

The University of Western Ontario
Department of History
2015 - 2016

HISTORY 2405E (001) UW

THRONE GAMES: THE ENGLISH MONARCHY FROM THE SEVEN ANGLO-SAXON KINGDOMS TO THE DEATH OF RICHARD III

Tuesday 11:30 a.m. - 1:30 p.m.
Thursday 12:30 p.m. - 1:30 p.m.

Rooms: TBA

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Office hours: to be announced

COURSE DESCRIPTION AND OBJECTIVES:

This course begins with the Anglo-Saxon heptarchy (the seven kingdoms) and ends in 1485 with the death of Richard III. It will therefore serve as a useful introduction to upper level courses in the field, such as the fourth year course on the Tudors and the Stuarts. The approach is essentially chronological but within it certain themes are emphasised. These include the means used to attain and keep power, the nature of rebellions, the creation of England as a unitary state and the relationship between rulers and ruled. The history of England is not merely political, however; religious change, social upheaval and economic developments will also be considered. We shall also touch on the connections of England with the other parts of the British Isles and with Europe.

Each student will be expected to produce a brief essay and a Mediaeval Learning Module assignment in term one, and a longer essay on a primary source in term two. There will be a test in the fall and an examination in the final examination period. Document study will be vital in this course and on every other Thursday there will be document discussions to which every student is expected to contribute.

LEARNING OUTCOMES

Successful students will, by the end of the course, have come to understand that our knowledge of English history is far from static. In the past two years, for example, there have been substantial archaeological discoveries: the remains of Richard III were found under a car park in Leicester, with DNA verification provided by someone from London, Ontario! Students will have improved their writing skills through the creation of a brief essay with a clearly developed argument in term one, and a more challenging primary source essay in term two where a detailed critical analysis will be expected. The document textbook will have provided an ongoing introduction to primary sources, with readings assigned each week, while pictures in all three texts are a useful reminder that not all historical sources are written. Power Point presentations will underline that point.

Student work on the Mediaeval Learning Module will also have demonstrated the great variety

of visual materials for that period; and the sound materials in the Module, including Old English, Mediaeval English, Old French and Mediaeval Latin will have illustrated the very different linguistic backgrounds of the various inhabitants of England. Successful students will also, by year's end, have grasped the main features of the geography of the areas studied and mastered the skills necessary to interpret genealogical charts and thus to understand the frequent succession crises which beset the monarchy.

PRESCRIBED TEXTS: (all paperback)

Brian L. Blakeley and Jacquelin Collins, *Documents in British History, Volume I, Early Times to 1714* (M8149 course pack).

C. Warren Hollister and Robert C. Stacey, *The Making of England: 55 B.C. to 1399* (Houghton Mifflin, 2001)

8th edition.

Lacey Baldwin Smith, *This Realm of England, 1399 to 1688* (Houghton Mifflin, 2001)

8th edition.

EVALUATION:

Brief essay	15%
Primary source essay	20%
Test	15%
Mediaeval Module assignment	5%
Final examination	30%
Participation in document discussions	15%

NOTES TO STUDENTS

1. Please note that Department policy is that essays should be submitted in **class**. If, for any reason, this cannot be done, the essay must be date-stamped in the main office.
2. The final grade is calculated as described in the EVALUATION section. **You cannot do an extra assignment to make up for poor performance on an exam or an essay.**
3. If you miss a test or exam due to illness or provable personal crisis, **you must contact the instructor within 48 hours. If you do not, the grade of 'F' will stand.** Please read the accompanying information on faculty policy regarding absences and missed tests and exams **very carefully**. Academic accommodation on medical grounds can in most instances **only** be granted if supported by a **UWO Student Medical Certificate**. For details on UWO policies and to print out this certificate, go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the links under **Medical Documentation**. The certificate can also be picked up at the Academic Counselling Office in your home faculty (for Social Science students 2105 SSC).

