

California State University, Chico
Department of History
History 423: Tudor-Stuart Britain, 1485-1715
Section 01, Fall 2012

Instructor: Jason Nice
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Office hours: M 3-5, W 12-2, F 12-1
Class days/time: MWF 10:00-10:50
Classroom: Butte 323

Course Usage of Blackboard Learn

Copies of the course syllabus, first week's reading assignments, timeline of British History, links to Google Docs, essay drop box (turnitin.com) and grade book are found on Learn. 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 research paper on any aspect of British History from 1485 to 1714.

Student Learning Outcomes

As determined by the History Department:

1. Student's work demonstrates the ability to communicate historical knowledge, interpretations, and arguments, clearly in writing and in formal oral presentations.
2. Student's work demonstrates research and information literacy skills using scholarly resources, including the critical use of both print and electronic research tools, as well as the proper citation of both primary and secondary sources.
3. Student's work reflects the ability to identify arguments in historical scholarship and to evaluate them critically.
4. Student's work reflects an understanding of intellectual, political, economic, social, and cultural history.
5. Student's work reflects an understanding of the constructions of race, color, gender, or ethnicity in history.

Texts/Readings

Available for purchase at the Wildcat Store. Please note that the bookstore booklist changed during the summer due to the inavailability of Duffy's *Saints, Sacrilege and Sediton*.

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.
- Cynthia Herrup, *A House in Gross Disorder: sex, law, and the 2nd Earl of Castlehaven* (New York: Oxford University Press, 1999). ISBN 0-19-513925-9.

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.

Classroom Protocol

Please turn off all phones and audio devices for the duration of class and arrive on time. If I see phones out during class, I will publicly ask you to put them away, and I will ask students engaging in disruptive behavior (facebooking, tweeting, texting, talking, etc.) to leave class.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

You will be graded on the 100-point scale below. Plan carefully to earn the grade that you desire!

Participation (10%)

Discussion Prompt Wikis (15%)

Research Paper: 3 Qs Assignment (5%)

Research Paper: Source Analysis (5%)

Research Paper: Outline and Working Thesis (5%)

Research Paper: Full Rough Draft (5%)

Research Paper: Final Draft (15%)

Exam 1 (10%)

Exam 2 (15%)

Exam 3 (15%)

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

For research paper assignments, you will lose 15 points per day for each late day, including weekends. For discussion prompt wikis, you will receive no credit for any work completed after the deadlines on the course schedule, except in cases of documented family emergencies or health issues.

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

Discussion Prompt Wiki (Google Docs)

By 12:01am (midnight) before each discussion class, you will create and add one entry to the day's Discussion Prompt Wiki. Links to each Discussion Prompt Wiki can be found in BB Learn, or directly at Google Docs (Wildcat email login). An entry must include one short quotation (or image) from the day's assigned reading, followed by a question for discussion that relates to the quotation (or image). Every assigned reading needs at least one quotation+prompt, but readings can have more than one quotation+prompt. In other words, do not add additional entries for a reading assignment until all assigned readings have at least one entry. Your quotations and discussion prompts will form the basis for our classroom discussions.

Exams:

Please bring a pen and green book to the exams. 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, *A House in Gross Disorder*; and Exam 3, cumulative.

Research Paper:

Use the links on Learn to upload the following assignments:

Research Paper: 3 Qs Assignment (5%), 1 page

On September 21, please submit online and in class (hard copy): a) three questions, drawn from the "Historians' Debates" sections of *Sources and Debates* (chapters 1-9), which you might like to answer in a research paper; b) a selection of two articles or chapters per question, drawn from the corresponding bibliographies beneath each of the questions; and c) the location where you could read each of the six articles. Here is an example of what I would expect for one question, but remember you need to choose three questions:

Was early modern England a society of order and deference? Should we re-insert class and conflict into our explanation? (from *Sources and Debates*, pp. 19-20) Articles or chapters: C. W. Marsh, "Order and Place in England, 1580–1640: The View from the Pew," *JBS* 44, 1 (2005), location Literature Online; and A. Wood, "Custom, Identity and Resistance: English Free Miners and Their Law, c. 1550–1800," in *The Experience of Authority in Early Modern England*, ed. P.

Griffiths, A. Fox, and S. Hindle (New York, 1996), location Interlibrary Services (CSU, Sacramento).

Research Paper: Source Analysis (5%), 1-2 pages

By 11:59pm on September 28, please submit online a source analysis of one document in the library's collection of Early English books on microfilm in which you explain how the source might support an answer to one of the three questions identified on September 21 (at the beginning of the source analysis, transcribe the section of the document that you will analyze). Use the British Library's English Short Title Catalogue (<http://estc.bl.uk>) to identify possible documents and then locate the documents on microfilm. Further instructions on how to write a source analysis can be found in Mary Lynn Rampolla's *Pocket Guide*, chapter 3. Further instructions on how to use the ESTC and microfilm collection will be provided during the library visit on September 21. If you forget the instructions presented during the library visit, you can find ESTC/microfilm instructions on Learn.

Research Paper: Outline and Working Thesis (5%), 1-2 pages

On October 31, please submit online and in class (hard copy) an outline and working thesis for your research paper. The outline should identify (1) the points you wish to cover and (2) the order in which you plan to cover them. Further instructions on how to write an outline for a research paper can be found in Mary Lynn Rampolla's *Pocket Guide*, chapter 5. As Rampolla explains, "You might begin an informal outline by writing down the main points you want to discuss. These will form the topic sentences of paragraphs. Underneath each main point, list the evidence [both primary from your source analysis and secondary from your 3Qs assignment] that supports it."

Research Paper: Full Rough Draft (5%), 8-10 pages

On November 30, please submit online and in class (hard copy) a full rough draft of your research paper with the following minimum requirements: 8-10 pages double-spaced including footnotes and bibliography; a clear thesis that answers one of the three questions identified in the 3 Qs assignment; supporting evidence drawn from at least one microfilm document, two documents from *Sources and Debates*, and two articles or chapters drawn from the relevant "Historians' Debates." 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*.

Research Paper: Final Draft (15%), 8-10 pages

By 11:59pm on December 21, please submit online the final draft of your research paper, with the same minimum requirements as the full rough draft.

Turnitin.com and Plagiarism:

When you upload the research paper assignments on Learn, they will be scanned for plagiarism by TurnItIn.com.¹ Once an assignment has been submitted to TurnItIn, the service searches its

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.

own database (including all past essays and exams submitted for this class and others) 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 university’s [Policy on Academic Integrity](#).

The students, faculty, and staff of CSU, Chico History Department are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create. Therefore, the History Department follows the University’s policies on academic integrity. To that end, all instances of cheating or plagiarism [wiki posts included] will automatically be reported to Student Judicial Affairs, and *may* result in a failing grade for the assignment; a failing grade for the course; suspension or expulsion from the program; or suspension or expulsion from the University. For more details, see the Department of History’s [Statement of Academic Integrity](#).

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 [ARC Office](#) 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>.

Accessibility Resource Center

If you need course adaptations or accommodations because of a disability or chronic illness, 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. Please also contact the [Accessibility Resource Center](#) (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

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.

History 423 Course Schedule

Remember to always bring the assigned text to class on discussion (Disc.) days. It is ESSENTIAL that you complete the discussion 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*, *Voices of Morebath* and *A House in Gross Disorder*. You do not need to bring *Narrative History* to class.

Schedule subject to change with fair notice.

Date	Format	Title	Assignments
M 8/27	Lecture	Introduction: The "British" Problem	- <i>Narrative History</i> , "Introduction," pp. 1-31
W 8/29	Disc.	Early-Tudor Society	- <i>Sources and Debates</i> , Chapter 1, "Social Order and Tensions in Tudor England," docs. 1.1-1.9, plate 1 - Discussion Prompt Wiki due by 12:01am
F 8/31	Lecture	Roots and Roses	- Learn: <i>Narrative History</i> , "Medieval Prologue: The Wars of the Roses and Their Antecedents, 1377-1485"
M 9/3	LABOR DAY		

