

English History to 1660  
HIS 373-01  
TR 9:30-10:45

Instructor: Caitlin Saraphis  
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Office Hours: By appointment (I'm here all the time, just ask).

**Course description:**

This course will investigate the history of England, from the megaliths of 3000 BCE to the Restoration of King Charles II in 1660 CE. We will look at primary and archaeological sources, as well as historians' and archaeologists' interpretations of those sources, in order to address three overarching themes:

1. Identity: How did the different groups that contributed to the development of the English people understand themselves and their place in the world?
2. Power: Who was in control at any given time, and what gave them that control?
3. Culture: What made the English English and how did that manifest itself in their material culture/'stuff'?

**Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

1. Demonstrate broad knowledge of the political, religious, and social history of England from Prehistory to the restoration of King Charles (1660).
2. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
3. Synthesize material from a variety of sources to produce a larger analytical conclusion
4. Use evidence to interpret the past coherently, orally and/or in writing.
5. Demonstrate logical argumentation in speech and in writing.

**Texts:**

**Online texts.** We will have no hard-copy textbook for this class. All the readings are digital and located online. **Readings can be found on Blackboard, unless otherwise noted.** For each of these readings, I have listed the link where they may be found (The on-line version of this syllabus has clickable links, where applicable, and so does Blackboard). If you have trouble using the internet, please see me for assistance. Please note that lacking internet access the day a reading is due is no excuse for not having read it. You have the whole semester to access, print, or save copies of the readings.

The standard expectation of students in a 300-level class is that they will read 100-150 pages per week. Be prepared for the fact that we will be doing a significant amount of reading this semester. This reading is NOT optional, it is a necessary precursor to our in-class discussions.

**Attendance:**

After you have missed three class periods for any reason, your final grade for the course will be reduced by two percentage points (ie from 85 to 83) for each additional absence.

## Assignments and Grading:

Class participation: 10%

Quizzes: 10%

Analysis of Non-written Source: 20%

Article Analysis: 15%

Article Analysis: 15%

Final research project: 30%

Broken down as: prospectus (3%), annotated bibliography (7%), and paper (20%)

### Grading Scale:

100.99-97.00 = A+    89.99-87.00 = B+    79.99-77.00 = C+    69.99-67.00 = D+    59.99-0 = F

96.99-94.00 = A    86.99-84.00 = B    76.99-74.00 = C    66.99-64.00 = D

93.99-90.00 = A-    83.99-80.00 = B-    73.99-70.00 = C-    63.99-60.00 = D-

**I do not accept late work. All assignments must be turned in by 4 pm on the day that they are due.**

**Class participation:** A great deal of our class-time will be spent discussing the texts we read and their relationship to our overarching themes. In order for this to be functional, you will need to have read the texts and be willing to speak up. Simply showing up to class and never opening your mouth will earn you, at best, a D for this portion of your grade. The full participation rubric can be found on Blackboard. (SLOs 1, 2, 4, 5)

**Quizzes:** Pop quizzes will be held randomly throughout the semester, at the beginning of class. They will be based on the reading questions for each day and will require a short paragraph response. The quizzes are mostly intended to keep you honest about doing the reading, and if it is clear from class participation that you are staying engaged with the material, then quizzes will be few and far between. (SLOs 2, 3, 4, 5)

**Article Analysis:** Students will write two 2-page papers analyzing a scholarly article (or episode of Time Team) chosen from the list of additional readings for that week. One of these papers must be completed before Spring Break, the other must be completed by the final exam period. Each paper will be due the week after we cover the topic of the article (ie, if you choose to analyze "The Norman Conquest and English Feudalism," you would need to turn that in on either the Tuesday or Thursday of week five). (SLOs 2, 3, 4, 5)

