

California State University, Chico
Department of History
History 423: Tudor-Stuart Britain, 1485-1715
Section 01, Fall 2009



Instructor: Jason Nice
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Office hours: M 2:30-5:00, Th 12:00-2:30
Class days/time: MWF 9:00-9:50
Classroom: Modoc 217

Course Usage of Blackboard Vista

Copies of the course syllabus, reading assignments for 8/28 and 12/7, timeline of British History, essay drop box (turnitin.com) and grade book are found on Vista. You are responsible for regularly checking the online resources, which are accessed through the portal at <http://portal.csuchico.edu>.

Course Description and Goals

Political, social, and cultural history of the British Isles from the rise of the Tudors through the demise of the Stuarts. This course examines the transition from medieval to modern society by focusing upon change and continuity in matters of government, religion, gender and the economy. By the end of the semester, students will possess the tools necessary to write a significant research paper on an aspect of British History.

Student Learning Outcomes

This course will serve the Student Learning Outcomes as determined by the History Department in areas 1, 2, 3, 5, 6 and 7. In short, this course encourages all Student Learning Outcomes, with the exception of #4 (oral presentations).

SLO 1. Student's work demonstrates critical use and proper citation of both primary and secondary sources.

SLO 2. Student's work employs the formal styles of writing, argumentation, and presentation that historians use.

SLO 3. Student's work demonstrates a basic mastery of research techniques that historians use.

SLO 5. Student's work reflects an understanding of historiographic traditions.

SLO 6. Student's work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one "Non-Western" area.

SLO 7. Student's work reflects an understanding the roles of race, class, gender, or ethnicity in history.

Texts/Readings

Available for purchase at the AS Bookstore.

Required

- Robert Bucholz and Newton Key, *Early Modern England, 1485-1714: A Narrative History*, 2nd ed. (Chichester: Wiley-Blackwell, 2009). ISBN 978-1-4051-6275-3.

- Robert Bucholz and Newton Key, eds., *Sources and Debates in English History 1485-1714*, 2nd ed. (Chichester: Wiley-Blackwell, 2009). ISBN 978-1-4051-6276-0.

- Eamon Duffy, *The Voices of Morebath: Reformation & Rebellion in an English Village* (New Haven: Yale University Press, 2001). ISBN 0-300-09185-0.

- David Underdown, *Fire from Heaven: Life in an English Town in the Seventeenth Century* (New Haven: Yale University Press, 1992). ISBN 978-0-300-05990-8.

STRONGLY Recommended

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford/St. Martin's, 2010). ISBN 978-0-312-53503-2.

Assignments and Grading Policy

You will be graded on the 100-point scale below. Plan carefully to earn the grade that you desire! *Failure to take any of the exams will result in failure of the class despite your final average grade.*

Participation (10%)

Exam 1 (10%)

Exam 2 (15%)

Exam 3 (15%)

Annotated Bibliography and Thesis Statement (10%)

Research Paper (40%)

Grading Scale

A 100-93 C 76-73

A- 92-90 C- 72-70

B+ 89-87 D+ 69-67

B 86-83 D 66-60

B- 82-80 F 60-0

C+ 79-77

Late Policy

You will receive no credit for any work completed after the deadlines on the course schedule.

Participation

The participation grade is based upon two factors: 1) classroom demeanor, including everything from bringing your book to class to sharing your opinions with the class; and 2) attendance. You are allowed two unexcused absences, no questions asked. However, each additional absence will result in a 15% decrease in the total possible class participation grade. For example, two unexcused absences would result in a total possible grade of 100%, three unexcused absences would result in a total possible grade of 85%, and so on. An excused absence must be due to a family emergency or documented health issue. Please do not email other excuses

Exams:

Please bring a pen and green book to the exams (10/2, 11/13 and 12/14). Each exam consists of a non-cumulative (chronologically delineated) identification section (50%) and an essay section

(50%). You will choose one essay from a selection of questions relating to the following topics: Exam 1, *Voices of Morebath*; Exam 2, *Fire from Heaven*; and Exam 3, cumulative.

