

The University of Western Ontario
Department of History 2014-2015

HISTORY 4412E (OO1) UW

THE TUDORS AND THE STUARTS: EARLY MODERN ENGLAND

Monday: 9.30 -11.30 a.m.
Room: Stevenson Hall, Room 2166

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Office hours: to be announced

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* (2nd edition, Wiley-Blackwell, 2009).

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

Note: the Bucholz/Key texts are available together for a special price.

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 TOPIC	READINGS
Week 1 SEP 8 Introduction The 15 th Century Background	B/K <i>Narrative</i> , 1-31
Week 2 SEP 15 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 22 Seminar: New Monarchy The Wolsey years	B/K <i>Narrative</i> , 54-64 K/B <i>Sources</i> , 37-48
Week 4 SEP 29 The Henrician Reformation Seminar: The Dissolution of the Monasteries	B/K <i>Narrative</i> , 65-101 K/B <i>Sources</i> , 49- 65
Week 5 OCT 6 Seminar: The Tudor Revolution in Government 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 13	
THANKSGIVING	
Week 7 OCT 20 Seminar: The Mid-Tudor Crisis Part II: Mary Document discussion: K/B ch.3, 3.1-3.9	B/K <i>Narrative</i> , 108-115 K/B <i>Sources</i> , 68-77
Week 8 OCT 27 Seminar: Tudor and Stuart Literacy	B/K <i>Narrative</i> , 205-211, and use index under 'literacy'. Reay, chs. 2, 5.
Week 9 NOV 3 Population change and enclosures. Seminar: The Price Rise of the Sixteenth Century	B/K <i>Narrative</i> , 158-162
Week 10 NOV 10	

TEST

Week 11 NOV 17 B/K *Narrative*, chs. 4,5
Seminar: The Elizabethan Religious Settlement K/B *Sources*, ch.4
 Elizabethan Foreign Policy

TUDOR ESSAYS DUE: NOVEMBER 24

Week 12 NOV 24
Seminar: Mary, Queen of Scots: her impact on English politics
 Elizabethan Problems: the last part of the reign

Week 13 DEC 1 B/K *Narrative*, ch.6
Seminar: Gloriana

CHRISTMAS VACATION

TERM TWO

Week 14 JAN 5 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 12 B/K *Narrative*, 230-239, K/B *Sources*, 151-157
Seminar: Puritanism in the Late 16th and Early 17th Centuries Reay, ch.3
 Charles I: The Opening Years, 1625-1629

Week 16 JAN 19 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 26 B/K *Narrative* : skim ch.8
 Background to the Civil War
Seminar: Civil War and the Localities

Week 18 FEB 2 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 09 B/K *Narrative*, 274-294
 The Restoration: Why and How? K/B *Sources*, 208-217
Seminar: The Restoration: What?

FEBRUARY 16-20: READING WEEK

Week 20 FEB 23 B/K *Narrative*, 193-200,294-300, K/B *Sources*, 217-229
 The Urban Environment: London in the 16th and 17th centuries
Seminar: The Popish Plot

STUART ESSAYS DUE 10 MARCH

Week 21 MARCH 2 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 09
Discussion: Some Literary Sources for the period
 A View from the Centre: The Late Stuart Empire

Week 23 MARCH 16 B/K *Narrative*, 300-306
Seminar: The Monmouth Rebellion K/B *Sources*, 229-240
 James II: An Analysis of Kingship

Week 24 MARCH 23 B/K *Narrative*, 306-314
 The Glorious Revolution: The Events K/B *Sources*, 241-250
Seminar: The Glorious Revolution: The Results

Week 25 MARCH 30 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 6
 Review

APRIL 11 – 30: FINAL EXAMINATION PERIOD

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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 to read about the University's policy on medical accommodation. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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