

History 373 - England to 1660



Course Information

History 373, Spring 2013, CRN: 10708

Time: TR 9:30-10:45

Room: MHRA 2209

Instructor Information

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Office Hours: Mondays and Wednesdays from 10:00-11:00 and by appointment

Description

This course examines the history of England from the Roman Conquests of 43 CE to the restoration of the Stuart Monarchy in 1660 CE. That's a lot of material! Necessarily we will have to limit our inquiry to certain themes and the

biggest events. It also means, sadly, that we will focus rather pointedly on England (or Britain, as it was called until the 10th century) to the exclusion of the rest of the British Isles; that is, Scotland, Wales and Ireland will not lie at the center of our inquiry. In attempting to make sense of this vast stretch of time, we will circle several themes repeatedly. The first involves the creation and modification of central authority, by which we mean the institution of kingship. We will study the development of royal authority through the early Middle Ages (400-1066), when charisma and battle lay at the heart of kingly expectations, into the High Middle Ages (1066-1399), when kings began to employ bureaucracy and law to extend the depth of their authority, and finally into the Tudor and Stuart periods (c.1485-1660), when the views of kings clashed with the nascent Community of the Realm as expressed in Parliament. The second theme involves the relationship between religious authority and secular authority. We will consider the shape and extent of Christian authority in three periods, building towards the epic confrontations of the English Reformation and Civil War. The third theme is a bit more flabby, but involves examination of the way in which culture - particularly literature, material culture, and epistolary culture - reflected core beliefs and mentalities of our three periods of English history. As we study these themes, we will be interested in exploring several of the key methodologies of the historical discipline: change over time, textual criticism and analysis, and causation. Although we will use two advanced textbooks as the core of our knowledge, most of our class time will involve discussion of primary sources produced in the periods under study.

Required Books:

1. Nigel Saul, ed., *The Oxford Illustrated History of Medieval England* (Oxford: Oxford University Press, 1997). ISBN: 9780192893246
2. Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*, 2nd ed. (Oxford: Wiley-Blackwell, 2009). ISBN: 9781405162753
3. I>Clicker 2. ISBN: 9781429280471.

Student Learning Outcomes

Upon successful completion of the course, a student should be able to:

1. Identify and explain changes to key political, religious and social characteristics of England over the period 400 to 1660, by paying attention to the number, quality, and content of primary sources available for interpretation.
2. Recognize and evaluate salient features of primary sources. These features include authorial subjectivity as shaped by social and geographic considerations, differences in generic structures and expectations (that is, formal characteristics of genres), and interpretive value as compared to other comparable sources.
3. Recognize an academic argument, evaluate its qualities, and relate it to the course material
4. Recognize and employ specific methodological approaches to the interpretation of the past, including (but not limited to) chronology, periodization, comparison/contrast, continuity/change, class, and gender.
5. Use appropriate electronic and print resources to locate sources relevant to the themes of the course

Teaching Methods and Assignments

A. Teaching Methods

The class will be taught as a lecture-discussion course, and as such students are expected to come to class having completed the reading for that day, ready both to listen to the lecture and respond to the instructor's questions about the significance of the material (and, of course, to ask any questions that may have arisen while doing the reading). The daily clicker activities will allow students to 'comment' on readings and lectures and will also allow the instructor to gauge student mastery of the material under study.

B. Assignments

1. Clicker Activities (SLOs 1, 2, 3, 4)

We will use the i-clicker to stimulate and sponsor classroom discussion. Each meeting of the class will have at least one, and more likely two to three 'clicker moments'. Students will gain 1 point for each clicker question that they answer (regardless of the 'rightness' of their answer), another point if they answer all the questions on a given day, and additional points for answering questions correctly (if a question has a 'correct' answer; some may not, in which case all students who answer the question will get the second point). The grade for this portion of the course will be calculated as the percentage of possible points earned by each student. These activities are intended partly as jumping-off points for classroom discussion.

