

## History 373: English History to 1660

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Office Hours: MWF at 9:00-9:30 and 2:00-3:00; TR at 2:00-3:00; or by appointment.

**Course Description:** Our course will cover the broad historical framework for English history from the distant mists of the past to 1660. As a result of my academic preparation, I am most interested in the construction and exercise of political power. In this course we will focus primarily on how political power in England was developed and expanded. We will trace the path of power through the emergence of governmental institutions, and we will note how these institutions alter the nature of political power and determine who wields this power. Because our textbook addresses the broad social, political, and economic conditions of each period of English history, I will focus my lectures and discussion sessions, for the most part, on the rulers and their advisors. Thus, a combination of attentive reading and classroom note-taking are essential for success in this course.

**Required Textbook:** (available at the UNCG Bookstore)

-Clayton Roberts, David Roberts, Douglas R. Bisson. *A History of England, Volume 1: Prehistory to 1714, 5<sup>th</sup> Edition*. Upper Saddle River, NJ: Pearson Education, Inc, 2009.

-This text is critical to your success in class. Buy it and read it. Other materials will be provided electronically or in paper copy form.

### Student Learning Outcomes:

- Students will be able to explain orally and in writing the distinctive political, religious, and social characteristics of English history from the pre-Roman period to 1660. They will be able to accurately identify relevant geographic, political, and social/cultural information on historical maps.
- Students will improve their abilities to think and read critically, to recognize arguments and evidence through the use of a range of primary and secondary sources, to reconstruct contextual meaning of a historical passage, and to differentiate between historical facts and historical interpretations.
  - Students will be able to communicate historical reasoning effectively in oral discussion and through written assignments by organizing evidence from primary source materials to support an oral or written argument.
- Students will be able to formulate a historical question and find materials to assist them in answering it. Using information technology, students will demonstrate the ability to access information efficiently and effectively, to conduct historical research for evidence, to determine the accuracy and relevance of a variety of materials to their question, and to distinguish between fact, point of view, and opinion.

### Course Requirements:

**- To pass this course, a student must complete all three exams and the course project. Failure to complete any one or more of these will result in an automatic grade of 'F'.**

**- Communication.** I will use the UNCG email system and Blackboard as my sole means to contact you outside of regular classroom hours. Be sure to check your UNCG email account on a regular basis. If I need to modify some aspect of an upcoming class, I will send this to you by email. If you need to inform me of reasons why you will miss class (illness or some other personal crisis), then I expect you to use the UNCG email system. I will post on Blackboard additional reading materials from time to time.

Be sure to download and read these because they will be included in the testable materials for the course.

- **Classroom Courtesy.** As a courtesy to both the instructor and your fellow students, please be on time and turn off all cell phones before class starts. Students observed texting, using the phone, or using their laptop computers for purposes other than course-related activities will be asked to shut those devices off and put them away. During class, keep side-chatter to a minimum to avoid disrupting other students.

- **Attendance is required, not optional.** Attendance is both a measure of one's self-discipline and a necessary process for acquiring information that furthers understanding of course content. Material from each day will be testable. All unexcused absences will affect your grade. It is your responsibility each day in lecture to sign in with me. Your attendance grade will be based on the following chart:

<u>Absences from Lecture</u>	<u># of Points (out of a maximum of 10)</u>
0	12 (i.e., +2 points)
1-2	10
3-4	9
5-6	7
7-8	5
9 or more	0

You will note that if you have 100% attendance, you will actually help your final grade. I will use 12 points, rather than 10, when calculating your final grade.

-**Religious Observance.** The University allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify instructors of absences in advance of the date of the religious observance. Instructors have authority to specify, via written notice to students, the amount of lead time required and may require that the nature of the religious observance be specified and the student's participation be confirmed in writing by an official of the religious organization.

When appropriate notice is provided by a student, the student must be granted at least two excused absences under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching. The requirement for students to make such requests for excused absences applies only to days when the University is holding class.

- **Examinations.** There will be three in-class exams. Each exam will be worth 20% of the final grade. Each exam will address only the material in the readings, orally presented in lecture, and discussed in class during that section of the course. The exams will consist of short answer and short essay questions. The nature and content of each exam will be specified prior to each exam.

