consider. I will use "Blackboard" to communicate with students and to post PowerPoints, images, lecture outlines, and discussion day reflection questions.

Course Content:

The course will develop the fundamental historical chronology and discuss the major social, political, economic, and cultural developments in Europe during the nineteenth century. Notable areas of concentration include

- Revolutionary ideas of the French Revolution and Napoleonic Era
- Political and diplomatic efforts at the Congress of Vienna to restore the Ancient Regime
- The Industrial Revolution and its consequences for European society
- Rise of the "isms" such as liberalism, socialism, communism, and nationalism in the mid 19<sup>th</sup> century
- The year of revolt – 1848
- Unifications of Italy and Germany and upsetting the balance of power in Europe
- How philosophy, literature, and the arts represented criticism of "la belle epoch"
- Dawning of the age of anxiety with the great power competition in imperial possessions and economic production
- Destruction of the "concert of Europe" through creation of the competing

- alliance systems, offensive war plans, arms race, and global conflict in 1914
- The multi-faceted origins of World War I and the question of culpability
- Decline of the 19<sup>th</sup> century

# History 309

## Europe, 1814 - 1914

Francis Marion University  
Semester:  
Times:  
Room:  
Instructor: Dr. Christopher Kennedy

### I. Course Description

**309 Europe, 1814-1914** (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

### II. Course Objectives and Learning Outcomes

Through lectures, videos and seminar-style discussions, each student taking this course will become familiar with the fundamental historical chronology of the period along with the major social, political and economic theories put forward as well as the principle figureheads in politics, the arts and society. Notable areas of concentration include:

- The revolutionary ideas coming out of the French revolution and Napoleonic eras
- The political and diplomatic attempts at restoring the ancient regime at the Congress of Vienna
- The Industrial revolution and its consequences for European society
- The rise of the “isms” such as liberalism, socialism, communism, and nationalism in the mid 19<sup>th</sup> century
- The year of revolt – 1848
- The unifications of Italy and Germany and the upsetting of the balance of power in Europe
- How philosophy, literature, and the arts represent a criticism of “la belle epoch”
- The dawning of the age of anxiety with the great power competition in Imperial processions and economic production
- The destruction of the “concert of Europe” with the creation of the competing alliance systems, offensive war plans, arms race and eventual global conflict in 1914.
- The multi-faceted origins of World War One and the question of culpability
- The end of the 19<sup>th</sup> century mind and birth of the torturous 20<sup>th</sup> century

Upon completion of this course, each student will understand and be able to articulately discuss in some detail both verbally and in written form the key developments, personalities, and “isms” of the monumental “long century” in western European history from 1814 to 1914.

### III. Course Readings

**Texts:** E.J. Hobsbawm, *The Age of Capital*  
E.J. Hobsbawm, *The Age of Empire*  
D.G. Williamson, *Bismarck and Germany (Seminar study)*  
W.H.C. Smith, *The Second Empire and Commune France: 1848-1871 (Seminar study)*

M. Clark, *The Italian Risorgimento* (Seminar study)  
 M. Chamberlain, *The Scramble for Africa* (Seminar study)  
 F. Nietzsche, *Beyond Good and Evil* (excerpts)  
 L. Tolstoy, I Turgenev, F. Dostoevsky, and M. Arnold (excerpts)

A Course-pack of selected documents for class discussion will also be distributed.

IV. Course Requirements and Assessment

There will be one mid-term exam and a final course examination. There will be five (5) very short quizzes. In addition to the exams and quizzes, there will be two out of class writing assignments. One is a précis on either *The Age of Capital* or *The Age of Empire* by Eric Hobsbawm. This is to be only 2 to 5 (max.) typed pages in length, consisting of the main points expressed in the work. The second writing assignment will involve an in-depth research paper on some aspect of the period.

**1. Text Précis** **Due Date:**

Each student is responsible for completing one text précis/review analysis of either of the Hobsbawm texts. By his historical outlook, Eric Hobsbawm has generated much discussion and often controversy upon the publication of his works. Each student should search out a few (minimum of two) reviews of Hobsbawm’s books and write according to their own views, either in support or against the reviewer’s stance, providing instances from Hobsbawm to support your claim. I do not want a simple re-wording of a previous review. Please be very selective in your use of quotes from Hobsbawm to strengthen your case. As part of this assignment is an attempt at judicious editing, the textual synopsis/critique is limited to no more than five (5) pages. We will discuss your positions in class on the day the précis is due.

**2. The Research Paper**

Each student will produce an in-depth research paper on a topic concerning the period 1814 – 1914. Please pick your topic as soon as you feel comfortable with it – comfortable, in that you can adequately find the sources to examine your topic. Please discuss your paper topic with myself for suitability and/or feasibility. Topics can be from a very broad range of interests from such areas but not limited to: economic, military, political, religious or diplomatic history. Still, as the emphasis of this course is on social history, some element of social history must be incorporated into the essay. There are three components to the research paper, and they are as follows:

**A. The Cursory Report** **Due Date:**

This report is to be from 2 to 4 pages in length and should contain your chosen topic for your paper, why you selected it, questions to be addressed, proposed project characteristics, and an early list of sources to be examined, etc., etc. This report is to be presented orally to the class on this date.

**B. The Oral Report** **Date:**

This is to be a well organized, presentation of your project, which includes your research carried out and conclusions reached. Please utilize any handouts, maps, overheads or PowerPoint technology, music, video, etc. to assist you in your discussion. See me for assistance in the use of media.

**C. The Essay itself** **Due Date:**

Paper length is to be from 7 to 15 pages maximum, double spaced and 12 point in Times New Roman or some other clear font. You should utilize some primary

sources, as well as significant secondary works and incorporate a well-documented bibliography in your paper.

