

# History 141: England through the Reign of Elizabeth

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Welcome to History 141: England through the Reign of Elizabeth! This course will introduce you to the main contours of English history from the prehistoric era to the beginning of the seventeenth century. Our approach will be largely chronological, tracing changes and continuities in English culture, society, economy, politics, and religion. We will also, however, pause to focus on important events, individuals, and groups. The history of England is important because of its vast influence on aspects of both U.S. culture and world culture: our language, our laws, our political systems, our ideas about religion and morality, and our literature are all heavily influenced – for better or for worse – by those of England. As a 100-level history course (one which fulfills the M1 LinC requirement), this course will also introduce you to the study of history itself. We'll examine particularly the ways in which historians use primary sources to glean information about the past. The "M" in "M1" stands for "Multidisciplinary," and this course will thus go beyond the study of history alone to make explicit connections with other subject areas, too. Our reading will include a number of literary sources, and lecture materials and images will sometimes draw heavily on the work of archaeologists. Together, these various disciplines, methods, and sources will help us build a picture of England's history.

## Goals of the Course

By the end of this course, you should have improved your ability to do the following:

1. *think historically.* In other words, you should be able to make comparisons and contrasts between different times and places and formulate arguments about the causes of change in history.
2. *understand the importance of primary sources in producing historical knowledge and the issues involved in interpreting them.* In this course, we will look closely at written primary sources and at material objects (things like jewelry, coins, and architecture), and we will talk about both what they can and cannot tell us. You will write two papers based on the interpretation of primary sources.
3. *understand the overall sequence of events and trends in English history.* You need not fixate on dates and facts, but you do need an approximate sense of chronology so you can understand how cultures developed. In order to understand the various components of medieval English culture, for example, you need to know that the Romans occupied England before the Angles and the Saxons, who in turn invaded prior to the Normans.
4. *know the fundamentals of English geography.* You should be able to identify on a map the most important places covered in this course. You should also be aware of the ways in which the natural landscape influenced cultural development and of the ways in which humans transformed their environments.
5. *read and think carefully and critically.* You should habitually question and test your reading, whether from textbooks or from primary sources, rather than accepting it simply because it is written down. We will apply skills of critical reading particularly to the primary sources we

examine in class. Please don't hesitate to ask questions and to raise counter-arguments: debate and discussion are great ways to engage with the course material.

6. *write and speak effectively.* In this course, you will write two 4-5 page papers. We will spend time in class talking about the ways to approach history papers, since clear writing is crucial to historians. This course will also encourage you to develop your speaking skills, through both small group discussions and conversations among the class as a whole.

## **How College History Courses Differ from High School History Courses**

For most of you, this will be the first history course you will have taken at college. Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week *outside of class* preparing for this course. Some weeks will require less; others (especially before a paper is due or a mid-term is scheduled) will require more.
- You may need to work on your note-taking skills. Many of our class sessions will consist mainly of lectures, in which I will present information, theories, and arguments about our topic for the day. I will always begin with a PowerPoint outline of the main topics to be covered (if you come in late, you may miss this). I suggest that you do not try to write down every word I say but rather that you note the most important information and arguments. Try to organize your notes under the headings I provide in my outline. Depending on the size of your writing, you should probably come away from class with 3-4 pages of notes each day. If you are having trouble with note-taking, I recommend that you visit the Learning Services Center and talk with the people there about note-taking strategies. You will often find that much of the material I cover is also discussed in some form in the textbook: the aim of my lectures is not to repeat information, however, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, don't tune out because a particular topic is also covered in the textbook.
- Compared with high school, you will probably turn in fewer assignments and have fewer tests. Each of these assignments, however, will count for a higher percentage of your grade. Because there are fewer assignments, you will need to retain information longer and make broader comparisons and contrasts across time periods. The final exam will include a comprehensive question that will require you to reflect back on course material from throughout the semester. Extra-credit opportunities are not offered in this course.
- You will receive more detailed feedback on each assignment than most of you will be accustomed to receiving in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments.
- Proper citation of sources is very important in college-level papers. We will discuss how to go about citing both primary and secondary sources. If you happen to miss the class when we discuss citation, please be sure to get the appropriate handout from me and to check with other students about what you missed. Please see below (under 'Academic Honesty Policy') for more on this.
- Good writing matters a great deal in this course and in other history courses. Writing is a process (which many of you will be learning or have learned in Writing 100 classes). This

process involves revision and editing, and papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your papers to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)

- Grades, on the whole, will be lower than you are accustomed to receiving in high school courses. In my last two sections of this course, the average grades were C and C+. Grades of A or A- are rare and are reserved for work of true excellence. Please don't be hurt or offended when a paper or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools.

