



HIST 4345: History of England, 1485 - 1714

Fall 2017

Instructor: Dr. Wendell A. (Alex) Hunnicutt

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Office Hours: MWF 10:00 – 10:50 a.m.; or by appointment

Section Information: HIST 4345-001 (Fall 2017)

Time and Place of Class Meetings: MWF, 11:00-11:50a.m., UH-25

DESCRIPTION OF COURSE CONTENT: This course will be concerned with English history between 1485 and 1714. In lectures, readings, and discussions, we will focus on several topics: social and economic changes (especially as they affected diverse groups in society), political structures (with emphasis on monarchs, judicial institutions, and Parliament), religious controversy, and some episodes in foreign policy. Along with our discussions of particular events and personalities in the Tudor and Stuart era, we will be examining sources available to early modern English historians, with an eye toward understanding "how historians do history." The course is intended to help students understand and evaluate English society, comprehend the historical experience, and further develop reading and writing competencies and critical skills.

CLASS PREREQUISITES: Completion of or concurrent enrollment in ENGL 1301.

REQUIRED TEXTBOOKS:

There are 6 required books for this class:

- Defoe, Daniel. *A Journal of the Plague Year*. Dover, 2001. ISBN: 978-0486419190.
I will make an electronic version of this book available. You do not have to purchase it unless you want to.
- Goodman, Ruth. *How to Be a Tudor: A Dawn to Dusk Guide to Tudor Life*. Liveright (W.W. Norton), 2017. ISBN: 978-1631492532.
- Robertson, Geoffrey. *The Tyrannicide Brief*. (Knopf Doubleday Group, 2007). (ISBN-13: 978-0738637-3 / ISBN-10: 0-30738637-6)
- Sansom, C. J. *Dissolution*. Penguin, 2004. ISBN: 978-0-14-200430-2
- Tey, Josephine. *The Daughter of Time* (Simon & Schuster, 1995; first published in 1951). (ISBN-13: 978-0684803869)
- Bucholz, Robert. O., and Key, Newton. *Early modern England 1485-1714: a narrative history*. Wiley-Blackwell, 2008. ISBN: 978-1-4051-6275-3.

STUDENT LEARNING OUTCOMES:

During this course, students will learn how to:

- identify key events, peoples, individuals, terms, periods, and chronology of the history of early modern England; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
- develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies
- differentiate between primary and secondary sources relevant to early modern English history.
- synthesize diverse historical information and evidence related to broad themes of early modern English history and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
- develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in English history

FACULTY EXPECTATIONS:

I expect that students will

- stay in contact with me and your classmates. In the online environment, good communication – primarily through email – is essential.
- not cheat, plagiarize, collude or commit other acts of academic dishonesty
- participate fully by engaging discussion boards, group projects, and all other assignments.
- do college-level work in all written assignments. You will receive specific and detailed instructions for all assessments within this course, follow them. Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
- turn in work on time
- show respect to your instructor and your fellow students in all interactions
- ask for help when needed – Ask questions if something is not clear.
- be courteous in all interactions with your classmates and the professor.

CLASS FORMAT: I welcome an engaged classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper online etiquette. Do not insult, demean, or flame one another. Please adopt an attitude of assuming the best intentions of your fellow classmates and of me, the instructor. If there are errors or problems or conflicts, please politely bring them to my attention and I promise to address these.

If you have not taken any English history prior to this course, I urge you to stay abreast of the readings and to contact me at once if you have questions or concerns about the class itself or any points of the content. Your arguments and comments will be most welcome. Informed, intelligent questions are welcome. Should you wish to discuss a topic at greater length or to explore other treatments of a particular subject, I will be available to discuss these.

I often provide very quick responses to email, so please do watch for my replies. I will definitely not go more than 24 hours without responding. If that should happen, please assume that either I did not receive the email and resend it to me, or else I have died. Observe courtesy in email and class with me and your classmates.

ASSIGNMENTS AND ASSESSMENTS:

Book Quizzes. 4%

There will be four (4) book quizzes, one over each of the five assigned books (not Bucholz and Key). These quizzes are aimed at testing your basic content knowledge of the books. The questions are multiple choice / multiple answer in format. Each quiz is worth 1% of the overall course grade; the four quizzes are therefore worth a total of 4% of the course grade.