<u>V. Grading</u>	<u>% of final</u>
<u>grade</u>	
1. Five (5) quizzes	
10%	
2. Mid-Term Examination	
20%	
3. Final Examination	
25%	
4. Précis on <i>The Age of Capital</i> or <i>The Age of Empire</i>	
10%	
5. Paper	
30%	
a. Cursory report	5%
b. Oral report	10%
c. Essay	15%
6. Participation in class discussion and attendance	
<u>5%</u>	
100%	

**VI. Semester Calendar**

DATE(s)	<p><b>Discussion:</b> Class introduction, syllabus, readings, the meaning of history and the use of sources primary and secondary, discussion and assessment format, class expectations - yours and mine</p> <p><b>Discussion:</b> A background to Europe 1814: The impact of French Revolutionary thought and the Napoleonic era</p> <p><b>Readings:</b></p> <p><b>Discussion:</b> The Congress of Vienna: the setting, policies and major characters</p> <p><b>Readings:</b></p> <p><b>Discussion:</b> The Industrial Revolution and the creation of an industrial society, The social consequences of the Industrial Revolution</p> <p><b>Readings:</b></p> <p><b>Discussion:</b> The growing powers of the Modern State and its new role in social welfare and education</p> <p><b>Readings:</b></p> <p><b>Discussion:</b> Background to mid-century: the revolutions of 1848 and the rise of the “isms” – Liberalism, Nationalism, Socialism</p>
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**Discussion:** The Music of Nationalism: Chopin, Smetana, Wagner, Grieg, Sibelius, and Tchaikovsky. The Art of Nationalism and the 19<sup>th</sup> Century: Realism, Impressionism, and Expressionism or from abject truth to subjective truth and reality and the modern mindset

**Readings:**

**Discussion:** The Intellectual Climate, Materialism, Darwinism, the Stance of the Christian Church, and others, etc.

**Readings:** Tolstoy, Turgenev, Dostoevsky, and Arnold (excerpts)

**Discussion:** A disruption of the “Concert of Europe” - The new ascendancy of France, Louis Napoleon and the 2<sup>nd</sup> Empire: domestic and foreign policies

**Readings:** Smith text pp. 1- 58 and documents

**Discussion:** The Crimean War and great power diplomacy in the 1850s

**Discussion:** Italy and its Unification

**Reading:** Clark text

**Discussion:** German Unification

**Reading:** Williamson text pp. 1-43 and documents.

**Discussion:** France 1871-1890: The Commune of Paris, The Third Republic: foreign and domestic policies.

**Readings:**

**Discussion:** Germany 1871-1890: Bismarck’s foreign and domestic policies

**Readings:** Smith text pp.59-76 and Williamson text pp. 44-91.

DATES(s)

**Discussion:** Late 19<sup>th</sup> century Imperialism and the scramble for an overseas empire among the great powers of Europe

**Reading:** Chamberlain text

**Discussion:** Great Britain, foreign and domestic policies from 1870-1914

**Readings:**

**Discussion:** The Authoritarian Governments: Habsburg Empire and Russian Empire 1870-1914

**Discussion:** An age of anxiety, F. Nietzsche as an example of the modern dilemma

**Readings:** Nietzsche’s *Beyond Good and Evil* and other documents

**Discussion:** The Origins of the Great War Part I. – the alliance systems, the demise of the “Concert of Europe”, the 1<sup>st</sup> and 2<sup>nd</sup> Moroccan crises, the Balkan powder keg, 1<sup>st</sup> and 2<sup>nd</sup> Balkan wars and the outcome, The Greater Serbia Question and Bosnia-Herzegovina

**Readings:** the Black Hand’s “*Unification or Death*” and other documents

**Discussion:** The Origins of the Great War Part II. – arms race, naval race, military preparations, from the Assassination to war: the Assassination of the

Arch Duke, Austria's response, the Blank Check, and offensive plans and mobilization time tables and Germany's "leap in the dark" in August of 1914.

**Readings:** Bernhardt's *Germany and the next war* and other documents

### **Paper Presentations**

### **Final Examination**

## **VII. Contact Information**

Dr. Christopher Kennedy  
Office: 209 Founders Hall  
Phone: 661-1557  
E-mail: [ckennedy@fmarion.edu](mailto:ckennedy@fmarion.edu)  
Office Hours:

## **VIII. Academic Support Network**

**The Tutoring Center:** is a free service provided to students. It is located in the Study Hall of the Housing office Building. Call 661-1675 for information.

**The FMU Writing Center:** offers tutoring services and writing workshops. It is located in Founders Hall 114-C. Call 661-1528 for more information

## **IX. Additional information**

**Class Attendance:** Attendance at classes, both lecture and discussion days, is strictly required. Students should notify the professor, if for reasons beyond their control, they will be absent from class for any extended period. There will be No make-ups given for unexcused absences. Please contact me beforehand if you are unable to attend a lecture, discussion day or exam for suitable arrangements. Attendance and participation on discussion days will be graded upon, amounting to 5% of your final grade.

**Examinations and Quizzes:** The Examination format will consist of objective, fill-in, matching, and short identification as well as essays. Quiz format will include objective, True and False, and identification questions as well as some map work. You will be informed what the exam format will be on the lecture day prior to the exam. The Final Examination will include major themes covered in the course of the semester as well as information since the Mid-Term Exam.

**Assigned Readings:** During lectures and most importantly in discussions, references will be made to assigned readings from the required texts/documents. It is expected that these readings will have been completed before class. Please print out those readings posted on web links and bring the "hard copy" to class. Failure to read your assigned texts makes the discussion impossible and diminishes the learning experience for yourself and others.

**Course Web Page:** Each student will have to enroll themselves into the course via the "Blackboard" web-based education system. The System contains such valuable information as class announcements, course documents such as the syllabus and the necessary web links for some readings that will not be distributed as a hard copy in class. If you have difficulty with the "Blackboard" system, please see me for assistance.

**Academic Integrity:** (please see related discussion pp. 133-34 in the FMU student handbook)

Plagiarism, just like cheating on an exam or a quiz, is an academic crime. All of these violations are a threat to the intellectual life of a university and will be addressed with appropriate sanctions.

**What is plagiarism??**

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, a student must not adopt or reproduce ideas, words or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge indebtedness whenever he/she does any of the following:

- a) quotes another person's actual words, either oral or written
- b) paraphrases another person's words, either oral or written
- c) uses another person's idea, opinion or theory
- d) borrows facts, statistics, or other illustrative material, unless the information is common knowledge

**How to Avoid Plagiarism**

- a) put in quotations everything that comes directly from a text, even when taking notes
- b) paraphrase cautiously, do not just re-arrange a few words, but re-write the ideas in your own words and remember that paraphrases must still be acknowledged
- c) be careful with information from the WWW sites, do not simply "cut and paste"
- d) when in doubt, speak with me or consult the FMU writing center

**FRANCIS MARION UNIVERSITY:  
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School History Department Date 9/11/2006  
Course No. or level 331 Title Modern British Isles  
Semester Hours 3 Clock hours: 3 Lecture X Laboratory \_\_\_\_\_  
Prerequisites One 200-level course or permission of the Department  
Enrollment expectation 20

Indicate any course for which this course is a (an) **(This is a new course)**

Modification N/A

Substitute N/A

Alternate N/A

Name of person preparing course description Dr. Christopher Kennedy

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

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2007

Date of School/Departmental approval September 6, 2006

Catalog Description:

**331 Modern British Isles (3)** Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.

No additional faculty or equipment will be required.