Date	Format	Title	Assignments
W 9/5	Disc.	The Tudors Arrive	- <i>Sources and Debates</i> , Chapter 2, “Reviving the Crown, Empowering the State: the Tudor Challenge,” 2.1-2.11, plate 2 - Discussion Prompt Wiki due by 12:01am
F 9/7	Lecture	A King and His Cardinal	- <i>Narrative History</i> , Chapter 1, “Establishing the Henrician Regime, 1485-1525,” pp. 32-64
M 9/10	Disc.	A Tudor Revolution in Government?	- <i>Sources and Debates</i> , Chapter 2, “Reviving the Crown, Empowering the State: the Tudor Challenge,” 2.12-2.20 - Discussion Prompt Wiki due by 12:01am
W 9/12	Lecture	Reformations I	- <i>Narrative History</i> , Chapter 2, “(Dis-)Establishing the Henrician Church, 1525-1536,” pp. 65-91
F 9/14	Lecture	Reformations II	- <i>Narrative History</i> , Chapter 3, “Reformations and Counter-- Reformations, 1536-1558,” pp. 92-115
M 9/17	Disc.	Church Controversy	- <i>Sources and Debates</i> , Chapter 3, “Religious Reformations,” 3.1-3.9, plate 3 - Discussion Prompt Wiki due by 12:01am
W 9/19	Disc.	Church Settlement	- <i>Sources and Debates</i> , Chapter 3, “Religious Reformations,” 3.10-3.18 - Discussion Prompt Wiki due by 12:01am
F 9/21	Library Rm. 226	Conducting Library Research	- Research Paper: 3 Qs due online and hard copy in class
M 9/24	Lecture	Elizabeth as Bachelorette and Icon	- <i>Narrative History</i> , Chapter 4, “The Elizabethan Settlement and its Challenges, 1558-1585,” pp. 116-29
W 9/26	Disc.	A Queen Under Seige	- <i>Sources and Debates</i> , Chapter 3, “Religious Reformations,” 4.1-4.9, plate 4 - Discussion Prompt Wiki due by 12:01am
F 9/28	Lecture	Elizabethan Foreign Policy	- <i>Narrative History</i> , Chapter 4, “The Elizabethan Settlement and its Challenges, 1558-1585,” pp. 129-37 - Research Paper: Source Analysis due by 11:59pm
M 10/1	Disc.	Late-Tudor Tensions	- <i>Sources and Debates</i> , Chapter 3, “Religious Reformations,” 4.10-4.19 - Discussion Prompt Wiki due by 12:01am
W 10/3	Disc.	Case Study, Morebath (Devon), 1	- <i>Voices of Morebath</i> , Chapters 1-3 - Discussion Prompt Wiki due by 12:01am

Date	Format	Title	Assignments
F 10/5	Disc.	Case Study, Morebath (Devon), 2	- <i>Voices of Morebath</i> , Chapters 4-5 and Appendix A - Discussion Prompt Wiki due by 12:01am
M 10/8	Disc.	Case Study, Morebath (Devon), 3	- <i>Voices of Morebath</i> , Chapters 6-7 - Discussion Prompt Wiki due by 12:01am
W 10/10	Exam	1485-1603	
F 10/12	Lecture	The Reformation of Manners	- <i>Narrative History</i> , Chapter 6, "Merrie Olde England?, c. 1603," pp. 158-211
M 10/15	Disc.	Society and Culture, 1	- <i>Sources and Debates</i> , Chapter 5, "Masterless Men and the Monstrous Regiment of Women," 5.1-5.9, plate 5 - Discussion Prompt Wiki due by 12:01am
W 10/17	Disc.	Society and Culture, 2	- <i>Sources and Debates</i> , Chapter 5, "Masterless Men and the Monstrous Regiment of Women," 5.10-5.17, plate 6 - Discussion Prompt Wiki due by 12:01am
F 10/19	Lecture	James I	- <i>Narrative History</i> , Chapter 7, "The Early Stuarts and the Three Kingdoms, 1603-1642," pp. 212-233
M 10/22	Disc.	Dreaming of a Golden Age	- <i>Sources and Debates</i> , Chapter 6, "Early Stuart Church and State," 6.1-6.13, plates 7-8 - Discussion Prompt Wiki due by 12:01am
W 10/24	Disc.	Case Study, Castlehaven, 1	- <i>A House in Gross Disorder</i> , Introduction to Chapter 2 - Discussion Prompt Wiki due by 12:01am
F 10/26	Disc.	Case Study, Castlehaven, 2	- <i>A House in Gross Disorder</i> , Chapters 3-4 - Discussion Prompt Wiki due by 12:01am
M 10/29	Disc.	Case Study, Castlehaven, 3	- <i>A House in Gross Disorder</i> , Chapters 5-6 (Conclusion) - Discussion Prompt Wiki due by 12:01am
W 10/31	Lecture	Charles I	- <i>Narrative History</i> , Chapter 7, "The Early Stuarts and the Three Kingdoms, 1603-1642," cont., pp. 233-49 - Research Paper: Outline and Working Thesis due at start of class (hard copy)
F 11/2	Disc.	Print, Polemic, and Paper Combats	- <i>Sources and Debates</i> , Chapter 6, "Early Stuart Church and State," 6.14-6.20 - Discussion Prompt Wiki due by 12:01am