Book Essays. 16%

There will be four (4) book essays, one each over Tey, Sansom, Robertson, and Defoe. These essays will be interpretive in nature. I will give you essay prompts and you will respond with a two to four-page paper which you will submit in **Blackboard** through SafeAssign. You will evaluate the books on their own as well as within the larger context of the course. Your ability to construct a rational train of thought and present it effectively and persuasively will weigh large in grading these assignments. Each of these essays is worth 4% of the overall course grade; the four essays are therefore worth a total of 16% of the course grade.

Reflective Journals 5%

There will be five (5) reflective journal posts. These will be in the format of responded to a form I supply you. Essentially you will identify some vocabulary terms that you learned and some general concepts or themes we have studied. In addition, you can raise questions regarding anything that is confusing or unclear, so I can be sure to give you additional information. This is not a discussion board. Only I see your journal; you do not have to interact with your classmates. There will be a total of five (5) reflective journal entries during the course, worth 1% each, making a total of 5% for the semester.

Unit Tests. 20%

There will be four (4) unit tests, roughly corresponding to one to three chapters from the text book, usually the material covered in the previous few weeks. These tests are multiple choice, multiple answer, and matching. Each of these is test is worth 5% of the overall course grade; the four exams are therefore worth a total of 20% of the course grade.

Social Project. 5%

There will be one semester-long project based on what we generally learn about life in the Tudor period and, more specifically, what we read in Goodman's *How to Be a Tudor*. You will create and submit a project that reflects significant elements of life in 16th-century England. I will supply you with specific details and rubric for grading. This project is worth 5% of the course grade.

Mid-Term Reflection. 15%

The Mid-Term Reflection is an essay that will bring together elements from the discussions, the text, and the various reading up to that point. I will give you an essay prompt and you will respond with a four to five page paper which you will submit in **Blackboard** through SafeAssign. I will provide a detailed rubric of specifically what the expectations are and how you will be graded. In general, you will be assessing the larger context of England through the Tudor period and the many changes that occurred during that time. Your ability to construct a rational train of thought and present it effectively and persuasively will weigh large in grading this essay which is worth 15% of the overall course grade.

Trial and Execution Project. 20%

Essay on Trial and Execution. 15%

There will be a project using primary sources of the State Trials of England. You will focus on the original documents of the trial and execution of a prominent individual. I will provide you with a detailed description of the project which will involve research, planning, and development of an essay. This essay is worth 15% of the course grade.

Preparation for Essay on Trial and Execution. 5%

On your way to completing the essay, there are graded steps that will ensure that you are on a good path to success:

Statement of Intention =	0.5%
Preliminary General Identification of Sources =	1.5%
Annotated Bibliography =	1.5%
Thesis Statement =	<u>1.5%</u>
Total	5.0%

The four preparatory steps combined with the essay itself makes the entire project worth 20.0% of the course grade.

Comprehensive Final Exam. 15%

There will be a final exam, which will be comprehensive. This exam will be part objective, using questions from the previous question pools used for the four unit tests; it will also be part essay comprised of an over-arching essay about the period as a whole. I will give you essay topic prompt in advance of the final. You will be expected to draw from the course content as a whole rather than focusing just on the most recently discussed materials. The final exam is worth a total of 15% of the course grade.

In summary, the final grade for the course will be based on the following:

GRADED ASSIGNMENTS

Type	Name	Percentage
Reflective Journal	Reflection 1	1.0%
	Reflection 2	1.0%
	Reflection 3	1.0%
	Reflection 4	1.0%
	Reflection 5	1.0%
	Reflective Journal Total	5.0%
Unit Tests	Unit Test 1	5.0%
	Unit Test 2	5.0%
	Unit Test 3	5.0%
	Unit Test 4	5.0%
	Unit Test Total	20.0%
Book Quizzes	<i>The Daughter of Time</i> Quiz	1.0%
	<i>Dissolution</i> Quiz	1.0%
	<i>The Tyrannicide Brief</i> Quiz	1.0%
	<i>A Journal of the Plague Year</i> Quiz	1.0%
	Book Quiz Total	4.0%
Book Essays	<i>The Daughter of Time</i> Essay	4.0%
	<i>Dissolution</i> Essay	4.0%
	<i>The Tyrannicide Brief</i> Essay	4.0%
	<i>A Journal of the Plague Year</i> Essay	4.0%
	Book Essay Total	16.0%
Trial and Execution	Statement of Intent	0.5%
	Preliminary Identification of Sources	1.5%
	Annotated Bibliography	1.5%
	Thesis Statement	1.5%
	Trial and Execution Essay	15.0%
	Trial and Execution Total	20.0%
Social Project		5.0%
Mid-Term Reflection		15.0%
Comprehensive Final		15.0%

