



History 240.3 Term 1 2015-2016
More Than Conquerors: The British Peoples and Their World
1450-1720
Monday, Wednesday, Friday 10:30-11:20 Arts 206

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Course Description

Welcome to History 240! This course surveys major developments in Early Modern British history between 1450 and 1720. Topics covered include the end of the Wars of the Roses, the Tudor Dynasty, the Stuarts, relations between the sovereign nations of England and Scotland, monarchical union, colonization of Ireland, and the formation of Great Britain including the British Civil Wars. We will also examine religious and societal changes including the Henrician reformation, rebellion, resistance, and the 'little Commonwealth' of the family. The underpinnings of the first British empire and Britain's relationships with her continental rivals and allies will also be considered.

Prerequisites: Three credit units in History at the 100-level or INTS 101 or 30 credit units of university course credit. Students with credit for Hist 242 or Hist 246 will not receive credit for this course.

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Textbooks, Grading, and Objectives

Required Textbooks

Lockyer, Roger. *Tudor and Stuart Britain*, Third Edition. London and New York: Routledge, 2013.

Rampolla, M. *A Pocket Guide to Writing in History*, 8th ed. Boston and New York: Bedford/St Martin's, 2015.

Textbooks are available from the University of Saskatchewan Bookstore:

www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources will be posted to the Blackboard page for this class.

Grading

Assignment	Due Dates	Grade Percentage
Film and Henry VIII Assignment (3 pages double spaced)	February 1	15%
Major Research Paper (12-14 pages double spaced)	March 24	25%
Midterm	February 15	15%
Class Discussion	February 8, March 3, April 3	15%
Final Exam	April TBA	30%

To qualify for a passing grade all assignments and exams must be completed.

Learning Outcomes and Course Objectives

At the end of this course, students should be able to:

- Develop and demonstrate a knowledge of the major events, ideologies, and people that shaped the military/diplomatic, political, social, intellectual/cultural, and economic history of Early Modern Britain
- Demonstrate a knowledge of historical processes that shaped the history of the British Isles (ideologies, technologies and industrialization, civil movements, medicine, militarization, and environmental factors)

- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Recognize and explain the changing physical and political geography of the British Isles and the first British empire
- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments by examining: journal articles, monographs, and films; the ways in which historians link evidence to argumentation; and the different approaches and methods that historians have taken toward topics under study
- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of fora comprising class discussions and regular writing assignments, including one major essay of 12-14 pages
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting

Course Schedule

Week One: Introduction and the Early Modern World

January 4: Course Expectations, Information and the Early Modern World

January 6: Doing History

Week Two: The Wars of the Roses and the Beginning of the Tudor Dynasty

January 9: The Wars of the Roses and Henry VII's Rise to Power

Roger Lockyer, *Tudor and Stuart Britain*, Third Edition (London and New York: Routledge, 2013), Chapter 1.

January 11: Henry VII

January 13: Henry VIII

Lockyer, Chapter 2

Week Three: The Henrician Reformation

January 16: The Henrician Reformation

Lockyer, Chapter 3

January 18: The Wives of Henry VIII

Lockyer, Chapter 4

January 20: History on Film

Film: *Henry VIII and His Six Wives* (1972)

Readings: Cynthia Herrup, "The Hot Dynasty: The Tudors on Film and TV," *Perspectives on History* 47(7) (2009): 26-28.

Pierre Sorlin, "How to look at an 'historical' film," in *The Historical Film: History and Memory in Media*, M. Landy ed., 25-49 (New Brunswick, NJ: Rutgers University Press, 2001). **On reserve at Murray Library**

Week Four: Film Representations of Henry VIII

January 23: *Henry VIII and His Six Wives* (1972)

January 25: *Henry VIII and His Six Wives* (1972) and "Look to God First" *The Tudors Season One* (2007)

January 27: "Look to God First" *The Tudors Season One* (2007)

Week Five: Religious Upheaval

January 30: Reformation Resistance

Lockyer, Chapter 5

February 1: Edward VI and Protestantism

Film Assignment Due

February 3: Mary I and the Return to Catholicism

Lockyer, Chapter 6

Week Six: The Golden Age

February 6: The Elizabethan Religious Settlement

Lockyer, Chapter 8

February 8: Class Discussion

Lucy Underwood, "Persuading the queen's majesty's subjects from their allegiance: treason, reconciliation and confessional identity in Elizabethan England," *Historical Research* 89(244) (2016): 246-267.

February 10: The Golden Age and Scottish Relations

Week Seven: Trade and empire

February 13: England a Maritime Power?

February 15: Midterm Exam

Midterm Information Sheet available on Blackboard

February 17: Trading Nations: England and Scotland

Martin Rorke, "Trade and Traders: Edinburgh's sixteenth-century exporting community," *Historical Research* 81(213) (2008): 447-462.