Purpose:

3. For whom (generally)?  
History majors, minors, and collaterals and students seeking Humanities credit
  
4. What should the course do for the student?  
The course will enhance student understanding of the peoples and nations that make up the British Isles. The course will also promote critical thinking skills among students through written and oral analysis of historical issues and developments.

Teaching method planned:

Teaching methods include lectures supplemented with PowerPoint presentations and appropriate audio and visual materials. There will be discussion days when we examine primary sources in a seminar format. Methods for assessing students will include midterm examination, final examination, five short quizzes, and two papers.

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

*The Peoples of the British Isles: A New History: From 1688 to the Present* by Stanford E. Lehmborg and Thomas William Heyck is the principal text for the course. Supplementary readings include William Wordsworth's *Tintern Abbey* and D. H. Lawrence's *Odour of Chrysanthemums*. I will also distribute a course-pack of selected documents for class discussions.

I also plan to distribute, via the internet and occasionally in hard copy, other short readings and documents for students to consider. I will use "Blackboard" to communicate with students and to post PowerPoints, images, lecture outlines, and discussion day reflection questions.

Course content:

The course will weave together the histories of England, Ireland, Scotland, and Wales and their peoples while tracing social, economic, cultural, and political history from the late Middle Ages to the present. Salient themes and topics include

- The physical setting and historical background of the individual nations and peoples of the British Isles
- Late medieval England, Scotland, Wales, and Celtic Ireland
- The interrelations and ultimate political union of Great Britain
- Developments in kingship and the origins of Parliament
- The Reformation and its impact upon the British Isles
- The Stuarts' showdown with Parliament and the creation of a constitutional monarchy
- British imperial and economic growth and preeminence in the 18<sup>th</sup> and 19<sup>th</sup> centuries
- Effects of the "dual revolutions" of the 18<sup>th</sup> century upon Britain
- Industrial society and the need for social and political reform
- Impact upon the British Isles of the "isms" of the 19<sup>th</sup> century: liberalism, socialism, communism, and nationalism
- The first attempt at imperial devolution: home rule and Anglo-Irish relations

- Social, intellectual, political, economic, moral, and artistic expressions of the Victorian age
- Edwardian Britain and the “sunset world” on the eve of the Great War
- Impact of World War I and its aftermath upon British society
- Rebellion in Ireland: Easter 1916, the Anglo-Irish war, settlement, and partition of Ireland
- Interwar Britain: social, political, artistic, and economic developments
- The road to World War II and Britain in World War II
- Post World War II Britain: development of the welfare state and the retreat from empire
- Contraction of British industrial power and the shift to a service-based economy
- Decline of social Victorianism and the rise of Modernism: the climax of class society in Britain and the blurring of class lines after the 1960s social revolutions
- The renewed “Irish Question” from the troubles of the 1960s to the Good Friday accords
- Contemporary Britain and Europe: the European Union, Euro, “Chunnel”, and impacts upon the British Isles
- Britain in the new millennium: the devolution of regional authority to Wales and Scotland and the future of the British Isles

# Modern British Isles

Francis Marion University

Semester:

Times:

Room:

Instructor: Dr. Christopher Kennedy

## I. Course Description

331 Modern British Isles (3) **Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 200-level course or permission of the department is prerequisite to all history courses above the 299 level.**

## II. Course Objectives and Learning Outcomes

Through lectures, PowerPoints, videos and seminar-style discussion days, each student taking this course will become familiar with the fundamental historical chronology, political and social development of the British Isles. The course will weave together the histories of England, Ireland, Scotland, and Wales and their peoples as we trace the social, economic, cultural and political history from the late Middle Ages to the present, analyzing the relationships, differences and similarities of the four areas. Salient themes and topics to be discussed will include:

- The physical setting and historical background of the individual nations and peoples of the British Isles
- Late Medieval England, Scotland, Wales and Celtic Ireland
- The interrelations and ultimate political union of Great Britain
- The new developments in Kingship and the origins of Parliament
- The Reformation and the its impact upon the British Isles
- The Stuarts' showdown with Parliament and the creation of a Constitutional Monarchy
- British Imperial and economic growth and preeminence in the 18<sup>th</sup> and 19<sup>th</sup> centuries
- The effects of the "dual revolutions" of the 18<sup>th</sup> century upon Britain
- Industrial society and the need for social and political reform
- The impact of the "isms" of the 19<sup>th</sup> century upon the British Isles
- The first attempt at Imperial devolution: Home Rule and Anglo-Irish relations
- The social, intellectual, political, economic, moral, and artistic expressions of the Victorian age
- Edwardian Britain and the "sunset world" on the eve of the Great War
- WWI and its aftermath upon British society
- Rebellion in Ireland: Easter 1916, the Anglo-Irish war, settlement, and partition of Ireland
- Interwar Britain: social, political, artistic, and economic developments
- The road to WWII – from Munich to the Blitz, Britain and WWII
- Post WWII Britain: the development of the welfare-state and the retreat from Empire
- The contraction of British industrial power and the shift to a service-based economy
- The decline of social Victorianism and the rise of Modernism: the climax of class society in Britain and the blurring of class lines after the 1960s social revolutions.
- The renewed "Irish Question" from the Troubles of the 1960s to the Good Friday accords
- Contemporary Britain and Europe: the EU, Euro, Chunnel and impacts upon the British Isles
- Britain in the new Millennium, the devolution of regional authority to Wales and Scotland, the future of the British Isles?

Throughout, this course will explore the intersecting histories of each nation and how they were shaped by being part of a multiple kingdom as well as by their own internal dynamics. Upon completion of this course, each student will understand and be able to articulately discuss in some detail both verbally and in written form the historical development, multi-layered narrative, and complex relationship of those peoples and nations that make up the British Isles.

