

Tudor-Stuart Britain

3 Credits

TR 2:00 – 3:15

LA5-154

Dr. S. Sayegh

FO2-113, (562) 985-5428 (my office), email: ssayeghc@csulb.edu

Office Hours: TR 8:15 – 9:00 AM; R 5:00 – 6:00 pm and by appt.

Class web page: <http://www.csulb.edu/~ssayeghc/tudorstuart.htm> (password protected)

Username: _____ password: _____

Required Texts:

Robert Bucholz / Newton Key, Early Modern England

William Shakespeare, The Tempest

*and readings available via e-reserves

NB: There are four optional books available in the bookstore. You are required to buy two of them. List and details are available on the first day and on the class web page.

The Tudors and the Stuarts have a checkered history. When we think of the Tudors we think of Henry VIII and his insatiable sexual appetite, Queen Mary's Bloody intolerance of Protestants, and Queen Elizabeth's Royal mystique. When we think of the Stuarts, we often think of kingly incompetence, bumbled diplomacy, one failed Revolution and one glorious one. But there is more to the Tudor-Stuart period (1485-1714) than the Kings and Queens, however interesting they may be. This course seeks to examine the social and cultural world behind the power of the Royals. Was the path to Protestantism relatively seamless among the populace? What was the relationship with Scotland and Ireland? How did the idea of empire emerge? With a powerful Queen in Elizabeth, did ideas about women in politics shift, or did ideas about proper gender roles persist?

Classes are a mixture of lecture and discussion. My lectures will build on the textbook and secondary readings assigned for the day. Please come prepared to discuss the readings in an intelligent manner. By the end of this course, you should be able to:

- *list the Rulers of England from 1399 – 1714 (Assessments A,B);
- *recognize the geography of England, Scotland, Wales and Ireland (Assessment A);
- *recognize the shift in interpretations about Britain by historians (Assessment A,B,D);
- *know the major political developments of the period (Assessment A,B);
- *articulate the socio-cultural aspects of Tudor-Stuart life (Assessments A-D);
- *read texts critically and carefully, for argument, evidence and narrative (Assessments B,C,D);
- *present ideas—on paper and in group settings—in a cogent and articulate manner (Assessments A-D).

ASSESSMENT POLICIES—Your grade will be assessed based on the following items:

A. Participation / Attendance: (15% of grade)

As mentioned above, attendance and participation are mandatory. There are no excused absences except in cases of documented personal or family emergencies. Participation includes class preparation as well as thoughtful discussion. In a seminar class, attendance without participation is insufficient and will result in no more than a "C" for this portion of your grade.

B. Examinations: (25% each; 50% of grade)

You will have two examinations—a midterm and a final—worth 25% each. The final examination is NOT cumulative, though you will be expected to draw on ideas from the beginning of the term. Examinations consist of identification questions (including map exercises) and essay questions based on the lectures and the readings. If you must miss a test, you must inform me BEFORE the exam and have an adequate reason. Make-ups are given at my convenience and discretion. Please bring two 8 1/2 x 11 blue books to class before the end of week two.

C. Primary Source Exercise: (10% of grade)

You will be required to peruse our NEW online collection [Early English Books Online](#) and read one pamphlet from the period. For this assignment, you will read the pamphlet and write an analysis of its contents accounting for context. Due date is listed on syllabus. **(NB for majors:** can be used for section B2 of your senior portfolio)

D. Historiographic Analysis: (25% of grade)

This will be your major paper for the class. You will choose two of the optional texts and write an historiographic analysis. Details will be provided in the prompt on the class web page. Late papers will be accepted only in extenuating and documented circumstances (personal or family emergencies). For late papers submitted without authorization, one half grade will be deducted for each day it is late, up to two full grades and will not be accepted at all after two weeks.

This paper should be well written and edited (spell check, grammar, use of complete sentences, editorial corrections, etc.); you should not turn in a first draft and there is no excuse for sloppily-written work. Your paper will be graded not only on what is written but how it is written as well. If a paper is poorly written, it cannot receive an A, and generally will earn a C or lower.

(NB for majors: can be used for section B1 or B2 of your senior portfolio)

Plagiarism Policy: I enforce the University's plagiarism policy to its fullest extent. At the very least, papers that are plagiarized will result in a failing grade in the course. For history majors, reports will be sent to your permanent file in the department office. **All assignments for this class must be submitted via *turnitin.com* (available through our local Beachboard page).**

DEPARTMENTAL PORTFOLIO INFORMATION

The History Department now requires majors to move through a sequence of courses that begins with History 301, is followed by History 302, and culminates in a senior seminar (History 499) that matches one of the areas of concentration they have chosen for the major. History 499 must be taken in the student's last semester of work or after 18 units of upper-division work in the major. Those 18 units must include at least 6 units, that is, two courses, in the concentration of the History 499 being taken. Students in History 499 are required to assemble a portfolio that contains their work in their upper-division history courses. This portfolio is designed to enable students to show development in the major and mastery of key analytical, mechanical, and presentation skills. As part of this process, history majors (or prospective history majors) should save all work from upper-division history courses for eventual inclusion in this portfolio. For portfolio guidelines, see www.csulb.edu/history. For questions and/or advising about the portfolio, contact Dr. Sharlene Sayegh (ssayeghc@csulb.edu).

