

HIST 3371
Tudor-Stuart England
Fall 2010

TR 9:30-10:45
LeConte Hall 323
Course no. 76-589

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Office hours: TR 11-12 and by appointment

This course will examine the history of the British Isles from the late fifteenth to the early eighteenth century. Under the Tudor and Stuart monarchs, England developed from a relatively minor and peripheral region into an incipient world power, with a growing industrial base and a flourishing overseas empire. By studying this period of British history, we will seek to understand the rise of modernity in a context highly relevant to the future United States. Major themes for discussion will include the English Reformation, the evolution of the monarchy, the Civil War and the common people, English territories abroad, and developments in science and the arts.

The reading materials for this course will consist of both primary sources and works by modern historians. I will be supplementing the readings listed below with other materials, both written and visual, over the course of the semester.

Required Texts

Bucholz, Robert, and Newton Key. *Early Modern England, 1485-1714: A Narrative*. Oxford: Blackwell Publishing, 2004.

Hakluyt, Richard. *Voyages and Discoveries*. New York: Penguin Books, 1985.

Locke, John. *The Selected Political Writings of John Locke*. Edited by Paul E. Sigmund. Norton, 2004.

More, Thomas. *Utopia*. New York: W.W. Norton & Company, 1992.

Seaver, Paul. *Wallington's World*. Stanford UP, 1985.

Course Readings

Week One: Late Medieval England

17 Aug Bucholz and Key, Introduction

19 Aug. "Magna Carta" and "Three Summonses to the Parliament of 1295."
Available under "England" in the Internet Medieval Sourcebook:
<http://www.fordham.edu/halsall/sbook.html>

Week Two: Tudor England

24 Aug. Bucholz and Key, ch. 1

26 Aug. Henry VIII, "A proclamation for resysting and withstanding of most
damynable heresyes" (1529). Available on Early English Books Online (EEBO)
Desiderius Erasmus, *Colloquies*, "Of Rash Vows," available at
<http://smith2.sewanee.edu/erasmus/>

Week Three: Humanism

31 Aug. More, *Utopia*, Introduction and Book One

2 Sept. More, *Utopia*, Book Two

Week Four: The English Reformation

7 Sept. Bucholz and Key, ch. 2

Cranmer, Letter on Henry VIII's Divorce (1533). Under "Reformation" in
the Internet Modern History Sourcebook:

<http://www.fordham.edu/halsall/mod/modsbook02.html>

The Act of Supremacy (1534):

<http://www.tudorhistory.org/files/texts.html>

9 Sept. Bucholz and Key, ch. 3, 88-104

John Calvin, Letter to the King:

<http://www.fordham.edu/halsall/source/calvin-onclergy.html>

Week Five: Mary and Elizabeth

14 Sept. Bucholz and Key, ch. 3, 104-11

The Marriage of Queen Mary and King Philip:

<http://tudorhistory.org/primary/janemary/app11.html>

The Execution of Archbishop Cranmer:

<http://www.tudorhistory.org/files/texts.html>

16 Sept. Bucholz and Key, ch. 4

The 39 Articles (1571/ 1662):

<http://www.eskimo.com/~lhowell/bcp1662/articles/articles.html>

The Act of Uniformity:

<http://www.eskimo.com/~lhowell/bcp1662/intro/uniformity.html>

Week Six: Elizabethan England

21 Sept. Bucholz and Key, ch. 5
Hakluyt, 312-326
Pope Pius V's Bull (1570); The Execution of Mary, Queen of Scots (1587); The Speech at Tilbury (1588); A Private Audience (1597), all at:
<http://www.tudorhistory.org/files/texts.html>

23 Sept. First examination

Week Seven: The Stuart Monarchy

28 Sept. Bucholz and Key, ch. 6

30 Sept. Bucholz and Key, ch. 7, 200-222
James I & VI, True Law of Free Monarchies (1598), at:
<http://www.fordham.edu/halsall/mod/modsbook06.html>

Week Eight: Cromwell and the Civil War

5 Oct. Bucholz and Key, ch. 7, 222-237
Petition of Rights (1628), at
<http://www.britannia.com/history/docs/petition.html>

7 Oct. Bucholz and Key, ch. 8
E. A. White, "The Diggers' Song," *Journal of the English Folk Dance and Song Society*, Vol. 4, No. 1 (Dec., 1940), 23-30 [JSTOR]

Week Nine: Puritanism in Seventeenth-Century England

12 Oct. Seaver, 1-111
First paper due

14 Oct. Seaver, 112-208

Week Ten: Restoration and Bloodless Revolution

19 Oct. Bucholz and Key, ch. 9, 265-288

21 Oct. Bucholz and Key, ch. 9, 288-301
John Evelyn, On Restoration and Revolution, at:
<http://www.fordham.edu/halsall/mod/17evelyn.html>