**Analysis of Non-written Source:** Students will write a 3-5 page paper analyzing a piece of material culture relevant to the first half of the course. Students must reference at least one scholarly or popular article that addresses the object, and place the object in its larger historical context. More detailed instructions for this assignment can be found on Blackboard. (SLOs 1, 2, 3, 4, 5)

**Research project:** Students will formulate a thesis, conduct research, and complete a 7-10 page research project on a subject of their choice (related to the content of the course, obviously). This project will be broken down as follows: a prospective thesis/research topic (3%), an annotated bibliography of at least five scholarly sources (7%), and the 7-10 page paper (20%). More details about each part of this assignment will be available on Blackboard. (SLOS 1, 2, 3, 4, 5)

## Academic Integrity Policy:

I do not tolerate plagiarism, cheating, or any other violation of the honor code. Any violations will be dealt with according to the Academic Integrity Policy (if you don't know what the policy says, it's right here: <http://sa.uncg.edu/handbook/academic-integrity-policy/>. Go read it). This includes any and all

plagiarism from websites – **the only websites you should be using are those specifically assigned**. If you think I won't notice that you copied and pasted whole paragraphs from Wikipedia, you're wrong.

**Adverse Weather Policy:**

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the SpartanAlert website (<http://spartanalert.uncg.edu/>). If the university is open, we will have class (that includes two-hour delays. **We will start class at 10**). If the university is closed, I will send an email letting you know how the syllabus has changed and what readings we will cover during the next class.

**Other Important Stuff:**

Please turn off your cell-phones before the lecture starts. **Do not text during my class**. It is rude and disrespectful to me, and disruptive to your fellow students. If I catch you texting during my class, I will stop class and ask you to leave, since you obviously have something more important to be doing than learning.

You can bring your laptop to class for note-taking purposes and so you don't have to print out the readings. However, if I find that you are using your laptop for non-class-related purposes, I will ask you to put it away and not bring it to class again.

## Week one: Prehistory

Jan 13 – Class introduction

Jan 15

Primary sources:

Artefacts from the British Museum

([http://www.britishmuseum.org/explore/highlights/highlights\\_search\\_results.aspx?searchText=&filterItem=&fromadbc=bc&fromdate=4000&toadbc=bc&todate=42&continent=9073&country=9123&place=](http://www.britishmuseum.org/explore/highlights/highlights_search_results.aspx?searchText=&filterItem=&fromadbc=bc&fromdate=4000&toadbc=bc&todate=42&continent=9073&country=9123&place=))

Secondary sources:

Laura Miller, "Romancing the Stones," *New Yorker.com*, April 21, 2014.

(<http://www.newyorker.com/magazine/2014/04/21/romancing-the-stones> (accessed December 1, 2014).

## Week Two: Roman Briton

Jan 20

Primary sources:

Tacitus on The Boudican Revolt (<http://www.athenapub.com/tacitus1.htm>)

Excerpts from Caesar's *Gallic Wars* and Dio Cassius

Secondary sources:

Miranda J. Aldhouse-Green, Introduction to *Boudica Britannia*, (New York: Peason-Longman, 2006), 1-21.

Jan 22

Primary sources:

Transcriptions of archaeological findings in England

Walkthrough of the Roman Baths (<http://www.romanbaths.co.uk/walkthrough>)

Roman objects in the British Museum

([https://www.britishmuseum.org/explore/highlights/highlights\\_search\\_results.aspx?RelatedId=1811](https://www.britishmuseum.org/explore/highlights/highlights_search_results.aspx?RelatedId=1811))

Secondary sources:

Andrew Gardner, "Thinking about Roman Imperialism: Postcolonialism, Globalisation and Beyond?" *Britannia*, vol. 44 (Nov, 2013), 1-25.

Rosella Lorenzi, "Roman Road Reveals Oldest Potholes," *DiscoveryNews.com*, August 5, 2014. (<http://news.discovery.com/history/archaeology/roman-road-reveals-oldest-potholes-140805.htm> (accessed December 1, 2014).

## Week Three: The Anglo-Saxon Era

Jan 27

Primary sources:

Excerpts from Bede

## Excerpts from the Anglo-Saxon Chronicle

### Secondary sources:

Susan Reynolds, "What Do We Mean by 'Anglo-Saxon' and 'Anglo-Saxons'?" *Journal of British Studies*, Vol. 24, No. 4 (Oct, 1985), 395-414.

### Jan 29

#### Primary sources:

Anglo-Saxon Field Charms (<http://www2.hawaii.edu/~kjolly/unc.htm>)

Anglo-Saxon Artefacts at the British Museum

([http://www.britishmuseum.org/explore/highlights/highlights\\_search\\_results.aspx?searchText=Anglo%20Saxon](http://www.britishmuseum.org/explore/highlights/highlights_search_results.aspx?searchText=Anglo%20Saxon))

#### Secondary sources:

Stephen J. Harris, "The Alfredian 'World History' and Anglo-Saxon Identity," *The Journal of English and Germanic Philology*, vol. 100, no. 4 (Oct., 2001), 482-510.

## Week Four: The Norman Conquest

### Feb 3

#### Primary sources:

The Laws of William I (<http://www.fordham.edu/Halsall/source/will1-lawsb.asp>)

The Domesday Book (<http://www.fordham.edu/Halsall/source/domesday1.asp>) and (<http://www.fordham.edu/Halsall/source/1186ASChron-Domesday.asp>)

Henry I's Charter of Liberties

(<http://www.fordham.edu/Halsall/source/hcoronation.asp>)

#### Secondary sources:

Elizabeth Van Houts, "Historical Writing," in *Companion to the Anglo-Norman World*, eds. Christopher Harper-Bill and Elisabeth Van Houts (Rochester, NY: Boydell Press, 2003), 103-121.

### Feb 5

#### Primary sources:

The Murder Fine (<http://www.fordham.edu/halsall/source/12Chenry1-murderfine.asp>)

The Sale of Slaves in England (<http://www.fordham.edu/Halsall/source/1066serfs3.asp>)

#### Secondary sources:

Ben Jervis, "Conquest, Ceramics, Continuity, and Change. Beyond Representational Approaches to Continuity and Change in Early Medieval England: a Case Study from Anglo-Norman Southampton," *Early Medieval Europe*, vol. 21, no. 4 (2013), 455-487.

## Week Five: The Anarchy

### Feb 10

Primary sources:

The Chronicle of Henry of Huntingdon on King Stephen's Reign  
(<http://www.fordham.edu/Halsall/source/henry-hunt1.asp>)

Excerpts from *The Anglo-Saxon Chronicle*

Secondary sources:

Edmund King, "Stephen of Blois, Count of Mortain and Boulogne," *The English Historical Review*, vol. 115, no. 461 (Apr., 2000), 271-296.

## Feb 12

Primary sources:

Excerpts from the *Gesta Stephani*  
(<http://www.deremilitari.org/RESOURCES/SOURCES/lincoln1.htm>) and  
(<http://www.deremilitari.org/RESOURCES/SOURCES/gestastephani.htm>)

Secondary sources:

Hugh Thomas, "Violent Disorder in King Stephen's England: A Maximum Argument," In *King Stephen's Reign*, ed. Paul Dalton and Graeme J White (Rochester, NY: Boydell Press, 2008), 139-170.

## Week Six: The Plantagenets, part one

### Feb 17

Primary sources:

Letter from Thomas Becket to Henry II  
(<http://www.fordham.edu/Halsall/source/hoveden-becket.asp#1165a>)

Letter from Thomas Becket to Pope Alexander III  
(<http://www.fordham.edu/Halsall/source/hoveden-becket.asp#1165b>)

Absolution of Henry (<http://www.fordham.edu/Halsall/source/hoveden-becket.asp#1172a>)

Secondary sources:

Ralph V. Turner, "The Problem of Survival for the Angevin 'Empire': Henry II's and His Sons' Vision versus Late Twelfth-Century Realities," *The American Historical Review*, vol. 100, no. 1 (Feb., 1995), 78-96.

### Feb 19

Primary sources:

Legendary History of Britain by Geoffrey of Monmouth

Legendary History of Britain by William of Malmesbury

Secondary sources:

Martin Aurell, "Plantagenet Ideology," in *The Plantagenet Empire, 1154-1224* (New York: Peason Education, 2007), 134-162.

## Week Seven: The Plantagenets, part two

### Feb 24

Primary sources:

Magna Carta (<http://www.fordham.edu/Halsall/source/mcarta.asp>)

Simon de Montfort's Rebellion (<http://www.fordham.edu/Halsall/source/matt-west1.asp>)

Concession of England to the Pope, 1213  
(<http://www.fordham.edu/Halsall/source/john1a.asp>)

Secondary sources:

Richard Huscroft, "Ruling the Kingdom, 1154-1217," in *Ruling England, 1042-1217* (New York: Peason/Longman, 2005), 152-175.

### Feb 26

Primary sources:

Excerpts from *Lost Letters of Medieval Life: English Society, 1200-1250* by David Crouch and Martha Carlin.

Secondary sources:

Hugh Thomas, "Was There a Crisis of the Gentry?" in *Vassals, Heiresses, Crusaders, and Thugs: The Gentry of Angevin Yorkshire, 1154-1216* (Philadelphia: University of Pennsylvania Press, 1993), 156-168.

## Week Eight: The Edwards

### Mar 3

Primary sources:

Excerpts from Froissart

Secondary sources:

J. S. Hamilton, "Menage a Roi: Edward II and Piers Gaveston," in *History Today*, June 1999, 26-31.

### Mar 5

#### **Non-Written Source Analysis Due**

Primary sources:

Gerald of Wales - On the Discovery of the Tomb of King Arthur  
(<http://www.fordham.edu/Halsall/source/1223gerald-arthur-tomb.asp>)

Secondary sources:

Sandra Raban, "Culture," in *England Under Edward I and Edward II* (Malden, MA: Blackwell Publishers, 2000), 83-105.

## Week Nine: Spring Break!

## Week Ten: Late Medieval England

**Mar 17**

Primary sources:

Deposition of Richard II from the Holinshed Chronicle

(<http://www.cems.ox.ac.uk/holinshed/extracts4.shtml>)

Anonymous Chronicle of the Peasants' Revolt

(<http://www.fordham.edu/halsall/source/anon1381.asp>)

Froissart's account of Richard's problems

**Mar 19**

Primary sources:

Prologue to the Canterbury Tales (<http://www.fordham.edu/Halsall/source/CT-prolog-para.asp>)

Richard II's Treasure (<http://www.history.ac.uk/richardII/index.html>)

Secondary sources:

V. J. Scattergood, "Literary Culture at the Court of Richard II," in *English Court Culture in the Later Middle Ages* (New York: St. Martin's Press, 1983), 29-43.

## Week Eleven: Wars of the Roses

**Mar 24**

**Paper prospectus due**

Visit to Special Collections in Jackson Library

**Mar 26**

Primary sources:

Titulus Regius ([http://www.richard111.com/titulus\\_regius.htm](http://www.richard111.com/titulus_regius.htm))

Grievances (<http://www.fordham.edu/Halsall/source/1450jackcade.asp>)

Secondary sources:

A.J. Pollard, "The Course of the Wars" in *The Wars of the Roses* (New York: Palgrave Macmillan, 2013), 7-22

## Week Twelve: The Early Tudors

**Mar 31**

Primary sources:

Thomas Cramner's Letter on Henry VIII's Divorce

(<http://www.fordham.edu/Halsall/source/cramner-hen8.asp>)



Act of Supremacy (<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>)

Anne Boleyn's Letter from the Tower

(<http://web.archive.org/web/19981206201035/http://www.signature.pair.com/letters/archive/boleyn.html>)

Secondary sources:

Catrina Whitley and Kyra Kramer. "A New Explanation for the Reproductive Woes and Middle Age Decline of Henry VIII." *The Historical Journal*, vol. 53, no 4 (Dec., 2010), 827-848.

## Apr 2

Primary sources:

Suppression of Glastonbury Abbey (<http://www.fordham.edu/Halsall/source/h8-glastonbury.asp>)

Secondary sources:

C.S.L. Davis, "Tudor: What's in a Name?" *History* (2012), 24-42.

## Week Thirteen: The English Reformation

### Apr 7

Primary sources:

Edward VI – The Pope's Supremacy Confuted

Mary I – Proclamation against Thomas Stafforde

Mary I – Against Quarrelling in Churchyards

Secondary sources:

Lorraine Atreed and Alexandra Winkler, "Faith and Forgiveness: Lessons in Statecraft for Queen Mary Tudor," *The Sixteenth Century Journal*, vol. 36, no. 4 (Winter, 2005), 971-989.

### Apr 9

Primary sources:

William Marshall – Draft of a Poor Law

([http://public.wsu.edu/~brians/world\\_civ/worldcivreader/world\\_civ\\_reader\\_2/marshall.html](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/marshall.html))

The Communion Service of King Edward VI

(<http://www.eskimo.com/~lhowell/bcp1662/communion/1549/index.html>)

Secondary sources:

Susan Brigden, "Youth and the English Reformation," *Past & Present*, no. 95 (May, 1982), 37-67.

## Week Fourteen: Elizabethan and Early Stuart England

**Apr 14**

### **Annotated Bibliography due**

Primary sources:

Queen Elizabeth I's "Spanish Armada" Speech

Jacobean Oath of Allegiance

The Act of Uniformity, 1559 (<http://history.hanover.edu/texts/engref/er80.html>)

King James I – The *Trew Law of Free Monarchies*

(<http://www.fordham.edu/Halsall/mod/james1-trew2.asp>)

Secondary sources:

Retha Warnicke, "Queenship: Politics and Gender in Tudor England," *History Compass*, vol. 4, no. 2 (2006), 203-227.

**Apr 16**

Primary sources:

Excerpts from Shakespeare

Excerpts from Queen Elizabeth's Poetry

Secondary sources:

Roger Bowers, "The Chapel Royal, The First Edwardian Prayer Book, and Elizabeth's Settlement of Religion, 1559," *The Historical Journal*, vol. 43, no. 2 (Jun., 2000), 317-344.

## Week Fifteen: The English Civil War

**Apr 21**

Primary sources:

Thomas Macauley on Oliver Cromwell (<http://www.fordham.edu/Halsall/mod/macaulay-cromwell.asp>)

The Commonwealth Instrument of Government

(<http://www.fordham.edu/Halsall/mod/1653instrumentgovt.asp>)

Secondary sources:

Mark Stoyle, "English 'Nationalism', Celtic Particularism, and the English Civil War," *The Historical Journal*, vol. 43, no. 4 (Dec., 2000), 1113-1128.

Sarah Mortimer, "The Civil Wars" *HistoryToday.com*, vol 62, no. 10 (2012)  
<http://www.historytoday.com/sarah-mortimer/civil-wars> (accessed December 1, 2014)

**Apr 23**

Primary sources:

A Statement of the Levellers (1649)

([http://public.wsu.edu/~brians/world\\_civ/worldcivreader/world\\_civ\\_reader\\_2/levellers.html](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/levellers.html))

Secondary sources:

Rachel Judith Weil, "Thinking about Allegiance in the English Civil War," *History Workshop Journal* 61 (Spring 2006), 183-191.

**Final exam:**

**May 5**

**Final paper due by 4 pm.**