Check the **Course Calendar** for dates of these assignments, quizzes, and exams.

The Book Quizzes and Essays will be accessible and available for several days prior to the due date. **You do not have to wait until the due date to complete these assignments.** If the due date conflicts with your schedule, then complete the assignment early, or contact me *beforehand*. If you do not like the day it is due, then do it some other day.

In other words, "I forgot," or "I had a conflict that prevented me from completing the assignment at the time it was due," is not a valid excuse except in cases of genuine, unforeseeable, and verifiable emergencies.

Technical problems are also not good excuses, because there was ample time to complete the assignment and to resolve any technical issues. If Blackboard itself becomes unavailable, then extensions will be granted. Blackboard administrators always make announcements regarding Blackboard outages.

Make Up Contingencies.

In an online environment, theoretically most assignments can be submitted past the due date. Late penalties are described below. The exceptions to this are the Group Project and the Final Exam. Your group depends on your contributions and they will be unlikely to wait for you, regardless how sound and legitimate your excuse may be. Similarly, the final exam is indeed final. There will be essentially no room for negotiation on the timing of that exam.

LATE SUBMISSION PENALTIES:

Unless some extraordinary circumstances apply, an assignment that is submitted late will receive a 10% reduction in grade per day late. I will apply this on a pro-rated scale down to the minute.

Exceptions to due dates will be given only in unusual or prearranged circumstances.

GRADES / POINTS (Total Accumulated Points)

Total Points Accumulated	Percent	Grade	Translation
9000 and above	>=90%	A	Excellent
8000 – 8999	80% - 89%	B	Good
7000 – 7999	70% - 79%	C	Average
6000 – 6999	60% - 69%	D	Passing
Below 6000	<60%	F	Failing

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

EXTRA CREDIT

If there are any other extra credit opportunities along the way, I will make an announcement through Blackboard. If there are such opportunities, they would be available to all students and a general announcement will be forthcoming.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance Policy:

In a face-to-face setting there is a strong correlation between poor attendance and poor grades. In the online setting, frequent check-ins are **highly** recommended. Though regular attendance does not guarantee success in the class, years of teaching experience has shown me that

STUDENTS DO NOT DO WELL WITHOUT ACTIVELY PARTICIPATING.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared

students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

I try to answer all emails within a few hours of receiving them. If as much as 24 hours pass without a reply from me, please write me again. Chances are, I did not receive it or else I am dead or held captive.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database

anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the center and the East end of the building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Schedule.

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Week	Date		Readings	Lecture Topic	Graded Item	points
0	8/25	Fri	BK Text, pp. 1-54	Introduction and Generalities		
1	8/28	Mon	BK Text, pp. 1-54	Bosworth Field or business as usual?		
	8/30	Wed				
	9/1	Fri			Periodic Reflection 1	100
2	9/4	Mon	BK Text, pp. 1-54	Labor Day Holiday		
	9/6	Wed		"The king was in his counting house"	The Daughter of Time Quiz	100
	9/8	Fri			Trial and Execution Statement of Intent	50
	9/10	Sun			The Daughter of Time Essay	400
3	9/11	Mon	BK Text, Chapter 1, pp. 54-64	The State of the Kingdom; Young King Hal was a merry old soul		
	9/13	Wed				
	9/15	Fri			Periodic Reflection 2	100
4	9/18	Mon	BK Text, Chapter 2, pp. 65-91	Religion, reformation, and reaction;		
	9/20	Wed				