Research Paper:

A research paper of 15 to 20 pages (typed, double spaced) is due on Friday, December 18, by 11:59pm. The research essay must be written properly (see Appendix 1) and include correct documentation (footnotes and bibliography) according to the rules of the *Chicago Manual of Style* as explained in Rampolla's *A Pocket Guide to Writing in History*. Use the link on Vista to upload the completed paper to turnitin.com (see below).

The research paper constitutes a large portion of the overall grade, and students are encouraged to develop topics throughout the first half of the semester while reading and discussing course materials. By 10/30, please email a research topic, including proposed primary source/sources, and briefly identify the historiographical context/debates to be discussed in the paper (see the "Historians' Debates" sections in each chapter of *Sources and Debates*). More instructions will be forthcoming during the first weeks of class, but for a head start begin reading Rampolla's *Pocket Guide* (especially chapters 2a, 2b, 3a, 3b-6 and 4 through 7).

Annotated Bibliography and Thesis Statement:

After the research topic receives a green light by email, begin to compile annotated bibliographies of primary and secondary sources. For instructions on writing an annotated bibliography, see Rampolla, chap. 3b-2, pp. 24-26.

At the top of the annotated bibliography, please provide a concise thesis statement. If you need help writing a thesis statement, see Rampolla, chap. 4c, pp. 43-46, or visit my office hours. The annotated bibliography and thesis statement is due on Friday, November 20, by 11:59pm. Use the link on Vista to upload your essay to turnitin.com (see below).

Turnitin.com and Plagiarism:

TurnItIn.com is an online resource to which you are required to submit your annotated bibliography and research paper.¹ Once an essay has been submitted to TurnItIn, the service searches its own database (including all past essays and exams submitted for this class) and billions of Internet pages for instances of plagiarism. As defined by the university, "plagiarism occurs when a [student] deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." Plagiarism is a violation of the

¹ Please note that a copy of your essay will become part of TurnItIn's database. If you agree to this, please disregard the next sentence, and submit your essay as explained above. If you don't agree to this, please bring a hard copy of your essay to class along with a photocopy of the first page of all reference sources used. Please ask if you have any questions.

university's Policy on Academic Integrity (http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm). Please be aware that instances of plagiarism will lead to failure of the assignment or failure of the course. Furthermore, the university may impose a number of administrative sanctions, including expulsion. For more information see Rampolla, chap. 6. It is very easy to catch attempted plagiarism, so please don't try! Ask if you are unsure about what constitutes plagiarism or how to cite someone else's ideas honestly.

University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/sja.shtml>

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Student Computing

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Disability

Support Services office to coordinate reasonable accommodations for students with documented disabilities. Disabilities Support Services online: <http://www.csuchico.edu/dss/studentServices/>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>. The University Writing Center has been combined with the Student Learning Center.

Ask Questions:

If, at any time during the course, you have a special situation that you need to call to my attention, if you feel that you are falling behind, or if you simply want to chat about this course or about the History major, please don't hesitate to contact me by email or in office hours. DO NOT send me an email via the Vista email system, since I check this less frequently.

History 423 Course Schedule

Remember to always bring *Sources and Debates* to class on discussion (Disc.) days. It is ESSENTIAL that you complete the *Sources and Debates* readings before coming to class.

In regards to *Narrative History*, this textbook is designed to supplement lectures and assist your analysis of *Sources and Debates*. However, it is highly recommended that you follow the reading schedule outlined below. You do not need to bring *Narrative History* to class.

Schedule subject to change with fair notice.

Date	Format	Title	Reading Assignment
M 8/24	Lecture	Introduction: The "British" Problem	
W 8/26	Lecture	Origins of the British Empire	<i>Narrative History</i> , "Introduction," pp. 1-31
F 8/28	Lecture	Roots, Roses and Henry Tudor	Vista: <i>Narrative History</i> , "Medieval Prologue: The Wars of the Roses and Their Antecedents, 1377-1485," pp. A-M
M 8/31	Disc.	Early-Tudor Society	<i>Sources and Debates</i> , Chapter 1, "Social Order and Tensions in Tudor England," pp. 1-21
W 9/2	Disc.	The Tudor State	<i>Sources and Debates</i> , Chapter 2, "Reviving the Crown, Empowering the State: the Tudor Challenge," pp. 22-48