-**Reading Responses.** There will be **five unannounced opportunities** for students to address the primary source readings assigned. Each response will be worth twenty points, and the total points over

all five responses will be equal to 15% of the overall course grade. I expect that you will be able to provide the essential who, what, where, when, why for the primary source. On days where more than one primary source is assigned, I expect you to write about only the source of your choice. These opportunities will normally occur at the start of a given class, but one must remain flexible. I will guarantee that there will be an unannounced reading response on 28 September regarding the trial of William of St. Calais, Bishop of Durham. This may violate the notion of 'unannounced', but I am comfortable with this because this is one of my favorite primary sources.

- **Course Project.** The final course project is worth 15% of the final grade. The intent of this project is for each student to use information technology to pursue materials about a topic of their own interest. Note: **All topics must be approved by the instructor.** I am flexible with regard to your choice of topic. Students may choose one that has not been discussed in class, or one that has been discussed, but about which they would like to have more information. Central to this process, however, is that students must formulate a question concerning their topic. Then, students will locate, select, and evaluate secondary sources, primary sources, and online sources which connect to either secondary sources, primary sources, or both.

Students will prepare **three documents** designed to assist them in answering their question. **First**, they will prepare an annotated bibliography of approximately 2-3 pages in length that identifies and assesses the value of a variety of materials that should help them answer (or further refine) their question. It will address the primary, secondary, and online sources they have discovered in pursuit of their topic. At a minimum, students should assess two secondary source books, two secondary source scholarly articles, and two online sites relevant to their topic. In addition, copies of all book reviews used should be submitted as part of the final document. **Second**, students will prepare one short narrative essay (2-4 pages) that places their question into its historical context. This should address a range of questions: who is exercising power? What political and military events are related and relevant to their topic? Are social, economic, and religious issues also related to the topic? These are the questions which must be addressed. However, others should also be addressed, but these will vary from topic to topic. In short, this narrative should be the background story against which the student's question can be analyzed. **Finally**, students will prepare a 1 page reevaluation of their research question that addresses whether they can pursue their question based on the materials they have or whether they would need to research further before continuing. Part of this reevaluation will be whether the question they have posed is clear enough, precise enough, and 'do-able.' Alternate questions may be provided at this point as new paths down which the student might pursue their topic.

**Options within the context of this project exist.** For example, if a student is a history major pursuing teaching licensure, they may want to tailor their work to the preparation of materials they could use to present the topic to their target audience: middle school or high school students. I will accept this option for anyone who is an elementary education major as well. However, students must link their choice of topic to a requirement in the curriculum requirements of the NC Department of Public Instruction. **Non-history majors are free to look at topics that in some way compliment the work they are doing in their major area.** I am flexible as long as you can make a meaningful case for your choice and approach. **Additional information and examples concerning this assignment will be presented on 2 September 2010.** Your choice of topic must be **approved NLT 14 October 2010.** The project may be turned in at any time, **but a paper copy provided by you must be in my hands not later than 4:30 pm, 9 December 2010.**

- **Grades.** Your final grade will be based on your performance on the following events:

Attendance	10%
Reading source responses	15%
First exam	20%
Second exam	20%
Third exam	20%
Course project	15%

- **UNCG Grading Scale.** The undergraduate grading scale cut-offs are as follows:

A+	97	B+	87	C+	77	D+	67	F	59
A	93	B	83	C	73	D	63		
A-	90	B-	80	C-	70	D-	60		

- **Legal obligations.**

1. In case later consultation should prove necessary, students should keep all graded assignments at least until the end of the semester.

2. **As noted above, all course requirements must be completed satisfactorily to receive a passing grade for the class.**

3. **Late Work:** Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is your responsibility to contact me. If you do not contact me, the work (when eventually received) will be penalized. Contact may be made by email, or by a face to face meeting.

4. **Cheating and Plagiarism:** I have provided the following definitions of cheating and plagiarism for your understanding and compliance. They are in accordance with the University's standing policies,. If you have any doubts about the meaning, refer to the University Academic Integrity Policy, located online at <http://academicintegritypolicy.uncg.edu>. I have included the following from this source. Please see me if you have any additional questions. I will speak to these ideas at length on the first day of class.

- **Cheating is the intentional use or attempted use of unauthorized materials, information, or study aids in any academic exercise.** Cheating includes but is not limited to unauthorized copying from the work of another student, using notes or other materials not authorized during an examination, giving or receiving information or assistance on work when it is expected that the student will do their own work.

-**Plagiarism is the attempt or act of representing the words of another as one's own in any academic exercise.** Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web sites, as one's own work. In particular for written assignments, this includes the failure to cite the words and ideas of others or the submission of words, ideas, and text materials as one's own work when these materials were taken from the work of another.

- **If I suspect that a violation has occurred, I will investigate the circumstances to verify my suspicions.** If it is clear to me that a violation of either of these policies has occurred, I will take action. At a minimum, I will give the graded event (project or exam) a zero. Other options, including at the most severe end of the spectrum a recommendation for expulsion from the university, are available to me.

However, I reserve the right to treat each case and each student as individuals, and I will only refer to the Academic Integrity Panel those cases where I feel the student has knowingly and in a calculated manner set out to deceive me and undermine the academic integrity of this university.

5. **The syllabus is a document that reflects the plan for the course.** The instructor reserves the right to alter requirements or to change some aspects of the plan of study for this course based on conditions and situations that cannot be anticipated in advance of the formulation of this syllabus. The timing of assignments and the nature of assignments contained herein do not reflect a binding contract. If I need to make a change, I will provide to you as much forewarning as possible either orally or through email. Virtually all of the non-textbook materials will be made available to you, either as a document in **Blackboard** or as a **paper-copy handout**. Where the sources are headed **Medieval Sourcebook**, you can find them online under this heading if you wish. This is a useful site for selected primary sources regarding medieval history.

## Course Schedule by week/day:

(Note: check Blackboard weekly for possible changes in primary source references and for the occasional reading guide to the more complex sources.)

### Week 1

24 August – Course Introduction; syllabus discussion

26 August – Overview of English history from Stonehenge to the Restoration

### Week 2

31 August – Bronze and Iron Age Britain, Stonehenge, and the Celts, Chapter 1, p.4-17.

2 September – Roman Britain, Chapter 2, p.22-33; **course project discussion**

--Tacitus, *Annals*, Book XIV, Chapters 29-37 (4 pages) – Boudicca's Revolt

### Week 3

7 September – Anglo-Saxon England, Chapter 3, p.34-66. Who were the Anglo-Saxons? How did King Arthur fit into this mix?

--Medieval Sourcebook (online) – Nennius: *Historia Brittonum*: Chapters 31-56 (12 pages)

9 September – Anglo-Saxon England, Review Chapter 3; Law Codes and Society

--Medieval Sourcebook (online) – *The Anglo-Saxon Dooms, 560-975* (30 quick pages)

--Medieval Sourcebook (online) – Ordeal Formulas (1 page)

### Week 4

14 September – The Vikings in Late Anglo-Saxon England and **Exam Review**

--Medieval Sourcebook (online) – *Anglo-Saxon Chronicle* on Alfred the Great (3 pages)

16 September – **First Exam** – Chapters 1-3, primary sources and lecture notes

### Week 5

21 September – The Normans and the Formation of Norman England – 1066-1087, Chapter 4, p.67-91  
 --Medieval Sourcebook - William of Malmesbury: The Battle of Hastings, 1066 (3 pages)  
 --The Bayeux Tapestry – selections from Lucein Musset. *The Bayeux Tapestry*. Translated by Richard Rex. Woodbridge, MA: The Boydell Press, 2005. (18 pages)

23 September – William’s Consolidation of the Conquest, Occupation, Rebellion and the Reordering of English Society  
 --Orderic Vitalis. *The Ecclesiastical History of Orderic Vitalis, Volume IV, Book VII*. Edited and translated by Marjorie Chibnall. Oxford: Clarendon Press, 1969, p.79-109. (30 pages)

### Week 6

28 September – William I (Rufus) – 1087-1100, Review Chapter 4  
 -- Unknown. “The Trial of William of St. Calais, Bishop of Durham.” *English Lawsuits from William I to Richard I, Volume I*. Edited by R.C. Van Caenegem. London: Selden Society, 1990, p.90-106. (Copies will be provided electronically or in paper form) (16 pages)  
 --Orderic Vitalis. *The Ecclesiastical History of Orderic Vitalis, Volume V, Book X*. Edited and translated by Marjorie Chibnall. Oxford: Clarendon Press, 1969, p.289-301. (12 pages)  
 --Secondary source essay. C. Warren Hollister. “The Strange Death of William Rufus.” *Speculum*, Vol. 48, No. 4 (Oct., 1973), pp. 637-653

30 September – Henry I, 1100-1135, Emergence of Chivalry, Review Chapter 4  
 --Medieval Sourcebook - Henry I and the *Charter of Liberties* (3 pages)  
 --Orderic Vitalis. *The Ecclesiastical History of Orderic Vitalis, Volume VI, Book XII*. Edited and translated by Marjorie Chibnall. Oxford: Clarendon Press, 1969, p.295-307. (12 pages)

### Week 7

5 October – Stephen, Matilda and ‘Anarchy’ or Civil War – 1135-1154  
 --Orderic Vitalis. *The Ecclesiastical History of Orderic Vitalis, Volume VI, Book XIII*. Edited and translated by Marjorie Chibnall. Oxford: Clarendon Press, 1969, p.535-547. (12 pages)

7 October – Angevin England – Henry II and Eleanor of Aquitaine – 1154-1189, Read chapter 5, 93-120  
 --Assize of Clarendon, 1166 (3 pages)  
 --Constitutions of Clarendon, 1164 (4 pages)  
 --“Narrative of the Murder of Thomas Becket (29 December 1170) by Edward Grim.” In *English Historical Documents, 1042-1189*. Edited by David C. Douglas and George W. Greenaway. New York: Oxford University Press, 1953, p.761-768. (8 pages)  
 -- Medieval Sourcebook - Roger of Hoveden: The Revolt and Death of the Young King, 1183, from *The Chronicle* (7 pages)

### Week 8

12 October – **Fall Break/Note: 15 October is the last day to drop any course without penalty.**

14 October – Richard I – 1189-1199, John – 1199-1216, Magna Charta and all that, Review chapter 5, Exam review. **Course project topic due in class if not previously submitted.**  
 --Medieval Sourcebook: Magna Carta (9 pages)

**Week 9**

19 October – **Second Exam** – Norman and Angevin England, Review Chapters 4-5, primary sources, lecture notes

21 October – Henry III – 1216-1272, Read Chapter 6, p.122-158

--Medieval Sourcebook: Matthew of Westminster: Simon de Montfort's Rebellion 1265 (5 pages)

**Week 10**

26 October – The Realm in Transition – The Three Edwards – 1272-1377, Read chapter 7, p.160-169

--Medieval Sourcebook: Thomas Walsingham: The Good Parliament of 1376 (5 pages)

--Jean Froissart. Chronicles: the Campaign of Crecy (1346) (15 pages)

28 October – Richard II – 1377-1399, Read chapter 7, p.169-189

--Peasants' Revolt – The Murder of a Knight (1 page); Medieval Sourcebook: Anonimale Chronicle: English Peasants' Revolt 1381 (3 pages)

--Parliament of 1399 – Deposition of Richard II (5 pages)

**Week 11**

2 November – Lancaster vs York – The (so-called) War of the Roses, Read chapter 8, p.191-215. Additional sources may be provided.

4 November – 15<sup>th</sup> Century England/Flex Day – Course update and discussion.

**Week 12**

9 November – Henry VII and the Restoration of the Old Monarchy, Read chapter 9, p.216-238

11 November – Henry VIII - War and Reformation, Read chapter 10, p.239-268

--Henry VIII Had a Jousting Accident (1 page)

--An Acte for the Submission of the Clergie to the Kynges Majestie (1 page)

--Act in Restraint of Appeals, 1533 (3 pages)

--The First Act of Succession, 1534 (3 pages)

--Act of Supremacy of Henry VIII, 1534 (1 page)

**Week 13**

16 November – Elizabeth I – 'The Heart and Stomach of a King,' Read chapter 11, p.269-286

--Queen Mary I's Speech at Guildhall, 1554 (1 page)

--Queen Elizabeth's Marriage Speech to Parliament, 1559 (2 pages)

--Queen Elizabeth's Speech at Tilbury, 1588 (1 page)

18 November – Elizabethan England, Read chapter 12, p.287-325

**Week 14**

23 November – Early Stuart England, Read chapter 13, p.327-349; course evaluation

25 November – **Thanksgiving Day**

**Week 15**

30 November – English Revolution, Read chapter 14, p.350-379; **Exam review**, Final class discussion.

2 December – **Third Exam** – Transitional Monarchies, the Tudors, and the Revolution, Review chapters 6-14

**Week 16**

9 December – Final Exam Week - **Course Project due not later than 3:30 pm, MHRA 2114.**