

**HIST 3240**  
**Early Modern England: 1485-1688**  
**Fall 2009 -- T,Th: 2:00-3:15 ABAH 225**  
**Dr. Steven Matthews**

**Course Overview**

In the history of the British Isles the period we are considering brought tremendous changes in politics, culture, religion, law, and science. These changes constitute many of the key features of modern British identity, but the influence of these changes can be seen even today extending far beyond the current boundaries of the United Kingdom. Australia, Canada, the United States, India, and the former African Colonies all share in the heritage of this era, but it also left its mark on countless countries which were never under the British Crown. This era gave birth to such essential modern intellectual and cultural features as: the idea of a Constitution and the “Rule of Law;” limited representative government; a pluralistic and tolerant religious society; and the culminating theories and events of the Scientific Revolution. The names and events of this period of English history have captured our imaginations and inspired movies and television programs: Shakespeare, Elizabeth I, Henry VIII, Cromwell, piracy, colonialism, witch-hunts, and the image of the knight in the full-plate armor of the War of the Roses have been prominent in our theaters and contemporary culture.

This course is divided into two halves. In the first half of the course, up through the midterm, we will be looking at the “grand narrative,” of this period of English History, and establishing in chronological order the significant names, places, events, and ideas which shaped the era. Along the way we will take time to examine several primary sources which shed further light on the material of the textbook. After the midterm we will be examining certain key themes of this era in greater depth: the Reformation, the life of the common people, the Scientific Revolution in England, and the English Civil War.

**Texts Which You are Required to Buy:**

Smith, Lacey Baldwin, *This Realm of England: 1399-1688*, Eighth Edition.

Laslett, Peter, *The World We Have Lost*, third edition, various publishers, 1983 or after.

**NOTE: This book is not in the bookstore. It is available secondhand from numerous online book services, and it may be downloaded in electronic form at AMAZON.COM.**

**I will have a few copies on reserve, but it will be to your advantage to have your own copy.**

**NOTE:** Other readings for the course are available from online sources, including the instructor’s web page. It is assumed that you are familiar with the internet and the online resources of the library. If this is not the case, see me.

**Special Facilities and/or Arrangements:**

If you have a physical or cultural condition, either permanent or temporary, which you believe makes it difficult for you to participate in and/or complete the requirements of this course in the time and manner prescribed, please let me know by the end of the first week of instruction.

Adaptation of methods, materials, or testing may be made as required. It is your responsibility to contact the Access Center for advice regarding adaptations.

**Course Schedule**

**Week 1, Course Introduction:**

T (09/08) Course Introduction

Th (09/10) Overview of British History to 1399.

**Week 2, Before the Tudors:**

T (09/15) The Question of Succession & “Economic Collapse and Social Dislocation”

Reading Assignment: Smith, chapter 1, pp. 3-23; and chapter 2, pp. 24-47.

Th (09/17) “The Lion and the Unicorn”

Reading Assignment: Smith, chapter 3, pp. 48-70.

**Week 3, A New Era:**

T (09/22) Primary Sources: Bosworth Field: Different Views of a Turning Point.

Reading Assignment: Web primary sources relating to the Battle of Bosworth Field.

**FIRST WRITTEN REVIEW DUE AT THE BEGINNING OF CLASS.**

Th (09/24) Social Change and Henry VII

Reading Assignment: Smith, chapters 4 and 5, pp. 73-109.

**Week 4, The Tudor Family, Continued:**

T (09/29) Henry VIII and the Reformation

Reading Assignment: Smith, chapters 6 and 7, pp. 110-145. Primary Sources: Tudor Documents: Love Letters, Beheadings, and Other Affairs of State. Reading Assignment: Web primary sources relating to the Tudors.

Th (10/01) “The Little Tudors”; Elizabeth, part I

Reading Assignment: Smith, chapters 8 & 9, pp. 149-167, & pp. 168-210.

**Week 5, Elizabeth, and the Coming of the Stuarts:**

T(10/06) Primary Sources: The Spanish Armada.

Reading Assignment: Web sources on the Armada.

**SECOND WRITTEN REVIEW DUE AT THE BEGINNING OF CLASS.**

Th(10/08) Elizabeth, part II; James I

Reading Assignment: Smith, chapters 10 & 11, pp. 211-239 & pp. 243-267.

**Week 6, The March toward War:**

T (10/13) “Charles I and the Royal Road to War”

Reading Assignment: Smith, chapter 12, pp. 268-291. Primary Sources: Constitutional History

Reading Assignment: Web documents pertaining to the English Constitution.

Th (10/15) Histriomastix and forging history for the Puritan cause.

**Week 7, War, The Restoration, and the Glorious Revolution:**

T (10/20) “This Bloody and Unnatural War”

Reading Assignment: Smith, chapter 13, pp. 292-315. Primary Sources: Crime and Punishment.