I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses.<sup>1</sup> I would be happy to talk with you individually if I can help you in adjusting: please email me to set up a time or come and see me during my office hours (listed on page 1 of the syllabus).

## Required Texts

The following book is required for this course and is available for purchase from the college bookstore:

- Clayton Roberts, David Roberts, and Douglas R. Bisson, *A History of England. Volume I: Prehistory to 1714* (5<sup>th</sup> edition, 2008).

In addition, you'll be reading from handouts and from a **coursepack** of primary sources (sources written during the time periods we are studying). We will talk in class about how to get hold of these. Please bring the coursepack to class with you each day that reading is assigned from it. Unless I specify otherwise, you need not bring *A History of England* to class each day.

## Course Policies

### Attendance Policy

Attendance is not required in this course, but it is very highly recommended. Much of what we cover will build on previous classes, and those who are absent will find it hard to understand the patterns and narratives of history. Those who miss class frequently will also miss pop quizzes (see below, under "Evaluation") and will find it impossible to do well on class participation. In addition, they will miss seeing slides, some of which will form the basis of examination questions.

### Academic Honesty Policy

I expect that you will complete all quizzes, papers, and exams in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent. Let me clarify two particular occasions when it is legitimate (and even desirable) to use the help of others. First,

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<sup>1</sup> For pointing out some of the differences between high school and college history classes, I am indebted to the article by Robert J. Gough, "What We Should Know about Precollegiate Learning," *Perspectives* v. 42, n. 1 (January 2004), pp. 37-9.

while I expect that you will write all assignments & exams on your own, I *do* encourage you to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about the upcoming paper. Perhaps, for instance, you are puzzled about how to interpret a particular primary source. Your friend, after listening to you, might make an observation or suggestion. As you write your paper, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, “In talking about this reading with [your friend’s name], he/she suggested that this primary source might reflect [your friend’s suggestion]. This makes good sense to me because . . .” In other words, signal clearly which things are someone else’s opinion and which things are your own. You should also insert a footnote that acknowledges your debt to someone else’s ideas or thoughts, as I did on p. 3 of this syllabus with the article by Robert Gough. Second, I encourage you to seek help with writing. It is perfectly legitimate to ask others to read over your paper and look for errors of spelling, grammar, and expression. You might also ask others to look over your written work and help you with paper organization and structure. I am happy to read drafts of papers, especially if you give me advance warning. I also encourage you to use the Writing Center. Again, it is good practice to insert a footnote in your paper in which you thank anyone who has read and commented on a draft.

### **Inclusive Language Policy**

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about “mankind,” write about “people” or “humankind.” Rather than use the term “he” when referring to a person in the abstract (as opposed to a specific individual), replace it with “they” or “he/she.” This mindfulness about language reflects Moravian’s commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you might have about inclusive language or to work with you to find ways to make your language more inclusive.

### **Evaluation**

Quizzes (6, unannounced, throughout the semester)	15%
Mid-Term Exam 1 (Thursday September 30)	10%
Mid-Term Exam 2 (Tuesday November 9)	15%
Final Exam (as per college schedule)	20%
Paper 1 (due Tuesday September 21)	15%
Paper 2 (due Tuesday November 23)	15%
Participation (throughout the semester)	10%

There will be 6 pop QUIZZES on readings and geography during the semester. Your lowest quiz grade will be dropped; the other 5 will each count for 3% of your final grade (a total of 15%). They may take the form of multiple-choice or short-answer questions, or they may require you to write a paragraph or two. No make-ups are possible, except in cases of *documented* medical or family emergencies, or school-sponsored commitments (e.g., cultural or sporting events or field trips in other classes). The intention of these quizzes is to encourage you to keep up with reading and class attendance. You will also be tested on geography, using the map on p. 10 of this syllabus and the places listed in the class schedule below. Please note that you must remember how to locate these places *beyond* the dates they are listed. For example, the city of Chester is listed as one of the places you must know for Tuesday September 14. You might be asked to locate Chester on a quiz on September 14 or in any subsequent class between September 14 and the end of the semester. Many of the places listed will be places you may be able to locate already. The reason for requiring you to learn them is that I believe their locations to be vital to a full understanding of our subject. I suggest that you locate each place on the map before you begin your reading.

The MID-TERM EXAMS (first mid-term 10%; second mid-term 15%) will be held on Thursday September 30 and Tuesday November 9. Each will include multiple-choice and short-answer questions, paragraphs, and essays. Before the first mid-term we will devote some time to discussing the format of the exam and my expectations for good answers. The second mid-term may include map questions from the first part of the semester, but the paragraphs and essays will be drawn from the material covered since the first mid-term. No make-ups are possible, except in cases of *documented* medical or family emergencies, or school-sponsored commitments.