### III. Course Readings

**Texts: #1.** *The Peoples of the British Isles: A New History: From 1688 to 1870*

by Stanford E. Lehmberg, Thomas William Heyck ISBN# 0925065552

**#2** *The Peoples of the British Isles: A New History: From 1870 to the Present*

by Stanford E. Lehmberg, Thomas William Heyck ISBN# 0925065560

**Discussion Days readings/documents** A Course-pack of selected documents as well as electronic posting of documents on the Blackboard educational web-based system will be also used for class readings/discussions. These will include such offerings as:

William Wordsworth's *Tintern Abbey*, D.H. Lawrence's *Odour of Chrysanthemums*, Matthew Arnold's *Dover Beach*, The Great War Poets (selections), Vera Britain's *Testament of Youth* (selections), T.S. Eliot's *The Waste Land* (selections), George Orwell's *The Road to Wigan Pier* (selections), and Orwell's *Shooting an Elephant* as well as others.

### IV. Course Requirements and Assessment

There will be one mid-term exam and a final examination. There will be five (5) in-class very short quizzes. In addition to the exams and quizzes, there will be two out of class writing assignments. One is a précis on either Vera Britain's *Testament of Youth* or George Orwell's *The Road to Wigan Pier*. This is to be only 1 to 2 (max.) typed pages in length, consisting of the main points expressed in the work. The second writing assignment will involve an in-depth research paper on some aspect of the British Isles. Please pick your topic as soon as you feel comfortable with it – comfortable, in that you can adequately find the sources to examine your topic. Please discuss your paper topic with myself for suitability and/or feasibility. There are three components to the Paper, and they are as follows:

**1. The Cursory Report (written and oral)**

**Due Date:**

This report to be 1 to 2 pages in length, and it should contain your chosen topic for your paper, why you selected it, and what questions will be addressed. Additionally this report should include an early list of sources to be consulted and/or examined. The written component of this report is due in class the same day this report is presented to the class in an informal talk to the group.

**2. The Oral Report on the Semester Paper (oral)**

**Dates:**

This is to be a well organized, presentation of your paper that includes your research carried out and the conclusions reached. You are free to utilize any audio/visual materials such as

PowerPoint technology, music, videos, maps, overheads, handouts, etc., etc. to enhance and assist you in your presentation. A Presentation schedule will be distributed at a later date.

**3. The Paper (written)**

**Due Date:**

Each student will produce an in-depth research paper on a topic concerning the British Isles Irish. Paper length is to be from 7 to 10 pages maximum, utilizing primary sources as well as significant secondary works and incorporating a well documented bibliography. Stylistic requirements and additional information on the paper will be distributed at a later date.

<u>V. Grading</u>	<u>% of final grade</u>
7. Five (5) quizzes	10%
8. Mid-Term Examination	20%
9. Final Examination	25%
10. Précis on <i>Testament of Youth</i> or <i>The Road to Wigan Pier</i>	10%
11. Paper/project	
1. Cursory report	05%
2. Oral presentation	10%
3. Written Paper	<u>20%</u>
	100%

**VI. Semester Calendar**

DATE(s)      **Discussion:** Class Introduction, syllabus, my and your expectations, the Meaning of History, and the use of Sources

**Discussion:** The British Isles: the physical setting, and the earliest inhabitants, Roman Britain and Wales, Celtic Scotland and Ireland.

**Readings: pp. 3-51text**

**Discussion:** Historical background continued - The Angle, Saxon, Jute, and Celtic Kingdoms pre-1066, cultural assimilation, The Norman conquest and subsequent Anglo-Norman assimilation

**Readings: pp. 51-121 text and additional readings in Course pack**

**QUIZ 1.**

**Discussion:** Late Medieval England, Scotland, Wales and Celtic Ireland

**Readings: pp. 127-159 text and Course pact**

**Discussion:** The new developments in Kingship and the growth of Parliament

**Readings: pp. 169-200 text**

**Discussion:** The 100 year's War, the War of the Roses, the Tudor settlement

**Readings: pp. 122-138 and 217-234 text**

**Discussion:** The Reformation and the its impact upon the British Isles

**Readings: pp. 139-150 and 235-250 text and Course pack**

**QUIZ 2.**

**Discussion:** The Stuart dynasty and the showdown with Parliament (Part One) The Civil War, Interregnum, and Commonwealth

**Discussion:** The Stuart dynasty and the showdown with Parliament (Part Two) The Restoration, The “Glorious Revolution” and the rise of a Constitutional Monarchy

**Readings:** pp. 217-234 and 319-333 text and additional readings in Course pack

### MID-TERM EXAMINATION

**Discussion:** The British overseas Empire and its troubles in the 18<sup>th</sup> century, The Second 100 year’s War and conflict for global domination, Intellectual and artistic developments of the 18<sup>th</sup> century

**Readings:** pp. 251-268 and 307-319 text and additional readings in Course pack

**Discussion:** The Industrial Revolution, Social unrest and the movements for reform in the 19<sup>th</sup> century, The impact of the “isms” of the 19<sup>th</sup> century upon the British Isles

**Readings:** pp. 269-306 text and additional readings in Course pack

### QUIZ 3.

**Discussion:** The reluctant United Kingdom and the Celtic fringe – Ireland and Scotland in the 18<sup>th</sup> and 19<sup>th</sup> centuries

**Readings:** pp. 319-370 and 467-510 text and Course pack

DATE(s)

**Discussion:** Victorian Britain, the social artistic, moral, political and Imperial developments of Victoria’s reign

**Readings:**

**Discussion:** The Edwardian period and the “sunset world” on the eve of the Great War, Britain and WWI, the impact upon British society, War Poets, Vera Britain.

**Readings:** Selections from *Testament of Youth* and the Great War Poets

### QUIZ 4.

**Précis Due**

**Discussion:** Britain between the wars: social, political, artistic, and economic developments

**Readings:**

**Discussion:** British interwar foreign policy: the policy of appeasement and the start of WWII – from Munich to the Blitz

**Readings:**

**Discussion:** Britain and the Second World War, Churchill, and the Grand Alliance.

**Readings:**

**Discussion:** Post WWII shift, the development of the welfare-state, Imperial devolution and the retreat from Empire: India, Palestine, Suez, End of Empire in the East and Africa, devolution and the British psyche, the British Commonwealth.