	9/22	Fri		The King's 'Great Matter'	Trial and Execution Statement of Sources 1	150
5	9/25	Mon	BK Text, Chapter 3, pp. 92-101	Resistance and the Tudor revolution		
	9/27	Wed			Dissolution Quiz	100
	9/29	Fri				
	10/1	Sun			Unit Exam 1	500
6	10/2	Mon	BK Text, Chapter 3, pp. 101-108	Edward VI and the Protection racket		
	10/4	Wed			Dissolution Essay	400
	10/6	Fri	BK Text, Chapter 3, pp. 108-115	"The monstrous regiment of women"	Periodic Reflection 3	100
7	10/9	Mon		[no lecture -- in-class essay]		
	10/11	Wed	BK Text, Chapter 4, pp. 115-137	The Royal Muse		
	10/13	Fri			Trial and Execution Statement of Sources 2	150
8	10/16	Mon	BK Text, Chapter 5, pp. 138-149	"An English wind"		
	10/18	Wed	BK Text, Chapter 5, pp. 149-157	The impact of the Armada and exploration		
	10/20	Fri	BK Text, Chapter 6, pp. 158-179	Private life: Privilege and everyday reality Law, towns, commerce, and culture	Mid-Term Reflection	1500
	10/22	Sun			Unit Exam 2	500
9	10/23	Mon	BK Text, Chapter 7, pp. 212-249	A Trew King Trouble in the hinterlands and at home		
	10/25	Wed		Favorites and scandals		
	10/27	Fri			Periodic Reflection 4	100
10	10/30	Mon				
	11/1	Wed				
	11/3	Fri				
11	11/6	Mon	BK Text, Chapter 8, pp. 249-276	Revolution, Rebellion, or Civil War	The Tyrannicide Brief Quiz	100
	11/8	Wed				
	11/10	Fri			The Tyrannicide Brief Essay	400
	11/12	Sun			Unit Exam 3	500
12	11/13	Mon	BK Text, Chapter 9, pp. 277-286	Restoration		
	11/15	Wed				
	11/17	Fri	BK Text, Chapter 9, pp. 286-306	Crises, recovery, and more political trouble	Periodic Reflection 5	100

13	11/20	Mon			Trial and Execution Thesis Statement	150
	11/22	Wed				
	11/24	Fri	Thanksgiving Break			
14	11/27	Mon	BK Text, Chapter 9, pp. 306-331	The Revolution Settled	A Journal of the Plague Year Quiz	100
	11/29	Wed	BK Text, Chapter 10, pp. 331-352	Whigs, Wigs, and Tories	A Journal of the Plague Year Essay	400
	12/1	Fri				
	12/3	Sun			Trial and Execution Essay	1500
15	12/4	Mon	BK Text, Conclusion, pp. 353-391	A personal look at England in the late 1600s		
	12/6	Wed		The Age of Light and the Revolutionary Settlement		
	12/7	Thur			Unit Exam 4	500
	12/11	Mon			Comprehensive Objective Final	1000
					Final Essay	500
					Life In Tudor England	500
					Course Total	10000

BK text= Key and Bucholz, *Early Modern England 1485-1714, a Narrative History*

The textbook readings are listed by page number and chapter number.

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Related websites:

A useful database for those interested in pursuing research (for this course or on their own) in early modern European history now is available through UTA Libraries. Please see a UTA Reference Librarian for assistance in accessing the database, which is called Iter. The site provides bibliographic access to published materials pertaining to the Middle Ages and Renaissance. *Iter*: Gateway to the Middle Ages and Renaissance (400-1700) <http://www.uta.edu/library/cgi/db-iter.cgi>.

We also will use a database on London history: <http://www.hrionline.ac.uk/strype/>

We also may use the online edition of the Cotton manuscripts:

<http://www.shef.ac.uk/hri/projects/projectpages/cotton.html>

Here is a link to a website you might enjoy, if you are interested in the English royal family:

<http://www.dcs.hull.ac.uk/public/genealogy/royal>.

We may access other resources online in class. Please let me know if you find additional interesting websites or resources.

Librarian to Contact: Jody Bailey, jbailey@uta.edu, 817.272.7516

Library Home Page.....	http://www.uta.edu/library
Subject Guides.....	http://libguides.uta.edu
Subject Librarians.....	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalogue.....	http://discover.uta.edu/
E-Journals	http://liblink.uta.edu/UTALink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.