The FINAL EXAM (20%) will follow a similar format to the mid-term exams. It will also, however, include an extra essay question that requires you to draw on material from throughout the semester.

Your PAPERS (15% each) are described in detail on a separate handout, which I will give you during the first few weeks of class. They are based on interpretation of the primary sources in the coursepack. The first paper is due on Tuesday September 21 and the second on Thursday November 23. Papers are due in electronic form (via email or on disk) as well as in hard copy. Late papers will be penalized 10 points per day, starting at the beginning of class on the day that the paper is due (in other words, if you come to class 3 minutes late, 10 points will be subtracted from your paper; if you turn it in the next day, 20 points will be subtracted; and so on).

PARTICIPATION (10%) will be assessed according to your contributions to class discussions and lectures. Participating in discussions and asking thoughtful questions of me and of your fellow students demonstrate your engagement in and understanding of the subject matter of history. They also demonstrate your ability to seek out information you do not understand or know (a vital skill for historians). An implicit part of participation is regular and timely attendance: people who skip class regularly or who come in late will not only find that they miss quizzes, but they will also be unable to score well for participation.

Aside from multiple-choice questions on quizzes and exams, it is within my purview as an instructor to apply qualitative judgment in determining grades. I will do my utmost to be fair and consistent in applying this judgment.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

## Class and Readings Schedule

Please note: this schedule is subject to change. In the event that a change is made, I will inform you in class and – if the change is a major one – hand out a revised copy of the schedule.

<b>Tues August 31</b>	<b>Introduction</b>
<b>Thurs September 2</b> Reading:	<b>Primary Sources in History</b> <ul style="list-style-type: none"> <li>• “Primary Sources and How We Read Them,” in Handout, pp. 1-6.</li> <li>• Please also read this syllabus, pages 1-5, very carefully.</li> </ul>
<b>Tues September 7</b> Reading:	<b>Paleolithic &amp; Early Neolithic Britain</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 1-8.</li> <li>• Primary Source: Image of Skara Brae, in Handout, p. 7. What can you infer about Neolithic-era peoples from this photograph of the interior of a Neolithic house?</li> <li>• Places you must be able to locate by today: <ul style="list-style-type: none"> <li>England                      North Sea</li> <li>Scotland                    English Channel</li> <li>Wales                         Irish Sea</li> </ul> </li> </ul>
<b>Thurs September 9</b> Reading:	<b>(1) Bronze &amp; Iron Age Britain</b> <b>(2) Writing Papers in History Classes</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 8-18.</li> <li>• Excerpts from Mary Lynn Rampolla’s <i>Pocket Guide to Writing in History</i> in Coursepack, pp. 34-52.</li> </ul>
<b>Tues September 14</b> Reading:	<b>Roman Britain</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, chapter 2.</li> <li>• Primary Source: Tacitus’s view of Queen Boudica and the Pax Romana, in Coursepack, pp. 11-16.</li> <li>• Places you must be able to locate by today: <ul style="list-style-type: none"> <li>London</li> <li>Chester</li> <li>Bath</li> </ul> </li> </ul>

<p><b>Thurs September 16</b></p> <p>Reading:</p>	<p><b>The Arrival of the Anglo-Saxons and the Unification of England</b></p> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 34-50.</li> <li>• Primary Source: The Anglo-Saxon Chronicle, in Coursepack, pp. 17-21.</li> <li>• Places you must be able to locate by today: <ul style="list-style-type: none"> <li>Canterbury</li> <li>Lindisfarne Island</li> <li>Glastonbury</li> <li>York</li> <li>Winchester</li> <li>Salisbury</li> </ul> </li> </ul>
<p><b>Tues September 21</b></p> <p>Reading:</p> <p>Please note:</p>	<p><b>Religion, Society, and Culture in Anglo-Saxon England</b></p> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 50-66.</li> <li>• Primary Source: Ælfric's Colloquy, in Coursepack, pp. 22-29.</li> <li>• First paper due at the beginning of class.</li> </ul>
<b>Thurs September 23</b>	<b>Fall Convocation</b>
<b>Tues September 28</b>	<p><b>Archaeological Sources</b></p> <ul style="list-style-type: none"> <li>• No reading today! Study for your midterm and come to class ready to engage in a discussion of what historians can learn from archaeology!</li> </ul>
<b>Thurs September 30</b>	<b>FIRST MIDTERM</b>
<p><b>Tues October 5</b></p> <p>Reading:</p>	<p><b>The Norman Conquest &amp; its aftermath</b></p> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, chapter 4.</li> <li>• Primary Sources: William of Poitiers, <i>The Life of William the Conqueror</i>; <i>The Anglo-Saxon Chronicle</i> account of William the Conqueror in Coursepack, pp. 53-59.</li> <li>• Places you must be able to locate by today: <ul style="list-style-type: none"> <li>Dover</li> <li>Hastings</li> <li>Durham</li> </ul> </li> </ul>
<p><b>Thurs October 7</b></p> <p>Reading:</p>	<p><b>Society and Culture under the Angevins</b></p> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 93-108.</li> <li>• Primary Sources: Description of the Manor of Alwalton, 1279; Borough Charters; in Coursepack, pp. 60-67.</li> <li>• Places you must be able to locate by today: <ul style="list-style-type: none"> <li>Edinburgh</li> <li>Shrewsbury</li> <li>Exeter</li> <li>Norwich</li> <li>Plymouth</li> <li>Lincoln</li> <li>Nottingham</li> <li>Bristol</li> </ul> </li> </ul>
<b>Tues October 12</b>	<b>Midterm Break: No Class</b>

