England in the Age of Elizabeth I

Introduction

This course is about beginnings. It is about the beginning of the Nation-State, in England especially, but generally in Europe. It is about the beginning of the Church of England and the English Reformation. It is about the beginning of the British Empire. It is about the beginning of Modern England.

This course is also about a queen and a dynasty. Queen Elizabeth I—her reign and personality—presents important questions for the historian to consider: the role of women in power, the place of England in the Europe balance of power, the evolving relationship between Church and State, and the power and role of political symbols and rituals, and the maturing place of law in society. It is also about the Tudor-Stuart period, which saw the rise of a new house (the Stuarts) and the confrontation in politics and society of the questions of power and representation. From the rise of Henry VIII to the Glorious Revolution, England set a course that many nations followed.

And, finally, this course is about England. It is an exploration of the unique geography of the Kingdom of England, and how that unique setting helped and hindered the development of society, economy, and politics in early modern England. Students will therefore trace a nation through its topography, a political system through its queen and kings, and a world through the lens of one of the leading nation-states on the globe in the late sixteenth and early seventeenth centuries (and well after).

Goals and Outcomes

On the most basic, stratospheric level, the goals of this course are:

1. To describe the interconnectedness and relevance of all knowledge;
2. To identify the nature and limits of historical claims;
3. To describe how historians make claims about the past;
4. To define what a primary source is for a historian;
5. To describe how historical knowledge evolves, changes, and is revised;
6. To demonstrate effective written and oral communication skills and to support these skills through the appropriate use of technology tools.
7. To demonstrate problem solving, critical thinking and, cooperative-learning skills.

and, on an affective level,
8. To instill a love of learning and respect for past and unfamiliar cultures.

These important and lofty goals will be achieved through reading historical texts, reading the works of historians who have worked with these texts, discussing with your peers and with the instructor the meaning and significance of these readings, and by writing about what you have discovered in this course.

The more specific goals of this reading, discussing, and writing are to:

1. Describe the evolution of several themes over the centuries covered in this course, including: power and authority, symbol and ritual, religious belief and tradition, economic growth and diversification, and the rise and nature of the European nation-state;
2. Demonstrate mastery of a core list of facts, including the names of important historical figures, key historical texts, and, yes, the dates and chronology of events that helped to shape English history in the early modern period and after;
3. Demonstrate writing and reasoning skills by engaging this reading and writing;

and, on an affective level,

4. Enrich your lives forever!

Texts


NB: Other readings will be assigned as handouts (in .pdf or on-line).

Assignments and Policies

1. Examinations. There will be three examinations, one of which will be a paper. There is no comprehensive final exam in this course, but the take-home exam counts for a slightly higher percentage in calculating the final grade.

2. Quizzes. Five 20-point quizzes will be given in class on periodic Mondays. Make-ups will normally not be administered. If you are going to be absent on the day of a quiz, you must inform the professor in advance, and supply a valid reason for your absence in order to obtain a waiver. Waived quizzes will not count toward the final quiz component of your grade (making those that you do take all the more significant statistically for your grade). There are no pop quizzes in this course. One of the quizzes will be a geography quiz.
3. **Participation.** Students will be expected to attend class and to have prepared for lectures and for discussion sessions by having read and thought about the assigned readings. Each day will have an assigned primary source keyed to the topic of the day, and each class period will be broken up into lecture and discussion segments. The discussion portion of each class meeting is your opportunity to delve into the material, to exchange ideas with the instructor and your colleagues, and to make connections. Be forewarned: unexcused or excessive absences will work against you in the final calculation of your grade.

**Grading**

1. The final grade will be determined according to the following breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm I</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm II (take home)</td>
<td>20%</td>
</tr>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
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2. Grades will be assigned according to the following numerical equivalencies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B.....Etc.</td>
<td>83-86</td>
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**Academic Honesty**

The *Undergraduate Catalog* provides the following definition for “academic integrity”:

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Academic dishonesty is a profound violation of this code of behavior.

For a course like this one, the major concern about “academic dishonesty” is plagiarism, partly because it remains, alas, fairly commonplace on college campuses, partly because what constitutes plagiarism is often unclear in the minds of students. Plagiarism is described in detail in the *Undergraduate Catalog*. For the sake of clarity, plagiarism can be defined as generally leading your reader (or in the case of oral presentations, listeners) to believe that what you have written or said is your own work when, in fact, it is not. Plagiarism runs from the rather mild to the totally flagrant. It can be the word-for-word reproduction of another person's text without quotation marks and appropriate citation. It can be a paraphrase that is far too close to the source text to constitute “being in your own words.” And it can be even the unattributed borrowing of
apt phrases or terminology. All of these degrees of plagiarism are equally unethical and may be penalized with failure for the assignment, or, in extreme cases, failure for the course.