Reading Assignment: Web documents pertaining to executions.

**THIRD WRITTEN REVIEW DUE AT THE BEGINNING OF CLASS.**

Th (10/22) The Stuarts, take two; “The Triumph of the Oligarchs”

Reading Assignment: Smith, chapters 14 & 15, pp. 319-339. & pp. 340-360.

**Week 8, Midterm:**

T (10/27) 1st 1/2 of course matter concluded & review session.

Th (10/29) **Midterm!!!!!!**

**Week 9, The Reformation Revisited:**

T (11/03) Review of Test/Introduction to issues in the English Reformation.

Th (11/05) Turmoil and Diversity, the re-making of Western Religion.

Reading Assignment: "The Religious Climate of Tudor and Stuart England." (Available on the course website.)

**Week 10, Society and Culture, A Closer Look at Everyday Life:**

T (11/10) Introduction to Social History and the Cambridge Group.

Reading Assignment: Laslett, Introductions and chapter 1.

W (11/12) A One-Class Society. The Village People.

Reading Assignment: Laslett, chapters 2 & 3.

**Week 11, Everyday Life, part 2:**

T (11/17) "Misbeliefs about our Ancestors."

Reading Assignment: Laslett, chapter 4.

Th (11/19) Discussion.

Reading Assignment: Laslett, chapter 5, 6, **or** 7, as assigned, and 8, 9, **or** 10, as assigned.

**Week 12 Laslett, concluded, introduction to the Issues of the Civil War:**

T (11/24) Then and Now.

Reading Assignment: Laslett, chapters 11 and 12.

**Week 13 Cromwell:**

T (12/01) Movie: *Cromwell*.

TH (12/03) Movie: *Cromwell*.

**Week 14 The Scientific Revolution and the New Atlantis:**

T(12/08) The Scientific Revolution in England, part 1.

**FOURTH WRITTEN REVIEW DUE AT THE BEGINNING OF CLASS.**

Th(12/10) The Scientific Revolution in England, part 2. Introduction to the debate over, Francis Bacon.

**Week 15 *The New Atlantis***

T (12/15) Part 1. Reading Assignment: *The New Atlantis*. (Available at the course website.)

Th (12/17) Review. **RESEARCH PAPER DUE AT THE BEGINNING OF CLASS**

**FINAL EXAMINATION: Monday, 21 Dec., 8:00 - 9:55 a.m.**

**Tests and Grades:**

**Pay careful attention to test dates!** No make-up will be given without a *serious* medical excuse (feel free to read into this such cheery phrases as: "grave bodily injury," "emergency room," and "terminal condition," if it helps for understanding) and/or prior approval from the instructor. The final grade will be determined by five written assignments and two tests. The writing assignments consist of four short reviews, each of which will be three to five pages in length and worth 5% of the final grade, as well as a research paper worth 20% of the grade. The tests are a midterm and a final, each of which is worth 25% of the final grade. Participation in class discussion and preparedness counts for the remaining 10% of the grade. **Late assignments are not accepted.**

**Grading is done on a 100-point scale**

94-100 = A      77=C/C+

93=A/A-      74-76=C

90-92=A-      73=C/C-

89=B+/A-      70-72=C-

88=B+	69=D+/C-
87=B/B+	68=D+
84-86=B	67=D/D+
83=B/B-	64-66=D
80-82=B-	63=D/D-
79=C+/B-	60-62=D-
78=C+	below 60=F

### **Cheating or Plagiarism:**

Neither cheating nor plagiarism will be tolerated. The first instance of either will result in a grade of “0” for that assignment or examination. A second instance of either will result in a failing grade for the course. At the instructor’s discretion, based upon the seriousness of the offense, the student who cheats or plagiarizes will be reported to the administration, and expulsion from the university may ultimately follow.

### **Attendance:**

Regular attendance is necessary and you must be on time. Three unexcused absences or late arrivals will result in a one-half letter grade penalty. Four will result in a whole letter grade penalty. Five or more will result in a failing grade for the course. **Absences will only be excused** through prior arrangement with the instructor, or if they are the result of a *serious* medical problem (see the parenthetical under “Tests and Grades,” above.)

### **Academic Dishonesty (University Policy)**

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at [www.d.umn.edu/assl/conduct/integrity](http://www.d.umn.edu/assl/conduct/integrity). This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders.

### **Student Conduct Code (University Policy)**

The instructor will enforce and students are expected to follow the University's Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities.

### **Office Hours:**

**ABAH 215**

**Before Class, T/Th, 1:00-1:50 or by special arrangement with the instructor.**

**Dr. Matthews' email: [smatthew@d.umn.edu](mailto:smatthew@d.umn.edu)**

**Office Extension: 7544**

**Website: <http://homepage.mac.com/hermetic1/>**