4. For non-medical issues that might warrant accommodation, students should consult Academic Counselling in their home faculty.
5. A copy of the Faculty of Social Science policy on plagiarism (including the penalties) has been attached to this syllabus. Students who violate this policy can expect to incur the full weight of the penalties outlined there. The University of Western Ontario uses software for plagiarism checking; students may be required to submit their work in electronic form for such checking.

BRIEF ESSAY:

The aim of the brief essay (2000 words) is to enable you to investigate a topic which historians of the period have found particularly interesting or controversial. You should develop a clear line of argument in your paper; make sure that you do not simply regurgitate facts. Marks will be deducted for poor spelling and grammar. Essays are due without exception on or before **Tuesday 24 November 2015**. Late papers will be penalized at the rate of 2% per day. A list of suggested topics for the brief essay will be issued shortly. Alternatively, you may wish to write on a topic of particular interest to you; however, prior approval is needed for such topics. **Essays submitted on topics not approved by the instructor will be returned unmarked. A preliminary bibliography must be submitted by the end of October. If no bibliography is submitted, the essay will not be marked.**

PRIMARY SOURCE ESSAY:

This assignment is designed to familiarise you with some of the primary sources for the period covered by the course. A list of sources will be issued before the end of the Fall Term. Excerpts from most of these sources are available in the DBW library. In a 3000 word essay, you should analyse the nature of your source. The following questions should prove helpful. What kind of document is it (narrative, chronicle, treaty, etc?) Is it a visual source? Who produced it and for what purpose? What was the intended audience? When was it written and what is the context? Are there pitfalls in the use of this source? Do modern historians find it of much value? Are there controversies about the document and what it describes?

The following general works, on reserve in DBW library, may also provide information about your chosen source:

J. J. Bagley, *Historical Interpretations: Sources of English Mediaeval History, 1066-1540* (London, 1965).

M. T. Clanchy, *From Memory to Written Record: England 1066-1307* (especially ch.9), (London, 1993).

A. Gransden, *Historical Writing in England*, Volume I, 550-1307, (London, 1974).

A. Gransden, *Historical Writing in England*, Volume II, 1307 to the Early Seventeenth Century
The following series is not on reserve, but in the stacks. The appropriate volume will be useful to you: David C. Douglas (ed.), *English Historical Documents*.

Students analysing a Scottish source may find Alan O. Anderson, *Early Sources of Scottish History*, A.D. 500 -1042 of value.

A preliminary bibliography must be submitted to the instructor by the end of January, and students are strongly advised to consult the instructor for assistance in this and any other aspect of planning the paper. No essay will be marked unless a preliminary bibliography has been submitted. Primary source essays are due **without exception on or before Tuesday, 3 March, 2015. Late essays will be penalised at the rate of 2% per day.**

LECTURE SCHEDULE 2405E: TERM ONE, 2015-2016

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

(All references to Hollister/Stacey and Smith are to the eighth editions)

<u>LECTURE TOPIC</u>	<u>READINGS</u>
Week 1 SEPTEMBER 10 Prelude: prehistoric Britain	Blakeley, preface and 1-4 Hollister, 1-8
Week 2 SEPTEMBER 15, 17 Prelude: Roman Britain <u>Document analysis:</u> Tacitus, <i>Agricola</i> .	Hollister, 9-27 Blakeley, 5-7.
Week 3 SEPTEMBER 22, 24 The Anglo-Saxon invasions.	Hollister, 27-38
Week 4 SEPTEMBER 29, OCTOBER 1 Anglo-Saxon religion and society <u>Document analysis:</u> Conversion of Ireland; Bede on the Synod of Whitby	Blakeley, 8-20 Hollister, 39-61
Week 5 OCTOBER 6, 8	Blakeley, 20-27

