

English History to 1660  
HIS 373-01  
TR 11-12:15

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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 II (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 Canvas, 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 Canvas). 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%  
Reading Responses: 5%  
Material Culture Paper: 20%  
Article Critique: 15%  
Article Critique: 15%  
Midterm: 17.5%  
Final: 17.5%

### 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 Canvas. (SLOs 1, 2, 4, 5)

**Reading responses:** These will be based on the assigned primary source readings. For each day that we read primary sources, you will need to come up with three (total, not for each reading assignment) 140-character, twitter-style observations or questions. These should not be simply summaries, but should indicate that you thought critically about the reading. I will ask for these randomly throughout the semester. More information can be found on Canvas. (SLOs 1, 2, 3, 4)

**Article Critique:** Students will write two 2-page papers analyzing a scholarly article relevant to the course. One of these papers must be completed before Spring Break, the other must be completed by the last day of class. (SLOs 1, 2, 3, 4, 5)

**Material Culture Paper:** Students will write a 5-7 page paper analyzing a piece of material culture relevant to the course. Students must reference at least two scholarly articles that addresses the object, and place the object in its larger historical context. More detailed instructions for this assignment can be found on Canvas. (SLOs 1, 2, 3, 4, 5)

**Exams:** The midterm and final exams will be online, on Canvas, and will consist of four essay prompts, of which students will answer two. These essays must be approximately 3 pages or 750-1000 words each, and will require students to discuss and connect ideas covered throughout the course. (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. 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.

## Prehistory (8,000 BCE – 55 CE)

**Jan 17** – Class introduction

**Jan 19**

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).

## Roman Britain (56-410 CE)

**Jan 24**

Primary sources:

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

Curses and letters from Britain

**Jan 26**

Secondary sources:

David Mattingly, "The Spectre of Empire" in *An Imperial Possession: Britain in the Roman Empire*, (London: Penguin Books, 2006), 3-19.

Malcolm Todd, "'Famosa Pestis' and Britain in the Fifth Century," *Britannia*, Vol. 8 (1977), 319-325.

## The Anglo-Saxon Era (410-1066 CE)

**Jan 31**

Primary sources:

Excerpts from Bede

Excerpts from the Anglo-Saxon Chronicle

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

**Feb 2**

Primary sources:

Anglo-Saxon Chronicle on Aethelred, Sweyn, and Cnute

**Feb 7**

Secondary sources:

Bryan Ward-Perkins, "Why Did the Anglo-Saxons Not Become More British?," *The English Historical Review*, Vol. 115, No. 462 (Jun, 2000), 513-533.

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

## The Norman Conquest and Anarchy (1066-1154 CE)

### Feb 9

Primary sources:

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

The Murder Fine (<http://www.fordham.edu/halsall/source/12Cherry1-murderfine.asp>)

Henry I's Charter of Liberties  
(<http://www.fordham.edu/Halsall/source/hcoronation.asp>)

### Feb 14

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*

### Feb 16

Secondary sources:

David Carpenter, "The Peoples of Britain," in *The Struggle for Mastery: The Penguin History of Britain 1066-1284*, (London: Penguin Books, 2004), 1-25.

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.

## The Plantagenets (1154-1272 CE)

### Feb 21

Primary sources:

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

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

Ordinances of the Jews, 1194 (<http://legacy.fordham.edu/halsall/source/1194ordjews.asp>)

### Feb 23

Primary sources:

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

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

Gerald of Wales on the discovery of King Arthur's Tomb  
(<http://legacy.fordham.edu/halsall/source/1223gerald-arthurstomb.asp>)

**Feb 28**

Secondary sources:

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

D.A. Carpenter, "English Peasants in Politics 1258-1267," *Past & Present*, No 136 (Aug 1992), 2-42.

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.

**Mar 2**

**Midterm Exam**

**The Edwards (1272-1327 CE)**

**Mar 7**

Primary sources:

Excerpts from Froissart

Three Summonses to the Parliament of 1295  
(<http://legacy.fordham.edu/halsall/source/ed1-summons.asp>)

Edward III's letter on archery  
(<http://www.elfinspell.com/PrimarySource1365.html>)

**Mar 9**

**Last day to turn in Article Critique 1**

Secondary sources:

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

Ian Mortimer, "What Hundred Years War?" in *History Today*, October 2009, 27-33.

**March 14 and 16: Spring Break!**

**Late Medieval England (1327-1455 CE)**

**Mar 21**

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 23**

Secondary sources:

Sylvia Federico, "The Imaginary Society: Women in 1381," *Journal of British Studies*, Vol. 40, No 2 (Apr, 2001), 159-183.

Helen Lacey, "'Grace for the Rebels': the Role of the Royal Pardon in the Peasants' Revolt of 1381," *Journal of Medieval History*, 34:1, 36-63.

**Wars of the Roses (1455-1487 CE)****Mar 28**

Secondary sources:

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

**Mar 30**

Visit to Special Collections in Jackson Library

**The Tudors (1487-1533 CE)****April 4**

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>)

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

**April 6**

Primary sources:

Edward VI – The Pope's Supremacy Confuted

Mary I – Proclamation against Thomas Stafforde

Mary I – Against Quarrelling in Churchyards

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))

#### Apr 11

Secondary sources:

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

C.S.L. Davies, “Information, Disinformation, and Political Knowledge under Henry VII and early Henry VIII,” *Historical Research*, vol. 85, no. 228 (May 2012), 228-253.

Peter Marshall, “The Naming of Protestant England,” *Past & Present*, no. 214 (Feb. 2012), 87-128.

### Elizabethan and Stuart England (1533-1625 CE)

#### Apr 13

Primary sources:

Sir Walter Raleigh’s Patent to Settle Virginia

([http://www.encyclopediavirginia.org/Sir\\_Walter\\_Raleigh\\_s\\_Patent\\_to\\_Settle\\_Virginia\\_1584](http://www.encyclopediavirginia.org/Sir_Walter_Raleigh_s_Patent_to_Settle_Virginia_1584))

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>)

#### Apr 18

Secondary sources:

Roger A. Mason, “Scotland, Elizabethan England, and the Idea of Britain,” *Transactions of the Royal Historical Society*, vol. 14 (2004), 279-293.

Marika Sherwood, “Black People in Tudor England,” *History Today*, October 2003, 40-42.

Gustav Ungerer, “Recovering a Black African’s Voice in an English Lawsuit: Jacques Francis and the Salvage Operations of the “Mary Rose” and the “Sancta Maria and Sanctus Edwardus”, 1545-ca 1550,” *Medieval and Renaissance Drama in England*, vol. 17 (2005), 255-271.

### The English Civil War and Commonwealth (1642-1660 CE)

#### Apr 20

**Material Culture paper due**

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>)

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))

**Apr 25**

Secondary sources:

Bernard Capp, "Popular Culture and the English Civil War," *History of European Ideas*, vol. 10, no. 1, 31-41.

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

**Apr 27**

**Last Day to turn in Article Critique 2**

Review day

**Final exam:**

**May 4**

**Final exam due by 11:59 pm.**