Week Eleven: Political Thought in Early Modern England

- 26 Oct. Machiavelli, *The Prince* (1513), excerpts:
<http://www.fordham.edu/halsall/source/prince-excerpt.html>
Machiavelli, *Discourses I*, 55:
<http://www.fordham.edu/halsall/source/machiavelli-disc1-55.html>
Hobbes, *Leviathan*, in Locke, *Selected Political Writings*, 241-49
Hooker, *Of the Laws of Ecclesiastical Polity*, in Locke, 221-31
- 28 Oct. John Locke, *Introduction*, xi-xxxix
Second *Treatise on Government*, excerpts, 17-39, 71-88
A Letter Concerning Toleration, excerpt, 125-148
[Midterm withdrawal deadline]

Week Twelve: The Royal Society

- 2 Nov. Second examination
- 4 Nov. Francis Bacon, excerpts from *First Book of Aphorisms*:
<http://www.fordham.edu/halsall/mod/bacon-aphor.html>
Isaac Newton, *The Mathematical Principles*:
<http://www.fordham.edu/halsall/mod/newton-princ.html>
John Wallis, *The Origin of the Royal Society*:
<http://www.fordham.edu/halsall/mod/1662royalsociety.html>

Week Thirteen: England and the British Isles

- 9 Nov. Bucholz and Key, ch. 10, 302-317
- 11 Nov. Bucholz and Key, ch. 10, 317-339

Week Fourteen: England and the World

- 16 Nov. Hakluyt, *Introduction and 132-157*, 375-410
Seven maps of the New World at:
<http://www.libs.uga.edu/darchive/hargrett/maps/newworld.html>

- 18 Nov. Second paper due

22-26 Nov. Thanksgiving Holiday

Week Fifteen: Britain and Ireland in the Modern Era

- 30 Nov. Bucholz and Key, *Conclusion*, 340-363
- 2 Dec. Bucholz and Key, *Conclusion*, 364-376

[Note that the University will operate a Friday class schedule on Tues., 7 Dec.]

Final Exam Thursday, 9 Dec., 8-11 am

Grading

All work submitted for this course must comply with the university academic honesty code:

http://www.uga.edu/ovpi/honesty/culture_honesty.htm

Students will be assigned a letter grade based on their performance in the class. This final grade will be calculated in this manner:

First paper	12.5%
Second paper	25%
Mid-term exams	12.5% each
Discussion	12.5%
Final exam	25%

The writing requirement for this course includes two assignments, one 4-page paper and one 10-page paper. The first, shorter paper will be based on a secondary source of your choosing; the assignment is to present and analyze the historian's arguments. The second paper will be a research paper in which you construct an argument concerning a primary source (a document from the Tudor-Stuart period). I encourage you to choose a document related to the secondary source from your first paper. These assignments will present you with the opportunity to demonstrate your ability to read, think, and write critically. These papers are due at the beginning of class on 12 Oct. and 18 Nov. Papers will be downgraded by a half-grade for each day late. A set of guidelines for writing in this course appears at the end of the syllabus.

The mid-term and final examinations will employ the same format, a combination of terms to be identified and brief essays. Bring blue books (available at the University bookstore and elsewhere) and dark pens. We will discuss effective study methods prior to each examination.

Your discussion grade will depend upon your active and constructive participation in our open discussions of the reading materials and our in-class exercises. Read the assigned materials prior to the class meeting indicated on the syllabus, and bring them with you to class. Note that your discussion grade will be reduced by one-half grade (e.g., from A to A-) for every two absences after your first two absences. A student with a discussion grade of B and three absences, for example, would receive a discussion grade of B-. It is your responsibility to arrive on time and initial the roll. **Please do not bring food or outside reading materials to class; if you carry a cell phone, turn it off before class. You are welcome to use a laptop computer in class to take notes, but not for any other purpose. If you use a laptop to take notes, sit in one of the first two rows of the classroom.**

If you fail to appear for any of the examinations, or miss the deadline for either

paper by one week, you will be dropped from the course. If this occurs after the midpoint withdrawal deadline (21 Oct.), you will be assigned a grade of WF. I do not assign final grades of Incomplete. I encourage you to speak with me if you have any questions about the grading policy in this course.

Guidelines for Writing

In this course you will be writing two papers examining the source materials you have chosen. In these papers I will expect you to sustain a subjective, well-developed argument with regard to the work or works in question. Your papers should take a critical approach to the sources, demonstrating sensitivity both to their context and to their larger importance. I encourage you to bring in your creativity and your own perspective, so long as you argue your ideas in the manner of a historian, with ample references to the sources.

The papers you submit in this course should represent your own work. You are responsible for the research and writing of your papers, and even if you have written papers about the early modern period before, the assignment is to choose a document and a topic that are new to you.