	The heptarchy Seventh and eighth century kingship	Hollister, 61-70
Week 6	OCTOBER 13, 15 The coming of the Vikings The reign of Alfred <u>Document analysis:</u> Anglo-Saxon Chronicle; Anglo-Saxon dooms	Blakeley, 20-27 Hollister, 70-83
Week 7	OCTOBER 20, 22 Late Saxon England	Blakeley, 28-31 Hollister, 84-115
Week 8	OCTOBER 21, 23 The Norman Conquest <u>Document analysis:</u> William of Poitiers; the Bayeux Tapestry	Blakeley, 31-37 Hollister, 115-124
Week 9	OCTOBER 28 TEST (work to October 23 inclusive) OCTOBER 30 – no class – FALL STUDY BREAK	
Week 10	NOVEMBER 4, 6 The Impact of the Conquest The sons of the Conqueror <u>Document Analysis:</u> Domesday Book	Blakeley, 38-40 Hollister, 125-172
REMINDER: BRIEF ESSAY DUE: TUESDAY 25 NOVEMBER		
Week 11	NOVEMBER 11, 13 The Reign of Stephen The Angevin Empire <u>Document Analysis:</u> Assize of Clarendon; Dialogue of the Exchequer	Blakeley, 47-60 Hollister, 172-197
Week 12	NOVEMBER 18, 20 Medieval Module: room to be announced	Blakeley, 91-101, 104-9, 157-8 Hollister, 213-256
Week 13	NOVEMBER 25, 27	

“Good” King Richard
 “Bad” King John
Document Analysis: Magna Carta

Blakeley, 63-67
 Hollister, 197-212

Week 14 DECEMBER 2
 The Reign of Henry III, part one

Hollister, 257-285

CHRISTMAS VACATION

LECTURE SCHEDULE 2405E: TERM TWO

Week 15 JANUARY 5, 7
 Henry III and the Commune of England

Hollister, as week 14

Week 16 JANUARY 12, 14
 Edward I: law and administration
 Edward I and Scotland **Wales should precede Scotland**
 Hollister, 286-300
Document Analysis: Statutes of Edward I; Declaration of Arbroath **Rhuddlan!**

Blakeley, 71-81

Week 17 JANUARY 19, 21
 Edward I and Wales
 The reign of Edward II
Document Analysis: **Arbroath!** Statute of Rhuddlan

Blakeley, 74-76
 Hollister, 301-320

Week 18 JANUARY 26, 28
 The Hundred Years War

Blakeley, 87-89
 Hollister, 321-334

Week 19 FEBRUARY 2, 4
 The Black Death and its effects
Document Analysis: Henry Knighton's Chronicle

Blakeley, 90-92
 Hollister, 335-340
 Smith, 28-32

REMINDER: PRIMARY SOURCE ESSAY DUE: TUESDAY 3 MARCH

Week 20 FEBRUARY 9, 11

The Great Revolt of 1381

Blakeley, 102-104
Hollister, 347-351

FEBRUARY 15-19: READING WEEK

Week 21 FEBRUARY 23, 25
The reign of Richard II

Blakeley, 104-112
Hollister, 352-360

Week 22 MARCH 1, 3
Religion in the late Middle Ages
Document Analysis: Praemunire Statute

Blakeley, 117-119
Hollister, 341-347

Week 23 MARCH 8, 10
Two Lancastrian Kings: Henry IV and Henry V
Document Analysis: Treaty of Troyes

Blakeley, 119-121
Smith, 3-21

Week 24 MARCH 15, 17
Wars of the Roses: Myth and Reality
Document Analysis: Jack Cade Proclamation

Blakeley, 122-127
Smith, 21-28, 48-62

Week 25 MARCH 22, 24
Politics and Society in the Fifteenth Century
Document Analysis: Paston Letters

Smith, 30-47

Week 26 MARCH 29, 31
The Yorkist Kings

Smith, 62-88

Week 27 APRIL 5
Review

APRIL 9-30: 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 to 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](mailto:MentalHealth@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, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca