

Miyazaki International University
Course Syllabus
(Spring Semester, 2023)

Course Title (Credits)	British Thought and Culture
Course Designation	ASE356
Content Teacher	
Instructor	Felix A. Jiménez Botta
E-mail address	fjimenez@sky.miyazaki-mic.ac.jp
Office/Ext	211
Office hours	T/R: 9:30-11:00 AM, and by appointment.

<p>Course Description:</p> <p>From the late-17th century onwards, the British Isles became an exporter of settlers to North America and Australia. Then, as the country industrialized and became thoroughly transformed, it came to dominate large parts of Asia and Africa. This was an important phase in world history, and it had an enormous impact on British history itself. British thought and culture also had an important impact on the history of Japan in the 19th century. In the first half of the 20th century, the fortunes of the British Empire reversed, but British thought remained greatly influential. This course will introduce students to history of British thought and the culture of British industrialization and imperialism from the 17th to the 20th centuries.</p> <p>The first unit of this course will trace the history of Britain's economic and imperial rise from the mid-17th and into the 19th century. We will discuss ideas about rights, society, and economics. Then, we will analyze the process of industrialization of the British Isles and the intellectual debates that emerged from this process. The second unit will analyze the impact of scientific thought and the rise of imperialist ideology in the latter 19th century. We will also discuss the thought of Fukuzawa Yukichi and the impact of British and western thought on him and others like him, and on the modernization of Japan during the Bakumatsu and Meiji periods. The fourth unit will be concerned with Britain in the 20th century. We will study the impact of WWI on the British Empire, Keynesian Economics, the ideas of Friedrich von Hayek, the counterculture of the 1960s–70s, and Thatcherism.</p>
<p>Course Objectives:</p> <p>I. Overall Objectives:</p> <p>This course will focus on developing students' abilities to think critically and creatively, to communicate effectively, to work well with others, and to improve their English-speaking and reading skills. To enhance these skills, students will analyze a wide variety of texts, poetry, songs, and art that illustrate important cultural and political developments. Students will gain the tools to critically engage with art and popular culture from a historical perspective.</p> <p>II. Learning Content:</p> <p>Students will gain a solid understanding of British thought, history, and culture from 1650 to the 20th century. Students will also demonstrate competency about the role of class, gender, and race in their writing assignments</p>

and in-class discussions. Students will also learn about the nature of historiography and historical argumentation.

III. Attainment Objectives:

Students will be able to improve the essential skills of reading carefully, writing analytically, and conducting qualitative research.

IV. Additional Objectives:

Students will level up their participation, discussion, and critical thinking skills through in-class activities.

Active Learning

1-(3) Written paraphrases and summaries

2-(3) Presentations

4-1 Interactive Lectures

4-9 Group Work on Questions

4-10 Think-Pair/Group-Share

Course Schedule:







Day	Topic	Content/Activities
1	Introduction to the Course	Discuss syllabus and course objectives. Discuss reading techniques and nature of assignments
2	Unit 1: Foundations of British Thought and Culture. From the Magna Charta to Hobbes.	The Magna Charta Reading 1, part 1: The thought of Thomas Hobbes
3	Unit 1: John Locke and the English Bill of Rights	Group work Think-pair-share
4	Unit 1: British social hierarchy in the 17 th century, and migration flows.	Interactive lecture Group work Think-pair-share
5	Unit 1: Settler Colonialism and Slavery	Interactive lecture Group work. Think-pair-share
6	Unit 1: Mercantilism and the American Revolution.	Interactive lecture Group work. Think-pair-share
7	Unit 1: The French Revolution and Edmund Burke's conservatism	Interactive lecture Group work
8	Unit 2: British Capitalism and the great Divergence: The Conquest of India.	Interactive lecture Group work
9	Unit 2: British Capitalism and the Great Divergence: The Opium Wars.	Interactive lecture Group work Think-pair-share

10	Unit 2: The New Industrial Society and the “Social Question”.	Interactive lecture Group work
11	Unit 2: The challenge to industrial capitalism: Romanticism.	Interactive lecture Group work
12	Unit 2: The challenge to industrial capitalism: Engels and Marx.	Interactive lecture Group work
13	Unit 2: Reformism. Chartism and the Suffragette Movement.	Interactive lecture Group work
14	<i>Research Time</i>	Independent and group work
15	<i>Research Time</i>	Independent and group work
16	<i>Research Time</i>	Independent and group work
17	Unit 3: Science, ideology, imperialism Charles Darwin	Interactive lecture Group work
18	Unit 3: Social Darwinism and Imperialism	Interactive lecture Group work
19	Unit 3: The gender of imperialism. Baden-Powell and the Boy Scouts	Interactive lecture Group work
20	Unit 3: The debate about British colonialism in India.	Interactive lecture Group work
21	Unit 3: Mohandas Gandhi’s thought.	Interactive lecture Group work
22	Unit 3: Fukuzawa Yukichi and Tanizaki Jun’ichiro	Read and analyze: Fukuzawas’ “Datsu-A-Ron” and Tanizaki, “In Praise of Shadows” Interactive lecture Group work
23	Unit 3: The Asia Pacific War and competing imperialisms.	Interactive lecture Group work
24	Unit 4: The impact of the world wars and the Great Depression	Interactive lecture Group work
25	Unit 4: Keynesianism	Interactive lecture Group work
26	Unit 4: Neoliberalism	Interactive lecture Group work
27	Unit 4: The Postwar Counterculture	Interactive lecture Group work
28	Unit 4: The conservative backlash	Interactive lecture Group work

29	Unit 4: Thatcher	Interactive lecture Group work
30	<i>Final Review</i>	
	<i>Final Exam</i>	
Required Materials:		
All materials will be provided by instructor.		
Course Policies (Attendance, etc.):		
<p>Attendance, as such, is not part of the final grade – BUT participation is! Late homework will not be accepted, unless the student has an official reason (absence) preventing the student from submitting the homework on time.</p> <p>Since the work we do in this course is cumulative, your attendance is important. Regular class attendance is required. Students with more than 5 unexcused absences will be asked to withdraw from the class. Excused absences are those that are defined as a confining illness, death in the family, or school-sanctioned event. For an absence to be excused, you need to have written documentation from a doctor or campus-organization sponsor.</p> <p>Please come to class on time. Repeated lateness will be considered an unexcused absence and not only affect participation points and final grade but also your status in the class.</p> <p>3 Times late = 1 absence > 30 minutes late = 1 absence</p>		
Class Preparation and Review:		
<p>Attendance and participation are key ingredients for achieving course objectives. In each class, students will be required to participate extensively. Reading closely for argument will be a central skill that we will nurture during this course. Students will need an estimated 1 hour to read and do homework for each credit hour.</p> <p><i>Scholarship and Academic Integrity</i></p> <p>Students must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work.</p>		
Grades and Grading Standards:		
Participation/Group Discussions: 25 % Other Assignments: 10% Worksheets: 20 % Term Paper: 20% Final Exam: 25 %		
Methods of Feedback:		
Students will receive written feedback for exams and term papers. Worksheets will be graded based on submission and quality of arguments, but students will not receive detailed comments. Depending on class size, all assignments will be graded within 1-2 weeks of submission.		
Diploma Policy Objectives:		
Work completed in this course helps students achieve the following Diploma Policy objective(s):		

- 1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
- 2: The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
- 3: The ability to identify and solve problems
- 4: Advanced communicative proficiency in English
- 5: Proficiency in the use of information technology

Notes:

文部科学省から採択された 大学教育再生加速プログラム 		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					