Date	Format	Title	Reading Assignment
F 9/4	Lecture	A King and His Cardinal	<i>Narrative History</i> , Chapter 1, "Establishing the Henrician Regime, 1485-1525," pp. 32-64
M 9/7	No class	Labor Day	
W 9/9	Disc.	Religious Controversy	<i>Sources and Debates</i> , Chapter 3, "Religious Reformations," pp. 49-77
F 9/11	Lecture	Reformations I	<i>Narrative History</i> , Chapter 2, "(Dis-)Establishing the Henrician Church, 1525-1536," pp. 65-91
M 9/14	Lecture	Reformations II	<i>Narrative History</i> , Chapter 3, "Reformations and Counter-Reformations, 1536-1558," pp. 92-115
W 9/16	Disc.	Elizabethan Society and Politics	<i>Sources and Debates</i> , Chapter 4, "Elizabethan Worlds," pp. 78-108
F 9/18	Lecture	The Queen as Bachelorette and Icon	<i>Narrative History</i> , Chapter 4, "The Elizabethan Settlement and its Challenges, 1558-1585," pp. 116-37
M 9/21	Film	<i>Elizabeth</i> (1998)	<i>Narrative History</i> , Chapter 5, "The Elizabethan Triumph and Unsettlement, 1585-1603," pp. 138-46
W 9/23	Film	<i>Elizabeth</i> (1998)	<i>Narrative History</i> , Chapter 5, "The Elizabethan Triumph and Unsettlement, 1585-1603," cont., pp. 146-157
F 9/25	Disc.	Case Study, Morebath (Devon), 1	<i>Voices of Morebath</i> , Chapters 1-3, pp. 1-64
M 9/28	Disc.	Case Study, Morebath (Devon), 2	<i>Voices of Morebath</i> , Chapters 4-5, pp. 65-110
W 9/30	Disc.	Case Study, Morebath (Devon), 3	<i>Voices of Morebath</i> , Chapters 6-7, pp. 111-190
F 10/2	Exam	1485-1603	
M 10/5	Disc.	Early-Stuart Society	<i>Sources and Debates</i> , Chapter 5, "Masterless Men and the Monstrous Regiment of Women," pp. 109-36
W 10/7	Lecture	Gender and Family	<i>Narrative History</i> , Chapter 6, "Merrie Olde England?, c. 1603," pp. 158-84
F 10/9	Lecture	The Reformation of Manners	<i>Narrative History</i> , Chapter 6, "Merrie Olde England?, c. 1603," cont., pp 185-211

Date	Format	Title	Reading Assignment
M 10/12	Disc.	Dreaming of a Golden Age	<i>Sources and Debates</i> , Chapter 6, "Early Stuart Church and State," pp. 137-58 (pp. 158-70 discussed on 10/19)
W 10/14	Lecture	James I	<i>Narrative History</i> , Chapter 7, "The Early Stuarts and the Three Kingdoms, 1603-1642," pp. 212-233
F 10/16	Lecture	Charles I	<i>Narrative History</i> , Chapter 7, "The Early Stuarts and the Three Kingdoms, 1603-1642," cont., pp. 233-49
M 10/19	Disc.	Print, Polemic, and Paper Combats	<i>Sources and Debates</i> , Chapter 6, "Early Stuart Church and State," pp. 158-70," and Chapter 7, "Civil War and Revolution," pp. 171-182 (pp. 182-207 discussed on 10/26)
W 10/21	Lecture	Civil War	<i>Narrative History</i> , Chapter 8, "Civil War, Revolution, and the Search for Stability, 1642-1660," pp. 250-57
F 10/23	No Class	Email research paper topic by 11:59pm	
M 10/26	Disc.	Victory of the Covenant	<i>Sources and Debates</i> , Chapter 7, "Civil War and Revolution," pp. 182-207
W 10/28	Lecture	Revolution	<i>Narrative History</i> , Chapter 8, "Civil War, Revolution, and the Search for Stability, 1642-1660," pp. 257-67
F 10/30	Lecture	The Curse of Cromwell	<i>Narrative History</i> , Chapter 8, "Civil War, Revolution, and the Search for Stability, 1642-1660," pp. 267-76
M 11/2	No Class	Mandatory Unpaid Furlough Day	<i>Fire from Heaven</i> , Chapters 1-2, pp. 1-60
W 11/4	Disc.	Case Study, Dorchester (Dorset), 1	<i>Fire from Heaven</i> , Chapters 3-4, pp. 61-129
F 11/6	Disc.	Case Study, Dorchester (Dorset), 2	<i>Fire from Heaven</i> , Chapters 5-6, pp. 130-96
M 11/9	Disc.	Case Study, Dorchester (Dorset), 3	<i>Fire from Heaven</i> , Chapters 7-8, pp. 197-259
W 11/11	No Class	Veterans' Day	
F 11/13	Exam	1603-1660	
M 11/16	Disc.	Late-Stuart Society	<i>Sources and Debates</i> , Chapter 8, "Religion, Restoration, and Revolution," pp. 208-40