**Readings:** pp. 386-466 and 542-587 text and additional readings in Course pack

### QUIZ 5.

**Discussion:** Domestic Britain: The contraction of British industrial power and the shift to a service-based economy, The decline of social Victorianism and the rise of Modernism: the climax of class society in Britain and the blurring of class lines after the 1960s social/cultural revolutions.

**Discussion:** Britain enters the new Millennium, the Renewed “Irish Question”, the transfer of Hong Kong, the EU, Euro, Chunnel and impacts upon the British Isles. Britain in the new Millennium, the devolution of regional authority to Wales and Scotland, the future of the British Isles?

**Readings:** pp. 525-541 and 588-622 text and Course pack

**Paper Presentations groups 1 and 2**

**Paper Presentations (if needed) groups 2 and 3**

## FINAL EXAMINATION

### VII. Contact Information

Dr. Christopher Kennedy  
Office: 209 Founders Hall  
Phone: 661-1557  
E-mail: [ckennedy@fmarion.edu](mailto:ckennedy@fmarion.edu)  
Office Hours:

### VIII. Academic Support Network

**The Tutoring Center:** is a free service provided to students. It is located in the Study Hall of the Housing office Building. Call 661-1675 for information.

**The FMU Writing Center:** offers tutoring services and writing workshops. It is located in Founders Hall 114-C. Call 661-1528 for more information

### IX. Additional information

**Class Attendance:** Attendance at classes, both lecture and discussion days, is strictly required. Students should notify the professor, if for reasons beyond their control, they will be absent from class for any extended period. There will be No make-ups given for unexcused absences. Please contact me beforehand if you are unable to attend a lecture, discussion day or exam for suitable arrangements.

**Examinations and Quizzes:** The Examination format will consist of objective, fill-in, matching, and short identification as well as essays. Quiz format will include objective, True and False, and identification questions as well as some map work. You will be informed what the exam format will be on the lecture day prior to the exam. The Final Examination will include major themes covered in the course of the semester as well as information since the Mid-Term Exam.

**Assigned Readings:** During lectures and most importantly in discussions, references will be made to assigned readings from the required texts/documents. It is expected that these readings will have been completed before class. Please print out those readings posted on web links and bring the “hard copy” to class. Failure to read your assigned texts makes the discussion impossible and diminishes the learning experience for yourself and others.

**Course Web Page:** Each student will have to enroll themselves into the course via the “Blackboard” web-based education system. The System contains such valuable information as class announcements, course documents such as the syllabus and the necessary web links for some readings that will not be distributed as a hard copy in class. If you have difficulty with the “Blackboard” system, please see me for assistance.

**Academic Integrity:** (please see related discussion pp. 133-34 in the FMU student handbook)  
Plagiarism, just like cheating on an exam or a quiz, is an academic crime. All of these violations are a threat to the intellectual life of a university and will be addressed with appropriate sanctions.

### **What is plagiarism??**

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, a student must not adopt or reproduce ideas, words or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge indebtedness whenever he/she does any of the following:

- a) quotes another person’s actual words, either oral or written
- b) paraphrases another person’s words, either oral or written
- c) uses another person’s idea, opinion or theory
- d) borrows facts, statistics, or other illustrative material, unless the information is common knowledge

### **How to Avoid Plagiarism**

- a) put in quotations everything that comes directly from a text, even when taking notes
- b) paraphrase cautiously, do not just re-arrange a few words, but re-write the ideas in your own words and remember that paraphrases must still be acknowledged
- c) be careful with information from the WWW sites, do not simply “cut and paste”
- d) when in doubt, speak with me or consult the FMU writing center

**FRANCIS MARION UNIVERSITY:  
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School History Department Date 9/12/2006  
Course No. or level 332 Title British Empire  
Semester Hours 3 Clock hours: 3 Lecture X Laboratory \_\_\_\_\_  
Prerequisites One 200-level course or permission of the Department  
Enrollment expectation 20

Indicate any course for which this course is a (an) **(This is a new course)**

Modification N/A  
Substitute N/A  
Alternate N/A

Name of person preparing course description Dr. Christopher Kennedy

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

Provost's Signature \_\_\_\_\_

Date of Implementation: Spring 2007

Date of School/Departmental approval: September 6, 2006

Catalog Description:

**332 British Empire** (3) Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

No additional faculty or equipment will be required.

Purpose:

5. For whom (generally)?  
History majors, minors, and collaterals and students seeking Humanities credit
  
6. What should the course do for the student?  
The course will enhance student understanding of the complex origins, full-fledged glory, difficult and oftentimes disingenuous nature, and legacies (both negative and positive) of the British Empire. The course will also promote critical thinking skills among students through written and oral analysis of historical issues and developments.

Teaching method planned:

Teaching methods include lectures supplemented with PowerPoint presentations and appropriate audio and visual materials. There will also be discussion days when we examine primary sources in a seminar format.

Methods for assessing students will include midterm examination, final examination, five short quizzes, and two papers.

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

*Rise and Fall of the British Empire* by Lawrence James is the principal text for the course. Supplementary texts are *Heart of Darkness* by Joseph Conrad, *Things Fall Apart* by Chinua Achebe, and *Imperialism: A Study* by J. A. Hobson. A course-pack of selected documents for class discussion will also be distributed.

I also plan to distribute, via the internet and occasionally in hard copy, other short readings and documents for students to consider. I will use “Blackboard” to communicate with students and to post PowerPoints, images, lecture outlines, and discussion day reflection questions.

Course content:

Students will become familiar with the fundamental historical chronology, geographic development, and ultimate dissolution of the British Empire. Notable topics include

- Origins of the empire, the domestic situation in England, and key preconditions for overseas exploration and expansion
- Rise and fall of the First British Empire in the Americas: plantations, colonization, origins of a New World man, and revolutions
- Mercantilism, free trade, and the economic buildup of the empire
- New directions for the empire: abolition of slavery and founding the Second British Empire with the “swing to the East”
- The British in India: Orientalists vs. Westernizers, the Sepoy Mutiny and its aftermath
- Empire in the Far East and Oceania: inroads into China, colonization of Australia and New Zealand.
- Western imperialism and the scramble for Africa: empire along the Nile, Suez, Sudan, East and West Africa
- Cape Colony, the Boers, the Boer War, and the Union of South Africa
- First attempt at imperial devolution: home rule, Ireland, and revolt

- The empire at war: World War I, World War II, and imperial defense
- Post World War II imperial devolution: India, Palestine, Suez, Africa, and consequences of devolution for the British psyche
- The empire in the last third of the twentieth century: formation of the British Commonwealth of Nations, Falkland Islands War, handover of Hong Kong, and troubles in Northern Ireland
- Summation: pros and cons of the British Empire, lessons learned, and the problems of neo-colonialism

# History of the British Empire

Francis Marion University

Semester:

Times:

Room:

Instructor: Dr. Christopher Kennedy

## I. Course Description

**332 British Empire (3)** Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 200-level history course or permission of the department is prerequisite for all history courses above the 299 level.