Preparation. Take time to outline your papers. Before you begin writing, you should have a clear idea of your exact argument and the textual passages you will cite to support it. In organizing your papers, I encourage you to adhere to the standard format: an introductory paragraph with thesis statement, several paragraphs developing and analyzing specific examples from the text, and a concluding paragraph. Depending on your exact topic you may need to deviate slightly from this structure -- for example, if you are comparing two works -- but bear in mind that on the whole, your reader will reward clarity. I expect to know from the first paragraph exactly what you will argue, and what your sources will be; in the body of the paper I expect well-chosen, well-developed examples from the text; and I expect your conclusion to bring these elements together in a convincing and accessible manner.

Writing. The paper should include the following information, either on a title page or at the top of the first page: your name; my name (spelled "Ehlers"); the course number; the date; and the title of your paper. Staple the pages of your paper together.

Use a standard font, in 12-point size. Double-space your paper. Number the pages, preferably in the center of the bottom of the page.

In the body of your paper, document your arguments with concrete references to the text, indicating the sources in footnotes. Provide full bibliographical information in the first reference, and short titles thereafter:

1 Eugene F. Rice and Anthony Grafton, *The Foundations of Early Modern Europe, 1460-1559* (New York: W.W. Norton, 1994), 140-141.

2 Rice and Grafton, *The Foundations*, 142.

Provide footnotes for all references to the sources, whether these are direct or indirect. In many cases, it is necessary to place a comma before a quotation:

As Machiavelli argues, "When simple good luck raises private citizens to the rank of prince, they have little trouble in rising, but plenty in holding onto their positions."¹

There are certain exceptions, as when you are using only one section of a quotation:

Machiavelli's use of this example contradicts his earlier assertion that men "who become princes through their own strength of character [*per vie virtuose*] may have troubles gaining power, but they find it easy to hold onto."²

When including a quotation of three lines or longer, single-space, indent, and drop the quotation marks:

The following passage illustrates Machiavelli's pragmatic approach to classical and Biblical history:

Turning to those who have become princes by their own powers [*virtu*] and not by accident, I would say that the most notable were Moses, Cyrus, Romulus, Theseus, and a few others. And though we should not consider Moses, because he was simply an agent sent by God to do certain things, he still should be admired, if only for that special grace which made him worthy of talking with God.³

¹ Niccolo Machiavelli, *The Prince* (New York: W.W. Norton & Co., 1992), 18.

² Machiavelli, *The Prince*, 17.

³ Machiavelli, *The Prince*, 16.

You should only use such block quotations if they are essential to your argument, and if the original language is important to the point at hand. Quotations are necessary to document your assertions, but they should not replace your own thoughts and ideas.

When paraphrasing the text, include footnotes as you would for a quotation.

In chapter VI, Machiavelli addresses the subject of princedoms acquired through virtue rather than fortune.⁴

Append a bibliography with reference to your sources.

Voice and Tense. On occasion, the passive voice represents the most clear and concise way of stating an idea. In general, however, use the active voice whenever possible:

In this chapter, Machiavelli argues ...

Machiavelli's argument falters when he turns to the subject of ...

The passive voice is usually less precise and less elegant:

Here, virtue is seen to be less concerned with morality ...

In this section, it is argued by Machiavelli ...

Keep the tense of your paper consistent. It is fine to use either the historical present (as in the examples above) or the past tense ("Machiavelli rejected contemporary concepts of virtue") so long as you do not switch back and forth between the two.

Semi-colons can be an effective tool, but should only be used to separate independent clauses, i.e., between otherwise complete sentences. Do not separate complete sentences with a comma.

Strictly speaking, pronouns such as "everyone" and "anyone" are singular: "Everyone has the right to his own opinion." Recently, in the interest of gender neutrality, many writers have begun to use "their" to replace the clumsier "his or her." "Everyone has the right to their own opinion." Either usage is fine so long as you are consistent.

Hyphenate centuries when you are using them as adjectives, but not as nouns. "The long sixteenth century;" "sixteenth-century Spain."

Editing. Review your own work with a critical eye, preferably at least twelve hours after you finish writing. Spellchecker is a valuable tool and you should use it, but it is no substitute for proofreading your work. In re-reading your papers, ask yourself the

⁴ Machiavelli, *The Prince*, 15-18.

following questions about each paragraph, and about the paper as a whole: Is the topic sentence clear? Are the examples well chosen and well presented? Does the paragraph or the paper present an internally consistent argument?

Questions. I will hold office hours each week (Tues. and Thurs. 11-12). I am frequently in my office at other times and can make an appointment if necessary. I encourage you to meet with me outside of class at least once during the semester to discuss any questions you might have about the course, the assignments, or the source materials.