If you are ever in doubt as to whether your written work is plagiaristic in form, do not hesitate to consult with the professor.

And please be informed that the paper in this course may be submitted to turnitin.com, a licensed service to which the College has a subscription to help faculty identify papers that contain plagiaristic material.

Statement on the Use of Communications Technology in the Classroom

The use of all cell phones, smart phones, pagers, iPods, iPads, or any other internet-accessible technology is expressly prohibited during class unless part of an in-class assignment or activity. All students are required to turn off or silence their phones and to stow them out of reach and out of sight for the duration of the class and during in-class examinations. Violation of this policy may be considered a breach of the academic integrity policy of the College.

On Notifications

If you are going to miss a scheduled exam or quiz, please notify the professor in advance to obtain permission to reschedule (in the case of exams) or to be excused (in the case of quizzes). Failure to do so will mean that the exam may not be permitted to be rescheduled and that the grade for the missed quiz will be a zero. Permissions are not automatically granted, even when advanced notice is given. All absences at times of exams and quizzes must be documented with a legal excuse and for reasons permitted by College policy (as stated in the Undergraduate Catalog).

On Citation Styles

Most students at Westminster College have been taught MLA citation conventions. These are good to know generally, but are not always appropriate for use in history courses. It is the usual (though not universal) custom in the historical profession to use the Chicago Manual of Style (or CMS, currently in its 16th edition). This is the method that makes use of footnotes or endnotes (which you use is entirely up to you), in preference to in-text or parenthetical references. Students will be required to master CMS sufficiently well enough to write their second (take-home) midterms. While more complex than MLA, it is not difficult to learn or use. McGill also has a copy of the CMS (14th through 16th editions—for our purposes, it doesn’t matter which you consult). Students are encouraged, of course, to seek out the professor's advice in any especially problematic cases.

Copyright of Lectures and Course Materials

All federal and state copyrights to my lectures and course materials of my own generation are reserved by the professor.
You are authorized to take notes in class for your own personal use and for no other purpose. You are not authorized to make any recording of my lectures without the professor’s written permission. You are not authorized to make any commercial use of the professor’s course materials or to provide them to anyone else other than students currently enrolled in this course without the professor’s written permission.

Tentative Course Schedule

Week One: England: Land and the People
Read: Bucholz and Key, Introduction;
B/K Sources, 1-21.

Week Two: The War of the Roses and the Tudor Settlement
Read: Bucholz and Key, Ch. 1;
B/K Sources, 22-48.

Week Three: Henry VIII
Read: Bucholz and Key, Ch. 2;

Week Four: The King’s Great Matter and
Read: Bucholz and Key, Ch. 3;
B/K Sources, 49-77.

Week Five: The English Reformation
Read: Documents on English Reformation (handouts via .pdf);
More, Utopia.

Week Six: Edward VI and Mary I
Read: Bucholz and Key, Ch. 4;

Week Seven: Elizabeth I comes to power
Read: Bucholz and Key, Ch. 5;
Peter Burke, snippets of Montaigne (.pdf).

Weeks Eight: Protestantism redux and the international position of England
Read: Bucholz and Key, Ch. 6;
B/K Sources, 78-108;
Montaigne, “Apology for Raymond Sebond” (.pdf);

Week Nine: Private life, Town and Country, and England’s Colonies
Read: Documents on guilds, craftsmen, and private life in England (handouts via .pdf);
B/K Sources, 109-36.

Weeks Ten: Jacobean England
Read: Bucholz and Key, Ch. 7; B/K Sources, 137-70.

**Week Eleven: Civil War and Cromwellian England**
*Read:* Bucholz and Key, Ch. 8; B/K Sources, 171-206.

**Week Twelve: Restoration and Revolution**
*Read:* Bucholz and Key, Ch. 9; B/K Sources, 208-40.

**Week Thirteen: William, Mary, and Anne**
*Read:* Bucholz and Key, Ch. 10.

**Week Fourteen: The Hanoveran Solution and the Eighteenth Century**
*Read:* B/K Sources, 241-80.