Date	Format	Title	Reading Assignment
W 11/18	Lecture	Charles II	<i>Narrative History</i> , Chapter 9, "Restoration and Revolution, 1660-1689," pp. 277-89
F 11/20	Lecture	James II Vista: Annotated Bibliography and Thesis, 11:59pm	<i>Narrative History</i> , Chapter 9, "Restoration and Revolution, 1660-1689," pp. 290-314
M 11/30	Disc.	Late-Stuart Politics	<i>Sources and Debates</i> , Chapter 9, "Later Stuart Politics, Thought, and Society," pp. 241-81
W 12/2	Lecture	Orange Invasion	<i>Narrative History</i> , Chapter 10, "War and Politics, 1689-1714," pp. 315-52
F 12/4	Lecture	Uniting the Kingdom	<i>Narrative History</i> , Conclusion, "Augustan Polity, Society, and Culture, ca. 1714," pp. 353-91
M 12/7	Disc.	Historicizing the Witch Hunt	<i>Vista: A Tryal of Witches</i> (1664), pp. 212-28
W 12/9	Lecture	Lowestoft Witches and Tudor-Stuart Society	
F 12/11	Lecture	Lowestoft Witches and Tudor-Stuart Politics	
M 12/14	Exam 10-11:50	1660-1714	
F 12/18		Vista: Research Paper, 11:59pm	

Appendix 1: Grading Rubric for Research Paper

For further assistance, please ask!

Grade	Description
A	An “A” range research paper is outstanding work. The paper uses a range of primary and secondary source evidence (including quotations) to support a clear thesis statement, and references (e.g. footnotes) this evidence according to the rules of <i>The Chicago Manual of Style</i> as presented in Rampolla’s <i>A Pocket Guide to Writing in History</i> . It develops an argument, rather than merely listing evidence, and body paragraphs are clearly linked to the main argument and follow logically from it. Finally, the conclusion considers the broader ramifications of the argument. A grade in this range reflects a well-written essay with few technical errors. It suggests original thinking, good information, and persuasive presentation.
B	A “B” range essay is very good work. It presents a clearly focused thesis statement, and contains good examples, which are referenced accurately. However, unlike an “A” range paper, the essay reads as a list of evidence rather than as a development of an argument. It demonstrates a strong degree of competence and knowledge, but is marked by some grammatical or stylistic errors. A grade at the bottom end of this range may indicate an insufficiently developed argument with one or more key points neglected.
C	A “C” range essay has good parts, but it isn’t “good” all over. It may have any of the attributes of a “B” range essay, but it has other problems unique to this grade. An essay in this range offers a thesis statement, but with little supporting evidence. It tends toward over-summarization, and is more descriptive than analytical. The essay is based on limited reading, and over-reliant on the textbook. The essay is unorganized, with some signs of confusion, and may contain errors of fact or interpretation. Considerable grammatical, spelling and/or footnoting errors.
D	A thin argument, which demonstrates little knowledge of the material. A grade in this range could result from an insignificant or lacking thesis statement; and/or irrelevant or tangential comments. The essay is inadequately informed, erroneous in matters of fact and interpretation, with virtually no evidence or analysis, and poorly written and organized.
F	Failure to carry out the task assigned. Negligible or wholly irrelevant content. Plagiarism.