Cultural Capitals of Britain and Europe – IDH280

Class time: Monday, Tuesday, Wednesday Thursday 10.35-12.35

Name of Faculty: Professors Nicola Boyle, Edward Bujak, David Green, Gerald Seaman and Patti Vilches

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Course Description

Britain is an island nation, yet also part of the continent of Europe. Its proximity to the European mainland has influenced its history, art, architecture, and literature from the Roman period to the present day. And yet British culture also remains separate and distinct.

This course focuses on the points of contact, cultural, and political, between Britain and its European neighbors, as well as the differences which divide them. This course will offer an exploration of your new home, an ‘island nation’, and also allow you to follow in the footsteps of travelers to the Continent in the 18th and 19th centuries. Your travels to such historic and culturally important sites as London, Paris, Florence and Edinburgh will be informed by readings and discussions, which provide an intellectual context and explore critical questions about travel itself.

You will express your responses to the buildings, literature, history, and art you encounter in the form of an assessed portfolio, informed by your own experience as a traveler to the cultural capitals of Britain and Europe.

Credit Hour Policy Statement

The course will be delivered over five weeks. To achieve the requisite number of credit hours for a 3-Credit course and meet the University of Evansville Credit Hour Policy http://acelink.evansville.edu/Links.cfm the course will include:

Fact-to-Face time: Students and faculty will spend a total of 30 hours in seminar, class discussion, group work and workshops at Harlaxton Manor, divided into three, two-hour sessions per week, over five weeks.

These will be complemented by two required local fieldtrips to Burghley House and Lincoln.

Students and supervising faculty also will be taking required fieldtrips (Friday through Sunday) to London, York, Cambridge, Paris, Edinburgh, Rome and Florence. All fieldtrips are linked directly to the course outline and are integral to its assessed component. These fieldtrips are our classrooms for class discussions, group work and workshops outside Harlaxton Manor.

This class therefore, meets the federal credit hour policy of 45-75 hours for each credit hour through a combination of: 1) in class lecture/discussion and group work; 2) required outside study time of a minimum of three hours for each hour of in class time; and 3) supervised fieldtrips in both Britain and Europe.

General Education Objective

None applicable.
Learning Objectives

The course will provide instruction in key British and European cultural, artistic and political developments. By providing a clear academic foundation to the experience of travel it will contribute to the broader process of global awareness that is integral to study abroad at Harlaxton. Students will:

1) Acquire a clear understanding of Britain’s historical and cultural development by studying Britain’s relationship with its European neighbours, by focusing on a number of key locations.

2) Develop a range of intellectual and practical skills, including:
   a. Inquiry/research and analysis
   b. Critical and creative thinking
   c. Written communication
   d. Information literacy
   e. Teamwork and problem solving

3) Gain a greater sense of personal and social responsibility through intercultural knowledge and competence derived from studying about, and travelling to, the key cultural capitals of Britain and Europe.

Assessment and Grading Criteria

A  Excellent work: showing flair, critical analysis and independent thinking.

Portfolio: Exceptional clarity in writing, integrating a wide range of material and resources in an original and compelling argument. Excellent, coherent, distinctive and imaginative presentation of material. Excellent grasp and analysis of key and secondary issues and considers the implications, assumptions and nuances of the subject.

Discussion: Consistently excellent contributions to discussions.

B  Good Work: evidence of consistent and intelligent engagement with the course.

Portfolio: A clearly written portfolio demonstrating both a sustained argument, showing a detailed knowledge of relevant issues, supported by well-chosen evidence revealing independent and critical judgment.

Discussion: Consistently useful contributions to class discussion.

C  Reasonable Work: evidence of engagement with major course issues and themes.

Portfolio: Lacking in sustained conceptual analysis but uses reasonable prose in a reasonably structured portfolio. Some good research but with an uneven coverage of relevant issues and key topics with a limited grasp of the relevance of their supporting evidence.

Discussion: Some useful contributions to class discussions.

D  Poor Work: partial / superficial coverage of key issues, lacking critical analysis, showing little evidence of research and serious misunderstanding of major topics.

Portfolio: Very limited engagement with key aspects of the course. Inadequate research and a superficial coverage of subject producing a poor or patchy argument. Inconsistent prose (e.g. poor grammatical structures and use of colloquialisms).

Discussion: Few contributions to class discussion; limited engagement with the course.

F  Fail: major inaccuracies and omissions in the portfolio, no evidence of critical judgment, and poorly constructed; very limited engagement with the course.