## II. Course Objectives and Learning Outcomes

Through lectures, PowerPoints, videos and seminar-style discussion days, each student taking this course will become familiar with the fundamental historical chronology, geographic development and ultimate dissolution of the British Empire. Notable topics of concentration discussed will include the origins of and necessary preconditions for empire, the first British Empire in the Americas, Mercantilism, Free Trade and the economic building of an Empire, the swing to the east and British Imperial endeavors in Singapore, Burma, Hong Kong, the Indian subcontinent, Africa and the Near East. Additionally and significantly one key area under consideration for the course will be the social and psychological impact of Imperialism upon both native cultures under colonialism and the imperial mother country. Lastly, the course will study the empire at war and peace, the post war dissolution and the formation of the British Commonwealth of Nations.

Upon completion of this course, each student will understand and be able to articulately discuss in some detail both verbally and in written form the rise and fall of the British Empire and its impact upon society in the British Isles as well as the world.

## III. Course Readings

**Texts:** *The Rise and Fall of the British Empire* by Lawrence James

*Heart of Darkness* by Joseph Conrad

*Things Fall Apart* by Chinua Achebe

A Course-pack of selected documents for class discussion will also be distributed.

## IV. Course Requirements and Assessment

There will be one mid-term exam and a final examination. There will be five (5) in-class very short quizzes. In addition to the exams and quizzes, there will be two out of class writing assignments. One is a précis on the Joseph Conrad work *Heart of Darkness* or *Things Fall Apart* by Achebe. This is to be only 1 to 2 (max.) typed pages in length, consisting of the main points expressed in the work. The second writing assignment will involve an in-depth research paper on some aspect of the British Empire.

For the semester paper, the topic is completely open as long as it pertains to some aspect of British Imperialism, which in itself is a huge topic, covering an extended span of time and geographic range. I would suggest you concentrate on one colony/dominion and explore that region in regards to either the British interest in getting into and conquering the region in the first place or the other end of the story, the withdrawal of the British presence, de-colonization and post-colonization and all the problems that that entailed. If you run into any difficulties or have questions please see me.

Make up quizzes and exams will be given at the discretion of the instructor. There will be no make-ups given for un-excused absences except in the event of an emergency. Please contact me before hand if any schedule conflict arises.

<u>V. Grading</u>	<u>% of final grade</u>
12. Five (5) quizzes	10%
13. Mid-Term Examination	20%
14. Final Examination	30%
15. Précis on <i>Heart of Darkness</i> or <i>Things Fall Apart</i>	10%
16. Paper	25%
17. Participation in class discussion and attendance	<u>5%</u>
	100%

**VI. Semester Calendar**

- DATE(s)      **Discussion:** Class Introduction, syllabus, readings, discussion and assessment format, class expectations - yours and mine.
- Discussion:** The origins of Empire, the domestic situation in England and key preconditions needed for overseas exploration and expansion.  
**Readings: pp. 3-51 text**
- Discussion:** The rise and fall of the First British Empire in the Americas: plantations, colonization, origins of a new world man and revolt.  
**Readings: pp. 51-121 text and additional readings in Course pack**
- Discussion:** New directions for the Empire, the founding of the 2<sup>nd</sup> British Empire, an Empire of free trade, and the abolition of slavery.  
**Readings: pp. 169-200 text**
- Quiz 1.**  
**Discussion:** The British in India to 1857. Orientalists vs. Westernizers  
**Readings: pp. 122-138 and 217-234 text and Course pack**
- Discussion:** Empire in the Far East and Oceania: inroads into China, tea and opium, colonization of Australia and New Zealand.

**Readings: pp. 139-150 and 235-250 text and Course pack**

**Quiz 2**

**Discussion:** The Jewel in Victoria's crown: The Raj to 1911.

**Readings: pp. 217-234 and 319-333 text and additional readings in Course pack**

**\*\*Midterm Examination**

**Discussion:** Western Imperialism and the scramble for Africa, Empire along the Nile, Suez, the Sudan, east and west Africa.

**Readings: pp. 269-306 text and additional readings in Course pack**

DATE(s)

**Discussion:** Cape Colony, the Boers, the Boer War and the Union of South Africa.

**Readings: pp. 251-268 and 307-319 text and additional readings in Course pack**

**\*\*Heart of Darkness / Things Fall Apart Précis is due**

**Quiz 3**

**Discussion:** Conrad and Achebe's text and additional works on the pros and cons of Imperialism.

**Readings: excerpts of Hobson, Lenin, Kipling, Morel and the speeches of Joseph Chamberlain**

**Discussion:** The first attempt at Imperial devolution: Home Rule, Ireland, and revolt.

**Readings: pp. 371-385 text**

**Discussion:** The Empire at war: World War One, and Imperial defense.

**Readings: pp. 319-370 and 467-510 text and Course pack**

**Discussion:** Post Great War settlement, the League of Nations mandates and imperial necessity. The interwar period and Imperial developments World War Two and the problems of imperial defense

**Readings: pp. 319-370 and 467-510 text and Course pack**

**Quiz 4**

**Discussion:** Imperial devolution: India, Palestine, Suez, End of Empire in the East, Devolution and the British psyche.

George Orwell's *Shooting an Elephant*

**Readings: pp. 386-466 and 525-622 text and additional readings in Course pack**

**Quiz 5**

**Discussion:** Devolution continued, the Retreat from Empire, African nationalism, the British Commonwealth, the last hurrah - the Falkland Islands war, handover - Hong Kong, the uneasy peace - Northern Ireland and the final dissolution of Empire.