Week Eight: Reading Week

Week Nine: Societal Changes

February 27: The Scottish Reformation

Lockyer, Chapter 7

March 1: Professionalization and the Middling Sort

Lockyer, Chapter 17

March 3: Class Discussion

Alexandra Shepard, "Crediting Women in the Early Modern English Economy," *History Workshop Journal* 79(1) (2015): 1-24.

Week Ten: The Early Stuarts

March 6: James I and VI

Lockyer, Chapters 11 and 12

March 8: Absolutism and Charles I

Lockyer, Chapter 13

March 10: Regicide/Essay Preparation

Lockyer, Chapter 14

Week Eleven: The Wars of Three Kingdoms

March 13: English Civil Wars

Lockyer, Chapter 15

March 15: War in Scotland and Ireland

March 17: Oliver Cromwell and the Republic

Lockyer, Chapter 16

Week Twelve: The Restoration

March 20: Charles II

Lockyer, Chapter 18

March 22: The Anglo-Dutch Wars

March 24: James II

Lockyer, Chapter 19 (426-435)

Research Paper Due

Week Thirteen: The Glorious Revolution

March 27: The Glorious Revolution

Lockyer, Chapter 22

March 29: Bill of Rights and Parliamentary Power

Lockyer, Chapter 19 (436-449)

March 31: Anne I and the Act of Union

Lockyer, Chapter 21

Week Fourteen: Great Britain

April 3: Class Discussion

Douglas Bradburn, "The Visible Fist: The Chesapeake Tobacco Trade in War and the Purpose of Empire, 1690-1715," *The William and Mary Quarterly* 68(3) (2011): 361-386.

April 5: Exam Review

Please bring your notes and questions

Possible Final Exam Dates: April 7-29. Exam date will be announced as soon as it is available.

Lectures, Attendance, and Reading

You are expected to attend three hours of lectures each week.

Three times over the course of the term (February 8, March 3, and April 3) there will be in-class discussions. Each discussion is worth 5%, and together forms 15% of your total grade. You must prepare in advance a one-page, double-spaced, typed reading response to be handed in following each class discussion. This reading response should identify the thesis/argument of each reading, the sources used by the author, and the author's methodology. It should also include your general impressions and opinions on the reading. This is designed to facilitate understanding of the readings and prepare students to actively

participate in class discussion. Reading responses will be collected after class discussion and will contribute to your participation grade which will be published on Blackboard shortly after the discussion.

Readings for these discussions are available through the University Library's website. I recommend searching for the article's full title in Usearch. **If you have any difficulty accessing the discussion reading please let me know as soon as possible.** In-class discussions are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes. Participation will be assessed on both quantity and quality of contributions. Your participation grade will be calculated according to the following guidelines:

- Excellent (mid 80s- 100): Contributed frequently and insightfully, demonstrated critical understanding of the reading; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- Good (70-low 80s): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- Adequate (50s-69): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.
- Substandard (0-49): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

If you miss a class discussion, you may still submit a reading response and may also choose to submit written answers to the discussion questions for partial participation marks.

The assigned textbook readings, and occasional journal articles, provide chronological and political background of events and are essential to an adequate understanding of this course. The readings are designed to supplement the lectures that will feature thematic examinations of individual countries, social, cultural, and political developments and movements. Successful exam answers will require reference to the assigned primary and secondary reading material.

PowerPoint slides from the lectures will be posted on Blackboard each day before the lecture. If you want to record the lectures you must receive permission from the instructor. All lecture materials, including lecture slides are under the intellectual copyright of the instructor and may only be used for academic study for this class.

Formative Assessment

Occasionally, to assess lecture format, student engagement, and to provide ongoing feedback to the instructor, students will be asked to complete brief, **anonymous**, and voluntary formative assessments. These formative assessments are intended to improve student's learning experience in the course and allow the instructor to adapt course materials as necessary. Student responses may also be used in the instructor's reflective teaching portfolio.

Assignments, Exams, and Policies

Henry VIII and Film Assignment:

For this assignment, you are asked to watch one historical film and one episode of *The Tudors*. You are tasked with analysing how cinematic interpretations of Henry VIII and his wives have changed over time. You may choose any one facet to analyse, but suggested topics for analysis include: gender and sexuality, power, and the person of the monarch. To contextualise your analysis, you must use one secondary source in addition to the Herrup and Sorlin articles listed below. Your paper must be in essay format with an introduction, thesis statement, argumentative body paragraphs and a conclusion. Websites may not be used as secondary sources unless they are approved in advance by the instructor.

Articles:

Cynthia Herrup, "The Hot Dynasty: The Tudors on Film and TV," *Perspectives on History* 47(7) (2009): 26-28.