<b>Thurs October 14</b> Reading:	<b>The Angevin Kings</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 108-21.</li> <li>• Primary Source: Selections from Magna Carta, in Coursepack, pp. 68-70.</li> </ul>
<b>Tues October 19</b> Reading:	<b>Society and Culture in the 13<sup>th</sup> Century</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 122-46.</li> <li>• Primary Source: Ramsey Abbey Court Roll, in Coursepack, pp. 71-72.</li> <li>• Places you must be able to locate by today: Oxford Cambridge</li> </ul>
<b>Thurs October 21</b> Reading:	<b>Political Change and the Origins of Parliament</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 146-59.</li> <li>• Primary Source: Sources on the Parliament of Edward I, in Coursepack, pp. 73-76.</li> </ul>
<b>Tues October 26</b> Reading:	<b>More Political Change and the Hundred Years' War</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 160-72.</li> <li>• Primary Source: Froissart, <i>The Hundred Years' War</i>, in Coursepack, pp. 77-80.</li> </ul>
<b>Thurs October 28</b> Reading:	<b>Population Crisis and Social Change</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 172-90.</li> <li>• Primary Sources: Henry Knighton's "Description of the Black Death (1349)" &amp; his "Description of the Peasants' Revolt (1381)," in Coursepack, pp. 81-86.</li> </ul>
<b>Tues November 2</b> Reading:	<b>15<sup>th</sup>-Century Politics &amp; the Wars of the Roses</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, chapter 8.</li> <li>• Primary Source: The Book of Margery Kempe, in Coursepack, pp. 87-91.</li> </ul>
<b>Thurs November 4</b>	<b>Reading Medieval Handwriting</b> <ul style="list-style-type: none"> <li>• No reading today! Study for your midterm!</li> </ul>
<b>Tues November 9</b>	<b>SECOND MIDTERM</b>



<b>Thurs November 11</b> Reading:	<b>Henry VII</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, chapter 9.</li> <li>• Primary Source: “Poems about Raising Children,” in Coursepack, pp. 92-101.</li> </ul>
<b>Tues November 16</b> Reading:	<b>Henry VIII &amp; the Reformation I</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 239-56.</li> <li>• Primary Source: Thomas More’s <i>Utopia</i>, in Coursepack, pp. 102-116.</li> </ul>
<b>Thurs November 18</b> Reading:	<b>Henry VIII &amp; the Reformation II</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 256-68.</li> <li>• Primary Source: Henry VIII’s Last Speech to Parliament (1545), in Coursepack, pp. 117-119.</li> </ul>
<b>Tues November 23</b> Reading:  Please Note:	<b>16<sup>th</sup>-Century Religious Controversies</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, chapter 11.</li> <li>• Primary Source: John Fox’s <i>Book of Martyrs</i>, in Coursepack, pp. 120-124.</li> <li>• Second paper is due at the beginning of class.</li> </ul>
<b>Thurs November 25</b>	<b>Thanksgiving Break: No Class</b>
<b>Tues November 30</b> Reading:	<b>Elizabethan Politics and Religion</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 287-307.</li> <li>• Primary Sources: Images of Elizabeth I; Selections from Speeches of Elizabeth I, in Coursepack, pp. 125-6.</li> </ul>
<b>Thurs December 2</b> Reading:	<b>Social Change in Elizabethan England</b> <ul style="list-style-type: none"> <li>• <i>A History of England</i>, pp. 307-25.</li> </ul>
<b>Tues December 7</b>	<b>Conclusion and Review</b>
<b>See the college exam schedule</b>	<b>Final Exam</b>

