

Harlaxton College

British Studies Honors

The British Experience from the Celts to the Present Day (ID H382H)



The new Honors program builds on Harlaxton College's highly successful course in British Studies. It takes advantage of Harlaxton's rich local resources – architectural, archaeological, literary, musical, and historical – to offer a unique and sophisticated program to students from a wide variety of academic backgrounds. The course allows Honors students to direct their studies towards their major, and combines experiential learning with research-led teaching to enhance students' skills and their appreciation of Britain's past and present during their time in the U.K.

The Honors class is taught through a series of seminars and 'Oxbridge-style' tutorials in addition to and running parallel with the regular six credit ID 282 program, which provides a survey of British history and culture from earliest times to the present day. Honors students will enjoy a further one-hour discussion class each week in addition to various field trips and extra-curricula events including an evening lecture series in which they will have the opportunity to meet and hear visiting academics from throughout the U.K. and Ireland.

Led by members of Harlaxton's British faculty who have dedicated research and teaching interests in the areas of study detailed below, the Honors classes provide an interdisciplinary approach to studying the United Kingdom. The course uses a range of vibrant case-studies and sources from the Harlaxton region, including Harlaxton Manor itself. British Studies Honors draws on the finest British, Irish, and American pedagogical traditions to provide Harlaxton Honors students with a unique educational experience.

If you would like further details concerning course content or enrolment please contact:

Dr David Green
Centre for British Studies
Harlaxton College
Harlaxton, Lincs
NG32 1AG, U.K.

email: dgreen@harlaxton.ac.uk
tel.: +44 (0) 1476 403019

Course Outline

The regular series of British Studies lectures (two hours / week) and seminars (two hours / week) provides the historical and cultural context for the more detailed research-led seminars and tutorials taken by Honors students (one hour /week). Parts One to Three of the Honors program each consist of four one-hour seminars; Part Four consists of two seminars.

Part One (DG): *Medieval Society: The Three Orders*



Taking as its theme the concept of the Three Orders - the division of medieval society into three units, *Those who Fight*, *Those who Pray*, *Those who Work* - this first section of the Honors option focuses on such vibrant local sources as Lincoln cathedral, Lincoln castle, and the Luttrell Psalter. Through studies of such examples, all of which are found near or were composed close to Harlaxton, students will gain a deeper understanding of the complexities of the middle ages.

Students will complete a research paper on a subject of their choice from a diverse selection of topics. Research areas might include (but are not restricted to) knighthood, chivalry, heresy, pilgrimage, or medieval women; or a study of a medieval manuscript, piece of literature, a nearby castle, community, or perhaps a local church built by the Knights Templar.

Luttrell Psalter (British Library, Add. MS 42130) c.1330: commissioned by Sir Geoffrey Luttrell (d. 1345) of Irnham, Lincolnshire.

Part Two (PT): *Musical Culture in Tudor England*



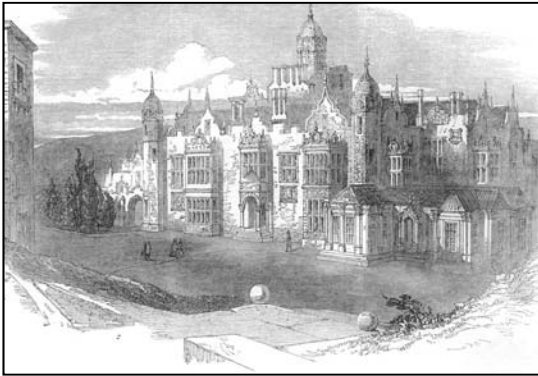
This section of the course draws on students' field trip experiences at Lincoln Cathedral, St Paul's Cathedral, York Minster, and the Cambridge college chapels to explore key developments in musical culture during the Tudor period, and the significance of cathedral music within British culture.

Thomas Tallis and William Byrd, *Cantiones....* ('Songs which from their argument are called sacred'), 1575.

Case studies will focus on the three major composers: Thomas Tallis (c.1505–85); William Byrd, organist at Lincoln Cathedral (1540–1623); and Thomas Morley, organist at Norwich and St Paul's Cathedrals (1557–1602).

Seminars will explore issues of musical style, form and word-setting in a range of sacred and secular repertoire, and the role of cathedral choirs in shaping musical reception. Broader discussion will include the role of liturgy, printing, patronage, and politics in musical culture. Students will learn basic analytical listening and score-reading skills, and gain experience in handling primary documents in the form of facsimiles of printed music books.

Part Three (EB): *Country House Estates in England*



Harlaxton, located close to what was once the Great North Road connecting the Midlands to London, sits at the heart of a cluster of great landed estates. These estates were accumulated over generations and, at their height in the late 19th century, covered tens of thousands of acres. These seminars will use Harlaxton Manor and the surrounding properties as case studies to illustrate the rise and fall of the great estates and the country houses that gave these estates their identity between the 16th and 21st centuries.

‘Harlaxton Manor’, *The Illustrated London News*, 7 May 1853 Consideration will be given to the architecture of the houses and the economic, social, and political importance of the surrounding estates.

As the 20th century progressively stripped away the once-mighty political, economic and social power associated with these houses, the National Trust and English Heritage (the Historic Buildings and Monuments Commission for England) now consider the survivors to be essential examples of England’s heritage that must be preserved.

Part Four (HS): *Reviewing and re-presenting the Past*



Learning about the past is seen as a way of making sense of the present and planning for the future. The preservation of the nation’s history and architectural ‘heritage’, deciding what should be preserved, how and why it should be presented, how and by whom such preservation should be funded are all a source of debate. Britain’s history and heritage are seen by many, as an important signifier, or even defining characteristic, of national identity. It is, therefore, important to examine and evaluate the ways in which we access the past. In these final sessions students will review the material addressed in previous classes as well as their wider experience at Harlaxton and in Britain, exploring how the nation’s history is presented and re-presented as ‘heritage’.

Lincoln Cathedral

Teaching Team

Dr Edward Bujak (PhD, University of East Anglia) - modern history (ebujak@harlaxton.ac.uk)

Dr David Green (PhD, University of Nottingham) - medieval history (dgreen@harlaxton.ac.uk)

Dr Helen Snow (PhD, University of Birmingham) – literature (hsnow@harlaxton.ac.uk)

Dr Philip Taylor (PhD, University of Lancaster) – music (ptaylor@harlaxton.ac.uk)

For further details of faculty research and teaching interests please see the Harlaxton College website:
www.harlaxton.ac.uk/academics/cbs/FacultyProfiles.cfm

British Studies Honors: Summary

The Honors element builds on the existing British Studies program by providing students with a sophisticated, research-led series of interdisciplinary seminars and tutorials. Through these, students will gain a deeper understanding of three important themes and periods that underpin Britain's past and remain fundamental to its heritage - a subject they will consider in Part Four of the course. Honors students will not only be challenged intellectually but also have the opportunity to hone research and analytical skills transferable to a wide range of disciplines and careers.

Eligibility: Criteria for Participation

A student is eligible to take British Studies Honors if they are enrolled in their own school's Honors program, or, should their school not have an Honors program, if they meet the criteria for admission to the University of Evansville Honors Program (www.evansville.edu/accepted/honorsprogram.cfm). In the latter case, they would not be required to apply to the UE Honors Program but would be admitted to Harlaxton Honors courses at Harlaxton itself.

Assessment

In addition to some of the ID 282 assessment requirements (five short quizzes, three two-hour examinations, one individual presentation, and class participation), three research essays (approx. 1,500 words each) or extended source analyses will be completed on topics chosen by Honors students following from their studies of Parts One to Three of the program. These will be supplemented by tutorial discussions. Students will choose essay questions or sources to analyse from a wide selection, or choose research subjects in consultation with their seminar tutor. This will permit students to take charge of their learning and, if they wish, relate topics to their major. For example, in Part Three of the course an English major could analyse, if s/he wished, literary representations of country houses.

Five quizzes	10%
Three examinations	30%
One seminar presentation	10%
Class participation	10%
Research essays	40%

Learning Outcomes*

- Knowledge of Britain's history and its physical and cultural landscape
- Development of intellectual and practical skills, including
 - Inquiry and analysis
 - Critical and creative thinking
 - Written and oral communication
 - Information literacy
 - Teamwork and problem solving
- Personal and social responsibility, including
 - Civic knowledge and engagement
 - Intercultural knowledge and competence
 - Foundations and skills for lifelong learning
- Integrative learning, including
 - Synthesis and advanced accomplishment across general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

* The course complies with AAC and U guidelines in its pedagogical approach and Learning Outcomes.