

The University of Western Ontario  
Department of History 2013-2014

## **HISTORY 4412E (OO1) UW**

### **THE TUDORS AND THE STUARTS: EARLY MODERN ENGLAND**

Monday: 9.30 -11.30 a.m.

Room: STVH 3166

Office hours : Monday 11.30-12.20, Tuesday 10.30-1.20

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Office Phone: 661-211 ext 84985

### **COURSE DESCRIPTION AND OBJECTIVES**

History 4412E will consider topics in the history of Britain between 1485 and 1714, the period of rule of the Tudor and Stuart dynasties. It will concentrate mainly on England, but attention will also be paid to Scotland, Ireland and Wales; the 'English' civil wars of the seventeenth century constitute only one of the areas where the necessity of a 'British' approach is obvious. The main aim of this seminar course is to focus on certain problems which have concerned historians in their efforts to interpret the events and to understand the popular culture of the early modern period. Areas covered will include the political and religious: was there really a 'Tudor revolution in government'? How radical was the English reformation? How 'glorious' was the revolution of 1688? Social and economic topics will also be considered. For example, how do we assess the impact of the sixteenth century price rise? How literate were the inhabitants of Britain in the sixteenth and seventeenth centuries? How riotous were they? What rituals dominated their lives?

The class will meet once a week for two hours and class sessions will comprise both lectures and seminars. Each student will be expected to produce one seminar paper and to defend it in an informal discussion session. In addition, all students are expected to be prepared to discuss the assigned seminar materials.

### **LEARNING OUTCOMES**

All successful students in a seminar course of this type will, by the end of the year, be comfortable and confident in expressing their opinions in front of their peers as well as in front of the instructor. They will have had the opportunity to lead a discussion on a topic they have selected from an available list. Frequent consideration of primary documents (most of which will be available in one of their texts, with others being posted on OWL) will have made them more critical of what they read and will also provide opportunities

for discussion.. They will have honed their writing skills in an essay and in a written version of their oral seminar presentation and they will be aware, through their secondary readings, of what has interested historians in the past about the sixteenth and seventeenth centuries and what interests them currently. They will have clearly understood that the study of any period of history is never a static affair – which, of course, is what makes it so interesting.

The test and the final exam will enable successful students to demonstrate their grasp of the range of materials studied.

## **COURSE REQUIREMENTS**

Students are required to write one test (to be held in class time), a 3000 word essay, a 3000 word seminar paper and a final examination. Both the test and the final exam will include questions based on lectures, prescribed texts and seminar readings and discussions. The final examination will cover the work of the whole course. Grades will be calculated as follows:

Test:	15%
Seminar: (20% for paper, oral presentation and written version, and 15% for general participation)	35%
Essay:	25%
Final examination:	25%

## **PRESCRIBED TEXTS**

Robert Bucholz and Newton Key, *Early Modern England, 1485-1714* (2<sup>nd</sup> edition, Wiley-Blackwell, 2009).

Robert Bucholz and Newton Key, *Sources and Debates in English History 1485-1714* (2<sup>nd</sup> edition, Wiley-Blackwell, 2009).

Barry Reay, *Popular Cultures in England 1550-1750* (Longman, Themes in British Social History Series, 1998) paperback

Additional seminar readings will be made available as appropriate; some will be posted on OWL, others are available electronically through the resources of DBW library.

**LECTURE/SEMINAR SCHEDULE**

(N.B. This schedule is subject to revision if necessary).

**TERM ONE**

	<b>LECTURE TOPIC</b>	<b>READINGS</b>
Week 1	SEP 9 Introduction The 15 <sup>th</sup> Century Background	B/K <i>Narrative</i> , 1-31
Week 2	SEP 16 Henry VII: Securing the Dynasty Rank and hierarchy: degrees of people	B/K <i>Narrative</i> , 32-54 K/B <i>Sources</i> , 1-37
Week 3	SEP 23 <b>Seminar: New Monarchy</b> The Wolsey years	B/K <i>Narrative</i> , 54-64 K/B <i>Sources</i> , 37-48
Week 4	SEP 30 The Henrician Reformation <b>Seminar: The Dissolution of the Monasteries</b>	B/K <i>Narrative</i> , 65-101 K/B <i>Sources</i> , 49- 65
Week 5	OCT 7 <b>Seminar: The Tudor Revolution in Government</b> The Mid-Tudor Crisis Part I: 1547-53	B/K <i>Narrative</i> , 101-108 K /B <i>Sources</i> , 65-68
Week 6	OCT 14	

**THANKSGIVING**

Week 7	OCT 21 <b>Seminar: The Mid-Tudor Crisis Part II: Mary</b> <b>Document discussion: K/B ch.3, 3.1-3.9</b>	B/K <i>Narrative</i> , 108-115 K/B <i>Sources</i> , 68-77
Week 8	OCT 28 <b>Seminar: Tudor and Stuart Literacy</b>	B/K <i>Narrative</i> , 205-211, and use index under 'literacy'. Reay, chs. 2, 5.
Week 9	NOV 4 Population change and enclosures. <b>Seminar: The Price Rise of the Sixteenth Century</b>	B/K <i>Narrative</i> , 158-162

Week 10 NOV 11  
**TEST**

Week 11 NOV 18 B/K *Narrative*, chs. 4,5  
**Seminar: The Elizabethan Religious Settlement** K/B *Sources*, ch.4  
 Elizabethan Foreign Policy

### TUDOR ESSAYS DUE: NOVEMBER 25

Week 12 NOV 25  
**Seminar: Mary, Queen of Scots: her impact on English politics**  
 Elizabethan Problems: the last part of the reign

Week 13 DEC 2 B/K *Narrative*, ch.6  
**Seminar: Gloriana**

### CHRISTMAS VACATION

### TERM TWO

Week 14 JAN 6 B/K *Narrative*, 212-230  
 The Reign of James I: an Overview K/B *Sources*, 137-151  
**Seminar: Constitutional Issues in the Reign of James I**

Week 15 JAN 13 B/K *Narrative*, 230-239, K/B *Sources*, 151-157  
**Seminar: Puritanism in the Late 16<sup>th</sup> and Early 17<sup>th</sup> Centuries** Reay, ch.3  
 Charles I: The Opening Years, 1625-1629

Week 16 JAN 20 B/K *Narrative*, 240-249, K/B *Sources*, 158-170  
**Seminar: Parliamentary Opposition to Charles I, 1625-29**  
**Seminar: The Eleven Years' Tyranny? 1629-40**

Week 17 JAN 27 B/K *Narrative* : skim ch.8  
 Background to the Civil War  
**Seminar: Civil War and the Localities**

Week 18 FEB 3 B/K *Narrative*, re-read ch. 8 to 274  
**Seminar: The New Model Army** K/B *Sources*, ch.7  
**Seminar: Oliver Cromwell: An Assessment**

Week 19 FEB 10 B/K *Narrative*, 274-294  
 The Restoration: Why and How? K/B *Sources*, 208-217  
**Seminar: The Restoration: What?**

**FEBRUARY 17-21: READING WEEK**

Week 20 FEB 24 B/K *Narrative*, 193-200,294-300, K/B *Sources*, 217-229  
 The Urban Environment: London in the 16<sup>th</sup> and 17<sup>th</sup> centuries  
**Seminar: The Popish Plot**

**STUART ESSAYS DUE 10 MARCH**

Week 21 MARCH 3 B/K *Narrative*, 187-192, K/B *Sources*, ch.5  
**Seminar: Riotous Folk** Reay, ch.6  
 A View from the Periphery: Scotland, 1660-1707

Week 22 MARCH 10  
**Discussion: Some Literary Sources for the period**  
 A View from the Centre: The Late Stuart Empire

Week 23 MARCH 17 B/K *Narrative*, 300-306  
**Seminar: The Monmouth Rebellion** K/B *Sources*, 229-240  
 James II: An Analysis of Kingship

Week 24 MARCH 24 B/K *Narrative*, 306-314  
 The Glorious Revolution: The Events K/B *Sources*, 241-250  
**Seminar: The Glorious Revolution: The Results**

Week 25 MARCH 31 B/K *Narrative*, ch. 10, and Conclusion chapter  
 Party Politics under William and Anne K/B *Sources*, 250-281  
**Seminar: The Impact of War on Government in the Later Stuart Period**

Week 26 APRIL 7  
 Review

**APRIL 11 – 30: FINAL EXAMINATION PERIOD**

## SEMINAR AND ESSAY ORGANISATION

On some Mondays, one or both hours of the class will be organized as seminar sessions. The lecture schedule indicates the date and theme of the session. A sign-up list of the topics for these sessions will be posted on my office door within the next few days, so that students may choose their topics. The student who has signed up for a topic will be expected to come to see the instructor with a preliminary bibliography approximately a week in advance of the seminar. In class, s/he will produce a **brief** (10-15 minute) summary of his/her findings and assist the instructor in leading the discussion. S/he will submit a final written report (3000 words) no more than seven days after the class session. This final version should be based on the original draft but should also reflect, in part, the results of the class discussion. Each member of the class will be expected to have done the assigned readings so that they can participate in the discussion.

Students who have signed up for a particular topic are asked to come to see me c.10 or 12 days before their seminar session. Assigned readings will be from prescribed texts and/or available in OWL or electronically through the library.

Those doing a seminar on a **Tudor** topic (i.e. in Term One) will be expected to write an essay (3000 words) on a **Stuart** topic and vice versa. (The aim here is to spread the workload evenly and to give you good coverage of the whole course). Essays on Tudor topics will be due **WITHOUT EXCEPTION** on or before **25 November**; essays on Stuart topics will be due **WITHOUT EXCEPTION** on or before **10 March**. Late penalty: 2% a day. A list of suggested essay topics will be issued soon.

## NOTES TO STUDENTS

1. If you miss a test or exam due to illness or provable personal crisis, you must contact the instructor **as soon as possible**. Please read the accompanying information on university policy regarding absences and missed tests and exams **very carefully**. Accommodation on medical grounds can in most cases only be granted if supported by a **University of Western Ontario Medical Certificate**. This form can be accessed at the following website: [https://studentservices.uwo.ca/secure/medical\\_document.pdf](https://studentservices.uwo.ca/secure/medical_document.pdf) or be picked up at the Academic Counselling Office in the student's home faculty. Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>.
2. **Plagiarism**. Scholastic offences are taken seriously; students should read the details of university policy at [http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

**Turnitin**. Required papers may be submitted to the plagiarism detection software under license to the University.

**SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)