OTHER POLICIES

1. Please inform me in writing in the first week of class if you will miss a class period because of religious observance in order to reschedule examinations and/or assignments.
2. **It is YOUR responsibility to properly withdraw from classes.**
3. Generally, you should only request an "Incomplete" for this class if you have less than one-third of the course work remaining and you have adequate justification for the request. It is your responsibility to contact me regarding this option.
4. If you have a documented disability and require additional time or other help for examinations and/or assignments, you must obtain verification from the Disabled Students Services Office located in Brotman Hall. The number is 562-985-5401.
5. **Classroom etiquette**—please abide by the etiquette guidelines established on the first day of class including, but not limited to the following: no admission after 20 minutes of class start; no packing up before the class is dismissed; no cell phone, PDA, iPod, etc. use; computers are only to be used for taking notes—don't spoil it for everyone; no reading of extraneous material (newspapers, books, computers, etc.); no conversations except those directed at the class.

Acceptance of this syllabus constitutes acceptance of the rules and policies of this class. It serves as your contract for the course.

Course Schedule

COMPONENT I: Introductions

WEEK ONE:

- T 1/27 Course Introduction and Outline: "Britain, England and the Tudor-Stuarts"
- R 1/29 The Geography and Socio-Cultural Layout of Britain, 1450-1714
READING: *Introduction*
Study a Map of Britain provided by Dr. Sayegh

COMPONENT II: The Tudors

WEEK TWO:

- T 2/3 The War of the Roses and Richard III
- R 2/5 Henry VII—Acquiring and Legitimizing Power
READING: Ch. 1

WEEK THREE:

- T 2/10 Finding Sources on Early English Books
- R 2/12 Henry VIII—The Reformation and his Love Life
READING: Ch. 2

WEEK FOUR:

- T 2/17 Henry VIII—Political and Economic Affairs
READING: Ch. 2 (review)
Sean Field, "Devotion, Discontent, and the Henrician Reformation: The Evidence of the Robin Hood Stories" *JBS* 41 (2002): 6-22*
"The Dissolution of the Monasteries, 1536-40"*
- R 2/19 Social Struggle during the Sixteenth Century
READING: Ch. 3
Norman Jones, "Living the Reformations: Generational Experience and Political Perception in Early Modern England" *HLQ* 60 (1997): 273-88*
Alison Chapman, "Whose Saint Crispin's Day Is It?: Shoemaking, Holiday Making, and the Politics of Memory in Early Modern England" *Renaissance Quarterly* 54/4 (2001): 1467-1494.
Thomas More, *Utopia* (excerpts)*
John Foxe, "Lady Jane Grey"*

WEEK FIVE:

- T 2/24 Film: *A Man for All Seasons*
- R 2/26 *A Man for All Seasons*, cont'd.
READING: start reading *The Tempest*

WEEK SIX:

- T 3/3 Queen Elizabeth—Constructing a Myth
READING: Chs. 4, 5

Queen Elizabeth, "Address to the Troops and the Golden Speech"*
Dissing Elizabeth: Negative Representations of Gloriana (excerpts)*

EEB Paper Due

R 3/5 Queen Elizabeth, cont'd.

WEEK SEVEN:

T 3/10 **MIDTERM EXAMINATION**

R 3/12 Exploring the Other during the Tudor-Stuart Period
READING: Sue Niebrzydowski, "The Sultana and her Sisters" Women's History Review 10 (2001): 187-210*

WEEK EIGHT:

T 3/17 Exploring the Other, cont'd.
READING: Finish The Tempest

R 3/19 Class Discussion: The Tempest and other readings

COMPONENT III—THE STUARTS

WEEK NINE:

T 3/24 The Stuarts and Scotland in the Seventeenth Century
READING: Ch. 8
Judith M. Richards, "The English Accession of James VI: 'National' Identity, Gender and the Personal Monarchy of England, EHR 117 (2002): 513 – 535*

R 3/26 NO CLASS—SAYEGH AT ASECS

30 March – 3 April SPRING BREAK – NO CLASSES

WEEK TEN:

T 4/7 Seditious Threats—From Tyrone's Rebellion to the Gunpowder Plot
READING: Chs. 6, 7
Jenny Wormald, "Gunpowder, Treason and Scots" JBS 24 (1985): 141-168*

R 4/9 The English Civil War and Regicide
READING: Ch. 13
"Revolution Readings"*
Thomas Hobbes, Leviathan (excerpts)*

WEEK ELEVEN:

T 4/14 Inter-Regnum Society: Puritanism, Anglicanism, Popular Politics and Class Struggle
READING: Samuel Dennis Glover, "The Putney Debates: Popular Versus Elitist Republicanism," P&P 164 (1999): 47-80*
"The Agreement of the People and the Putney Debates"*

R 4/16 Class Discussion: The English Civil War / Revolution

WEEK TWELVE:

T 4/21 Puritanism, Anglicanism, Popular Politics and Class Struggle
READING: Patricia Crawford, Women and Religion in England (excerpts)*

"Good Christians—Good Subjects"*

- R 4/23 Class Struggle in the Seventeenth Century, cont'd.
READING: James Harrington, Oceana (excerpts)*

WEEK THIRTEEN:

- T 4/28 Why Restore the Crown?
READING: Ch. 9
Laura Knoppers, "'Sing Old Noll the Brewer': Royalist Satire and Social
Inversion, 1648-1660" Seventeenth Century 15 (2000): 32-52*

HISTORIOGRAPHY PAPERS DUE IN CLASS

- R 4/30 TBA

WEEK FOURTEEN:

- T 5/5 Restoration Culture and the Resurgence of the Plague
READING: John Locke, from "On Human Understanding"*

- R 5/7 The Great Fire of 1666 and the Rebuilding of the Metropole
READING: Samuel Pepys, "The Diary"*

WEEK FIFTEEN:

- T 5/12 Setting up for the Georgian Period
READING: Ch. 10, *Conclusion*

- R 5/14 Concluding Remarks and Review for Final Examination

FINAL EXAMINATION: THURSDAY 21 May, 12:30 – 2:30 pm