**Readings: pp. 386-466 and 525-622 text and additional readings in Course pack**

**\*\*Semester Paper Due**

**Discussion:** The summation: the Pros and cons of the British Empire, lessons learned and the problems of neo-colonialism today and the article *Imperialism and the Dilemma of Power*

**Readings: pp. 386-466 and 525-622 text and additional readings in Course pack**

**\*\*Final Examination**

**VII. Contact Information**

Dr. Christopher Kennedy  
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**IX. Additional information**

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**Examinations and Quizzes:** The Examination format will consist of objective, fill-in, matching, and short identification as well as essays. Quiz format will include objective, True and False, and identification questions as well as some map work. You will be informed what the exam format will be on the lecture day prior to the exam. The Final Examination will include major themes covered in the course of the semester as well as information since the Mid-Term Exam.

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- c) uses another person’s idea, opinion or theory
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**FRANCIS MARION UNIVERSITY  
DESCRIPTION OF PROPOSED NEW COURSE**

Department/School: Department of Mathematics, COLA Date: September 25, 2006

Course No. or level: Math 235 Title Mathematics for the Middle School Teacher

Semester hours 3 Clock hours: 3 Lecture 3 Laboratory 0

Prerequisites: Grade of C or higher in Math 230

Purpose: 1. For whom:

**Students choosing the middle school mathematics area of study.**

2. What should the course do for the student?

**Provide the student with a strong mathematical background in order to teach the mathematical content found in the middle-grades curriculum. Prepare the students for the Praxis II Middle School Mathematics test.**

Enrollment expectation 15

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

modification NA  
substitute NA  
alternate NA

Teaching method planned:

Students will be instructed in a variety of teaching methods (i.e. lecture, cooperative-learning, hands-on materials, calculators, and computer software).

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

**New publication**

Name of person preparing course description BILL WHITMIRE

Department Chairperson's Signature \_\_\_\_\_

Dean's Signature \_\_\_\_\_

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

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

Catalog description:

**235 Mathematics for the Middle School Teacher (3) (Prerequisite: Grade of C or higher in Math 230)** Topics include the development of the set of real numbers, problem solving, elementary number theory, rational and irrational numbers, decimals, percents, relations and functions. Math 235 is for students seeking South Carolina Teacher Certification in middle school education with a mathematics area of concentration and is not open to other majors.

Course Content: **See a proposed Syllabus attached.**

## **Math 235: Mathematics for the Middle School Teacher**

**Prerequisites:**

Grade of C or higher in Math 230

**Text: New publication**

**Course Description:**

This course is designed for Middle School Mathematics Education majors and is intended to provide the student with a strong mathematical background in order to teach the mathematical content found in the middle-grades curriculum. Students will be instructed in a variety of teaching methods (i.e. cooperative-learning, hands-on materials, calculators, and computer software). The development of the student's ability to communicate mathematically through reading, writing and discussing ideas will be strongly emphasized along with the cultural, historical, and scientific applications of mathematics. Topics will include the development of the set of real numbers, problem solving, elementary number theory, rational and irrational numbers, decimals, percents, relations and functions.

**Course Objectives:**

Upon completion of this course the student will be able to:

- ◆ discover patterns and learn to reason inductively;
- ◆ use problem solving techniques;
- ◆ understand the definition of function and use function notation;
- ◆ work with whole numbers and integers and demonstrate knowledge in numeration;
- ◆ develop alternative algorithms for addition, subtraction, multiplication, and division
- ◆ extend their understanding of integer operations to rational and irrational numbers;
- ◆ understand the system of integers and elementary number theory;
- ◆ solve equations and inequalities on the domain of rational numbers;
- ◆ use proportional reasoning as a tool for computation and to solve word problems;
- ◆ estimate computations in order to check accuracy of calculator computations;
- ◆ use formulas and spreadsheets to compute interest, loan payments, and solve other consumer related problems;

In addition to these objectives, the course attempts to adhere to the Department of Education's conceptual framework of prepares caring and competent teachers for the 21<sup>st</sup> Century

**Calculator:**

The TI-73 graphing calculator designed for the middle grades is an excellent calculator for those students planning to teach in grades 5-8. Other graphing calculators such as the TI-83, or TI-84 may be used by the student.

**Attendance/Tardies:**

Attendance is necessary if you are to succeed in this class. Absences should be for emergencies only. If you miss more than 6 class periods, a grade of *F* or *W* will be assigned. Class starts on time and students are expected to be prepared for class.

**Evaluation:**

Assignments (problem-sets, reports, projects, and quizzes) will be given and graded. All work is expected to be neat and orderly and turned in on due date. Participation is an integral part of the course and is defined as:

- ❖ a. working in groups on projects and worksheets
- ❖ b. working problems from handouts as well as the textbook
- ❖ c. demonstrating solution sets to the class
- ❖ d. participating in class discussions.

A 10% penalty (*per day*) will be given for major assignments turned in late. There will be 4 major tests as well as a cumulative final exam. If you have an emergency on a scheduled test day, you are required to talk with me prior to the test. *Any student missing the exam without the written excuse from the Provost will be assigned a grade of F.*

The final grade average:

<b>A</b> (93%-100%)	<b>B+</b> (86%-92%)	<b>B</b> (80%-85%)	<b>C+</b> (75%-79%)
<b>C</b> (70%-74%)	<b>D+</b> (65%-69%)	<b>D</b> (60%-64%)	

and will be determined as follows:

Quizzes/Reports 30%,            Test 45%,            Final exam 25%

**DESCRIPTION OF PROPOSED NEW COURSE**

Department/School Sociology Date 9/19/06

Course No. or level 346 Title Crime and Organizations

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology

Enrollment expectation 25 per section

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 Lisa A. Eargle

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

Provost's Signature \_\_\_\_\_

Date of Implementation: Summer I, 2007

Date of School/Department approval: September 20, 2006

Catalog description:  
Exploration of the types of crime committed within, by, and against organizations, characteristics of crime perpetrators, their activities, and impacts on society, as well as explanations for why these crimes exist and approaches used to combat these crimes

Purpose: 1. For Whom (generally?)

This course is designed for students who have an academic or career

interest in criminal activity, especially those who are pursuing the Criminal Justice Concentration in Sociology or Political Science.

2. What should the course do for the student?

It will inform students of the different types of crime that take place within or are perpetrated by organizations, the explanations for why these crimes exist, who is likely to engage in these activities, the consequences of these crimes for individuals, organizations, and society, and approaches that are being used to combat it. The course will also assist students in improving their research and oral communication skills via papers and presentations.