Peter Sorlin, "How to look at an 'historical' film," in *The Historical Film: History and Memory in Media*, M. Landy ed., 25-49 (New Brunswick, NJ: Rutgers University Press, 2001). **On reserve at Murray Library**

Films and TV:

The following films and TV show must be watched in class; attendance will be taken.

- *Henry VIII and His Six Wives* (1972)
- "Look to God First" *The Tudors Season One*

This assignment must be 3 pages double-spaced 12-point **Times New Roman font**. A title page with your name, class, title, date, and student number, must accompany your paper but is not included in your page count. You must also include page numbers and staple your assignment. **You must attach the completed short assignment checklist to the end of your assignment. Failure to do so will result in a loss of 5 %.** The checklist is available from the 'Film Assignment' folder on Blackboard. This assignment is due **February 1st at the start of class**.

Major Research Essay

For your major research essay, you may choose a topic from the topic list on my office door or craft your own in consultation with me (no later than January 25th). You must use a minimum of seven secondary and one primary source. Ideally, secondary sources should have been published post-1980 (depending on the topic chosen earlier sources may be used with permission). The course textbooks, encyclopaedias, or websites may not be used as secondary sources. A sign-up sheet is available on my office door. Only one student may sign up for a topic.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the short assignment your paper must include a separate title page. Your paper should be 12-14 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers and is **due March 24th. You must attach the completed (checked off) assignment checklist available on Blackboard to your submission. Failure to do so will result in a loss of 5%.**

Midterm

An in-class midterm will be held on **February 15th**. This exam will cover the first half of the course and will consist of multiple choice, short answer, and an essay question based on the lectures and course readings. A more detailed midterm exam information sheet will be posted to the 'Midterm Exam Resources' folder on Blackboard.

Final Exam

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final exam at the instructor's discretion through consultation with the class. This will be a three-hour written exam during the December exam period.

Midterm and final examinations must be written on the date scheduled. In the case of a missed exam for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam *may* be given. Final examinations are scheduled by the University and may be any time during the April examination period. Students should avoid making prior travel, employment, or other commitments during the examination period (April 7-29). Please consult all examination policies and procedures:

<https://students.usask.ca/academics/exams.php> - ExamSchedules

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <https://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dssexams@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Late Penalties and Extensions

The **penalty for late assignments is -10% the first day late, with additional deductions of - 2% per day thereafter, including weekends. You will receive the daily penalty at midnight each day.** Assignments may be submitted by e-mail to stop the late clock, but a paper copy must be submitted by the next business day. Please use the HumFA drop box on the 5th floor (across from the elevators) to pass in paper copies not submitted in class where it will be date-stamped. **Please do not slide papers under my office door.**

Extensions will only be granted for documented medical or family emergencies. Please consult with me as soon as possible if you have a medical or family emergency. Remember to back up your work, as failures with technology will not result in an extension.

E-mail Policy

Students are strongly encouraged to **check their university e-mail daily.** Announcements about readings, upcoming assignments, and last minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during normal business hours 8am-6pm. For very quick questions, or further discussion outside class, I'm available on Twitter. Please use the hashtag #hist240. I will reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time, please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 240 is in the subject line**, that **you include a proper salutation** (e.g. Hello, Good Morning), and **sign your name**. E-mail *must* be sent from your university account; non-university account e-mail may end up in my junk folder and go unanswered.

You are encouraged to ask questions through email, however before emailing please consult your syllabus to see if the answer to your question is there.

Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns.

Drop in writing help is also available from Student Learning Services in Rm 142 of the Murray Library (Monday and Tuesday 9:30-6:30; Wednesday to Friday 9:30-3:30) and in the Gordon Oakes Red Bear Centre Tuesday 9:30-12:30 and Thursday 1:30-4:30.

SLS also offers an online tutoring service where essays and assignments will be looked over by tutors and feedback given electronically:

http://library.usask.ca/studentlearning/_php/online_writing_help/onlinewritingHelp.php. This process can take up to 72 hours so please keep assignment deadlines in mind when using these services.

University of Saskatchewan Grading System (For Undergraduate Courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

See also the **Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning**: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Departmental Policy on Plagiarism

It is important that students read and understand the University's regulations governing academic misconduct, which apply to all University courses. Plagiarism is one of 23 examples of misconduct that are outlined in these regulations. Because it concerns the use of sources in the production of one's own work (term essays, prepared in-class essays, take-home exams, book reviews, historiographic overviews, artistic or historical reproductions, and any other written requirements), a clear understanding of plagiarism is particularly important in History and CMRS courses, where such work often constitutes an important component of the course. Accordingly, every student must understand the distinction between plagiarism and the legitimate use of external sources. As stated in the University's regulations:

"Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of Plagiarism are:

- The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author.*
- The verbatim use of oral or written material without adequate attribution.*
- The paraphrasing of oral or written material of other persons without adequate attribution."*

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes. If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

Integrity Defined (From the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)