2. Quizzes (SLOs: 1, 2, 3, 4)

Approximately every other week (usually on Thursdays), class will open with a short (10 minute), announced quiz on the lectures and readings since the previous quiz. To do well on the quizzes you must attend lecture regularly and take good notes, but you must above all read the assigned readings. Quizzes will be conducted by I-Clicker 2 and will customarily be announced at least one class meeting ahead.

3. Take-Home Midterm Exam (1, 2, 3, 4)

The take-home midterm exam will ask students to write short (1-page) responses to a number of pointed analytical questions, and to write a one longer, synthetic response to one of two essay questions. The short responses invite students to discuss the meaning of a single primary source or historical event (from the perspective of one or more primary sources). The goal of the longer essay is to have students evaluate and synthesize (that is, pull together) material from the readings and discussions. Essay questions will thus require students to consider issues of change over time, of multiple perspectives on causation, of comparative significance, and of methodology. The exam questions will be provided at least ten days in advance.

4. Narrative Project (SLOs 1, 2, 3, 5)

Students will locate a narrative source written during any of the periods under study in the course. For various reasons I will define 'narrative source' as any text with an identifiable author that is at least 50 pages long. Examples include medieval chronicles, saints' lives, vernacular texts, letter collections (e.g. letters to and from a single person), memoirs, and (by the Tudor-Stuart period) 'lives' of famous people penned within a generation of their death. Your choice must be approved by me (and no one can use a source assigned for class). Once you've found it, you will need to read 25 pages of it. You will also need to locate and read a scholarly article (i.e., published in an academic journal or in a book of essays) that either discusses your source as a source or analyzes some other problem by using your source. Once you have settled on a source, read 25 pages of it, and located and read a scholarly article relating to it, you will write a

3-5 page analytical essay which discusses the value of that narrative source for the study of English history. I will distribute a detailed explanation of the assignment within the first few weeks of the semester.

5. Final Exam (SLOs 1, 2, 3, 4)

The final take-home exam requires students complete a second midterm-style exam (several short answers, plus a synthesis essay) for the material presented since the midterm. The final also requires a second medium-length essay (3-4 pages) which requires students to compare, synthesize, and evaluate materials from the entire course.

Grade Breakdown

Clicker Exercises:	15%
Quizzes	20%
Narrative Project	15%
Midterm	25%
Final	25%

Grade Scale

100-97= A+	79-77= C+	59 or lower = F
96-93= A	76-73= C	
92-90= A-	72-70= C-	
89-87= B+	69-67= D+	
86-83= B	66-63= D	
82-80= B-	62-60= D-	

Schedule of Classes and Readings:

1. January 15: Course Introduction: History, Historians, and Historiography

I. England from 55 BCE to 1087 CE

2. January 17: Narrative: Caesar to Alfred

Readings:

Saul, "Medieval England: Identity, Politics and Society," in Saul, ed., 1-24 (skim)

Nelson, "Anglo-Saxon England, c.500-1066", in Saul, ed., only pp. 25-43

Blackboard: Anglo-Saxon Chronicle, ed. Whitelock, for years 565-634 (pp. 13-17) and 860-937 (25 pp)

3. January 22: Narrative: Alfred to Harold

Readings:

Nelson, "Anglo-Saxon England, c.500-1066", in Saul, ed., pp. 43-60

Blackboard: Anglo-Saxon Chronicle, ed. Whitelock, for years 976-1037

Blackboard: Wulfstan, Sermon of ‘Wolf’ to the English

4. January 24: Economy and Society (quiz)

Readings:

Dyer, “The Economy and Society,” in Saul, ed., 137-146

Blackboard: Aelfric’s Colloquy

Blackboard: Documents on Land, Wealth, and Society

5. January 29: Christianization

Readings:

Leysler, “Piety, Religion and the Church,” in Saul, ed., 174-185

Blackboard: Bede, from *History of the English People*, 65-70 (mission of St Augustine to the English), 94-100 (on Pope Gregory I), and 184-195 (Synod of Whitby)

Blackboard: King Alfred, work of translation from Latin into Old English (60-69)

6. January 31: Material Culture and Art (quiz)

Readings:

Coldstream, “The Visual Arts,” in Saul, ed, 207-215

Robin Fleming, “Acquiring, Flaunting and Destroying Silk in Late Anglo-Saxon,” *Early Medieval Europe* 15 (2007), 127-158 [locate online using Journal Finder]

7. February 5: Old English and Texts

Readings:

Pearsall, “Language and Literature,” in Saul, ed., 245-253

Blackboard: the Dream of the Rood

Blackboard: the Wanderer

Blackboard: *Beowulf*, excerpt

Blackboard: the Battle of Maldon

8. February 7: the End of Anglo-Saxon England (quiz)

Readings:

Blackboard: the Anglo-Saxon Chronicle on Hastings and William I

Blackboard: Bayeux Tapestry (text and image)

II. England from 1087 to 1399

9. February 12: Narrative: William the Conqueror to John

Readings:

Garnett, “Conquered England, 1066-1215,” in Saul, ed., 62-101

Blackboard: Gesta Stephen (“Deeds of King Stephen”), selections (read chaps. 1-7,

12-13) (9 pp)

Blackboard: William of Malmesbury, *Historia Novorum* (“History of Recent Times”),
Selections on the reign of Stephen (9.5 pp)

Blackboard: Roger of Wendover on rebellion vs King John (4 pp)

10. February 14: Narrative: Henry III to Richard II

Readings:

Given-Wilson, “Late Medieval England, 1215-1485,” in Saul, ed., 102-124

Blackboard: Annals of Dunstable for years 1260-1264 (12 pp)

Blackboard: Geoffrey le Baker on Crecy (5 pp) and Poitiers (8 pp; docs 34 and 35)

Blackboard: the Deposition of Richard II from the perspective of one of the king’s
supporters (4 pp)

11. February 19: Growth of Royal Government under the Angevins

Readings:

Blackboard: Assize of Clarendon, 1166 (amt)

Blackboard: Assize of the Forest

Blackboard: Royal Writs, as found in Glanville (Stephenson and Marcham)

Blackboard: Pipe Roll of 33 Henry II, returns for Worcester (Herlihy)

Blackboard: Magna Carta (focus on certain clauses, TBA)

12. February 21: Economy and Society (quiz)

Readings:

Dyer, in Saul, ed., 146-165

Blackboard: Villein status (12th-13th c.) (3 pp)

Blackboard: Village bylaws, statutes, and court records (6 pp.)

Blackboard: Documents on the Black Death in England (6 pp)

Blackboard: Poll Tax of 1379 (1 pp)

Blackboard: Anonimale Chronicle on the Peasants’ Revolt of 1381 (13 pp)

13. February 26: the Church

Readings:

Leysner, in Saul, ed., 185-196

Blackboard: Constitutions of Clarendon, 1164 (3 pp)

Blackboard: Murder and Miracles of Thomas Becket (10 pp)

Blackboard: Statutes of a Diocesan Synod, 1262-65 (15 pp)

Blackboard: Episcopal Visitation in the diocese of Canterbury, 1294-5 (16 pp)

Blackboard: King Edward I orders the taxation of the clergy, 1297 (1 pp)

Blackboard: Anti-papal feeling, 1376

Blackboard: Archdeacons’ rights and/or will of an archdeacon

14. February 28: Material Culture and Art

Readings:

Coldstream, in Saul, ed., 215-236

Blackboard: folder of images showing development of secular architecture

Blackboard: folder of images of cathedrals

Blackboard: folder of images of select material objects and manuscripts

15. March 5: Latin and Middle English (quiz)

Readings:

Pearsall, in Saul, ed., 252-276

Blackboard: Law Cases to be heard in English (1362)

Blackboard: Order of Fair Ease (Anglo-Norman) (1270s) (2.5 pp)

Blackboard: Song against the Sheriffs (1274-5) (1 pp)

Blackboard: Lament for Simon de Montfort (in same doc as Song vs Sheriffs)

Blackboard: Chaucer, *Canterbury Tales*, Pardoner's Tale and Wife of Bath's Tale (50pp)

16. March 7: King and Community in the 13th Century

Readings:

Blackboard: Provisions of Oxford, 1258

Blackboard: Provisions of Westminster, 1259

Blackboard: Dictum of Kenilworth, 1266

Blackboard: Modus Tenendi Parliamentum, 1316-24

SPRING BREAK: March 9-1717. March 19: the Rise of Parliament in the 14th Century

Readings:

Blackboard: the affair of Roger Mortimer, 1330

Blackboard: No Supply without Redress (1340s)

Blackboard: account of the Good Parliament of 1376 (anonimale chronicle)

Blackboard: impeachments during the Good Parliament (Rotuli Parliamentum)

Blackboard: the Parliament of 1377

Blackboard: Impeachment of Michael de la Pole, 1386 (Henry Knighton)

Blackboard: Merciless Parliament of 1388

Blackboard: the Arbitrary Rule of Richard II, 1397-99

Blackboard: the Parliament of 1399 (Henry IV)

III. England from 1399-1660

18. March 21: Fifteenth-Century England and the Rise of the Tudors

Reading:

Given-Wilson, 124-136

Bucholz and Key, 32-64

Blackboard: Agincourt (read docs 105 and 106) (4 pp)

Blackboard: London Chronicle on the Wars of the Roses (9 pp)

Blackboard: Richard III: Usurpation

19. March 26: Henry VIII: A Revolution?

Reading:

Bucholz and Key, 65-91

Blackboard: Impressions of Henry VIII (6.5 pp) (OPTIONAL)

Blackboard: Impressions of Thomas Cromwell (2 pp) (OPTIONAL)

Blackboard: Law of Treason (read docs 48.x to 48.xii only) (6 pp)

Blackboard: Love Letters of Henry VIII to Anne Boleyn (OPTIONAL)

Blackboard: Documents on the Divorce Proceedings (read only 87.i and 87.iii) (9.5 pp)

Blackboard: Trial and Execution of Anne Boleyn (2.5 pp)

20. March 28: Religion Top Down: Reformation and Counter-Reformation

Reading:

Bucholz and Key, 92-126

Blackboard: Tyndale, selections from his writing (15 pp)

Blackboard: Official Statutes on the Break with Rome (read titles of docs only, noting dates; the point is to get a sense of evolution of official reform, that is, what rights and practices of the traditional church were curtailed or chipped away)

Blackboard: Act of Six Articles (1539) (3 pp)

Blackboard: Edward VI: First Act of Uniformity (1548) (3 pp)

Blackboard: Edward VI: act abolishing certain books and images (1550) (1 pp)

Blackboard: Mary Tudor: second Statute of Repeal (1554) (read doc 140) (3 pp)

Blackboard: Documents on the English Reformation (Read doc 3.8 only) (2 pp)

21. April 2: Elizabeth Rex, or Elizabeth Regina: Politics and Religion

Reading:

Bucholz and Key, 126-157

Blackboard: on Mary Queen of Scots (1586)

Blackboard: on the Armada (1588)

Blackboard: on religion in Elizabeth's reign (read docs 4.8 to 4.12)

Blackboard: the Golden Speech of Elizabeth I (1601)

22. April 4: England in the World, 1509-1642

Reading:

Bucholz and Key, 200-204

Blackboard: Documents on Exploration (3 pp.)

Blackboard: Letters of English Travellers (25 pp)

23. April 9: No Class: Instructor away

24. April 11: No Class: Instructor away

25. April 16: Merrie Olde England

Reading:

Bucholz and Key, 158-200, 204-211

Blackboard: Love Letters

Blackboard: Letters about Wine and Feasting

Blackboard: documents on social order and disorder

26. April 18: the Stuarts and the Problem of Puritanism

Reading:

Bucholz and Key, 212-249

Blackboard: documents on early Stuart Church and State

27. April 23: the Civil War: Causes, Effects, and Interpretations

Reading:

Bucholz and Key, 250-262

Blackboard: Documents on the Civil War and Revolution (read docs 7.1 to 7.7 and 7.11)

Blackboard: A Soldier's Catechism (skim)

28. April 25: Protectorate, and Restoration

Reading:

Bucholz and Key, 262-276

Blackboard: Documents on the Civil War and Revolution (read docs 7.8 to 7.10, and 7.12 to 7.14)

[Tuesday, 30 April: No class, university follows Friday schedule]

Wednesday, 1 May: Reading Day

Tuesday, 7 May: Final Exams due at Noon

Academic Integrity Policy

Students are expected to include the following statement on all formal writing submitted for the course: "I have adhered to the UNCG Academic Policy in preparing and submitting this assignment." If you are unfamiliar with the policy, please read it carefully at <http://academicintegrity.uncg.edu/complete/>.

Attendance Policy

Attendance is expected at all class meetings. Since i>clickers will be used in each class meeting, and since a portion of your grade is dependent on both the quantity and quality of your clicker answers (see above for specifics), failure to attend class with regularity will negatively impact your grade for the course. In addition to the loss of opportunities to take part in clicker activities, missing more than 3 class meetings will result in a one-point deduction from the final grade for each subsequent absence.

Additional Requirements and Advice

1. In case later consultation should prove necessary, students should keep copies of all graded assignments until the end of the semester (at least).
2. All course requirements must be completed to receive a 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, usually at the rate of 1/3 of a letter grade per day. .
4. Consultation of websites not assigned on the syllabus: many students feel that they can obtain the “answer” (or even a good interpretation) concerning a historical problem by simply looking it up on the web. While the web has many uses, this is almost invariably a fatal strategy. Looking up someone else’s ideas is no substitute for your own analysis. Some observations from the instructor’s point of view: 1) use of a web-site without citing it is plagiarism, which, if detected, can result in serious academic penalties (see above); 2) instructors can often detect uncited use of a website when either the writing style of the student’s paper changes drastically, or when facts/ideas/dates/people not discussed in class or in any of the assigned readings appear in an assignment. Again, I don’t want to discourage you from gaining more perspectives by using the web. What I’m saying is that ultimately you are being evaluated on your analysis of the assigned readings, not on your ability to plug the ideas of some web site into your essay.

BLACKBOARD SITE

All materials for the course (except for the required books/clicker) will be posted on the Blackboard site for the course. This is particularly important for primary sources, for announcements and for E-Reserves. It is a good idea to check the Blackboard site regularly. You can get to our Blackboard here:
<https://blackboard.uncg.edu/webapps/portal/frameset.jsp>.

TECHNOLOGY

1. **Email:** I prefer to communicate by email (rebarton@uncg.edu). Please be advised, however, that I generally do not check email at night. I will try to respond to all email within 24 hours. If you haven’t had a response by then, try again. On the flip side, I can communicate with you only by your UNCG email account (that is the email linked to Blackboard, for instance); make sure you check your UNCG email regularly.
2. **Laptops in the Classroom:** Laptops are okay if used for note-taking. If I detect that you are using your laptop for other purposes, you will be banned from using it again for the rest of the semester.
3. **Phones:** Please turn your phones off before class. If your phone rings during class, you will be counted as absent for that class period. If I detect that you are using your phone to text (or surf) you will also be counted as absent for that day. Subsequent offenses will be treated with increasing severity.