Teaching method planned: Lecture and discussion; student projects and presentations

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

Lyman and Potter's Organized Crime, 3rd edition. Prentice Hall.

Friedrichs' Trusted Criminals: White Collar Crime in Contemporary Society, 3rd edition. Wadsworth.

Course Content:

- I. Individuals Who Use Organizations to Commit Crimes: White Collar Criminals
  - A. Definition, Measurement, and Methods for Studying White Collar Crime
  - B. Explanations/Theories for White Collar Crime
  - C. Types of White Collar Crime
  - D. Characteristics of White Collar Criminals
  - E. Costs and Consequences of White Collar Crime
  - F. Ways of Responding to White Collar Crime: Prevention, Policy, Enforcement, and Penalties
  
- II. Legitimate Organizations That Commit Crime
  - A. Types of Crimes Committed
  - B. Types of Organizations That Commit These Crimes
  - C. Factors Contributing to These Crimes
  - D. Costs and consequences of These Crimes
  - E. Ways of Responding to These Crimes: Prevention, Policy, Enforcement, and Penalties
  
- III. Organizations as Crime Victims
  - A. Types of Crime Committed Against Organizations
  - B. Factors Contributing to These Crimes
  - C. Characteristics of Perpetrators
  - D. Costs and Consequences of These Crimes

- E. Ways of Responding to These Crimes: Prevention, Policy, Enforcement, and Penalties
- IV. Organized Crime: Mob, Mafia, Gangs, and Terrorists
- A. Types of Organized Crime
  - B. Explanations/Theories About Organized Crime
  - C. Activities Conducted by Organized Crime
  - D. Characteristics of Organized Crime Members
  - E. Costs and Consequences of Organized Crime
  - F. How to Respond to Organized Crime: Prevention, Policy, Enforcement, and Penalties

SOC 346: CRIME AND ORGANIZATIONS  
Summer I, 2007

Instructor: Dr. L.A. Eargle  
Office and Office Hours: FH 240; M – Th 9:00 – 10:00 or by  
appointment  
Phone and e-mail: (843) 661-1653 and [leargle@fmarion.edu](mailto:leargle@fmarion.edu)

Textbook (**REQUIRED**): Lyman and Potter's Organized Crime, 3<sup>rd</sup> edition  
Friedrichs' Trusted Criminals, 2<sup>nd</sup> edition.

### COURSE DESCRIPTION

This course explores the relationship between crime and organizations in society. We will examine white collar crime, legitimate organizations that commit crimes, organizations as victims of crime, and criminal organizations. In doing so, we will discuss the types of crimes committed, who commits them, why these crimes occur, the costs/consequences of these crimes, and ways of responding to these crimes. The class format will consist of lecture and discussion.

### COURSE ASSIGNMENTS

During the semester, 4 exams, a paper, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

#### Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 4 essay questions. Each multiple choice item will be worth 2 points, for a total of 40 points. Each essay item will be worth 15 points, for a total of 60 points. The material for the exams will come from course lectures, the textbook, and any other additional readings that may be assigned.

In the class meeting prior to each exam, a review sheet will be handed out and questions regarding the material on that sheet will be addressed. The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items. You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on July 2. Otherwise, a grade of

ZERO will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Extra credit work will NOT be assigned. Grades of Incomplete will NOT be assigned. Each exam is worth 15 percent of your final grade, with all 4 exams together counting for 60 percent of the final course grade.

Paper:

You will select a white collar criminal (such as Martha Stewart), an organization that been involved in crime (such as Al-Qaeda or Enron), or crime event that has occurred against an organization (such Tylenol tampering case of the 1980s) to examine in your paper. If you select an individual to examine in your paper, you should describe the characteristics of that person, the type of position and responsibilities that person had in an organization, the kinds of activities he/she engaged in, reasons why he/she committed these crimes, and the consequences his/her crime of his/her crime on organizations and society.

If you select an organization to examine in your paper, you should discuss how the organization is structured (positions, roles), the characteristics of people involved in this organization, the kinds of activities the organization participates in/sponsors, the impact this organization has on society, and how their illicit activities have been combated by the government and law enforcement. You should also apply the theories discussed in class to explaining why this organization exists and how it functions.

If you select a crime event committed against an organization to examine in your paper, you should discuss important aspects/characteristics of the event, who was involved in committing the crime, explanations for why the crime occurred, its impact on the organization and society, and ways of dealing with this type of crime.

The paper grade will be worth 30 percent of the final course grade. The papers are due July 2 at the beginning of class. **NO LATE PAPERS WILL BE ACCEPTED.**

All references used in the writing of this paper, including the textbook, should be cited using the American Sociological Association (ASA) format. Papers that do NOT contain citations and a reference page will be assigned a grade of ZERO. The paper should be a minimum of 8 pages long (not including reference and title/cover pages). 10 points will be subtracted from the paper grade for every page it is short of the required 8 pages. You should also use 10 or 12 point font type, with 1 inch margins, lines double spaced, and printed with black ink onto white paper. Papers handwritten, typed in purple, printed on yellow paper, or otherwise having an unprofessional appearance will NOT be accepted.

Presentation:

Near the end of the semester, each student will give a 10 minute presentation to the class on his/her paper. Use of PowerPoint or other means of displaying information is strongly encouraged. A sign-up sheet of presentation dates will be circulated in class in late October/early November. There will be NO make-ups for the class presentation. You are required to present on the day for which you signed up. The presentation is worth 10 percent of the final course grade.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those who miss 2 or fewer classes and have a 60+ average on course assignments, a ½ letter grade bonus will be added to the final course grade (a B+ becomes an A). For those who miss 3 classes, their grades will not be impacted. Those individuals missing 4 or more classes will have 3 points subtracted from their final course average for every class missed beyond 3 classes (you miss 7 classes, then you lose 12 points; hence a 90 average becomes an 78 average).

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT automatically drop students from the course for excessive absences.

**COURSE GRADES**

Final course letter grades will be based upon the weighted average of your exam, paper, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 – 100    B+ = 86 – 89    B = 80 – 85    C+ = 76 – 79    C = 70 – 75    D+ = 66 – 69  
D = 60 – 65    F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates). Extra credit work will not be accepted.