Date	Format	Title	Assignments
M 11/5	Lecture	Civil War	- <i>Narrative History</i> , Chapter 8, "Civil War, Revolution, and - the Search for Stability, 1642-1660," pp. 250-57
W 11/7	Disc.	Civil War	- <i>Sources and Debates</i> , Chapter 7, "Civil War and Revolution," 7.1-7.8, plate 9 - Discussion Prompt Wiki due by 12:01am
F 11/9	Lecture	Revolution	- <i>Narrative History</i> , Chapter 8, "Civil War, Revolution, and the Search for Stability, 1642-1660," pp. 257-76
M 11/12	Veterans Day		
W 11/14	Disc.	Revolution	- <i>Sources and Debates</i> , Chapter 7, "Civil War and Revolution," 7.9-7.19, plate 10 - Discussion Prompt Wiki due by 12:01am
F 11/16	Exam	1603-1660	
M 11/26	Lecture	Charles II	- <i>Narrative History</i> , Chapter 9, "Restoration and Revolution, 1660-1689," pp. 277-89
W 11/28	Disc.	Late-Stuart Religion	- <i>Sources and Debates</i> , Chapter 8, "Religion, Restoration, and Revolution," 8.1-8.5 - Discussion Prompt Wiki due by 12:01am
F 11/30	Lecture	James II	- <i>Narrative History</i> , Chapter 9, "Restoration and Revolution, 1660-1689," pp. 290-314 - Research Paper: Full Rough Draft due at start of class (hard copy) and online
M 12/3	Disc.	Plots and Parties	- <i>Sources and Debates</i> , Chapter 8, "Religion, Restoration, and Revolution," 8.6-8.15, plates 11-12 - Discussion Prompt Wiki due by 12:01am
W 12/5	Disc.	Rights and Toleration	- <i>Sources and Debates</i> , docs. 9.1, 9.2, 9.3, 9.4, 9.10, 9.14, 9.15, 9.23 - Discussion Prompt Wiki due by 12:01am
F 12/7	Lecture	Orange Invasion	- <i>Narrative History</i> , Chapter 10, "War and Politics, 1689-1714," pp. 315-52
M 12/10	Disc.	Settling the Past	- <i>Sources and Debates</i> , docs. 9.5, 9.6, 9.7, 9.8, 9.9 - Discussion Prompt Wiki due by 12:01am
W 12/12	Disc.	Settling the Future	- <i>Sources and Debates</i> , docs. 9.11, 9.12, 9.13, 9.16, 9.17, 9.18, 9.19, 9.20, 9.21, 9.22, 9.24, plate 13

Date	Format	Title	Assignments
			- Discussion Prompt Wiki due by 12:01am
F 12/14	Lecture	Uniting the Kingdom	- <i>Narrative History</i> , Conclusion, "Augustan Polity, Society, and Culture, ca. 1714," pp. 353-91
W 12/19	Exam 10- 11:50	1660-1714	
F 12/21			- Research Paper: Final Draft due online by 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.