

History of England, 1066-1688

week 1. Introduction

- Jan. 7. When was England? *A Brief Cronology of Great Britain* (1656) [handout]
- Jan. 9. Kesserling, *Trial*, 1-2; Bucholz and Key, *Early Modern*, 1-15 (What was England?)
- Jan. 11. Kesserling, *Trial*, 1-2, 19-24 (note: for Kesserling, I will repeat pages already assigned through Jan. 30); Bucholz and Key, *Early Modern*, 15-31 (Who was England?)

week 2. Late Medieval English Society

- Jan. 14. **Quiz** on Bucholz and Key, *Early Modern*, introduction & *A Brief Cronology of Great Britain* (1656) [d2l]; Bucholz and Key, *Early Modern*, ch. 0, pp. A-H (d2l)
- Jan 16. Key and Bucholz, *Sources and Debates*, ch. 1 (docs. 1.1–1.5; always read the brief introduction to any chapter assigned)
- Jan. 18. Kesserling, *Trial*, 1-8; 19-32; Bucholz and Key, *Early Modern*, 57-262

week 3. 1485 Anatomized (before the Tudors)

- Jan. 23. Bucholz and Key, *Early Modern*, ch.1 (1450-1510s)
- Jan. 25. Kesserling, *Trial*, 1-86, 95-100

week 4. Henrician Church and State

- Jan. 28. Bucholz and Key, *Early Modern*, ch. 2 (1520s-1540s); Kesserling, *Trial*, 1-108
- Jan. 30. **Trial of Charles I** (bring Kesserling, *Trial*, and sources needed).
- Feb. 1. Key and Bucholz, *Sources and Debates*, ch. 2 (2.14 and documents chosen by group “a” leaders)

week 5. Reformations

- Feb. 4. Bucholz and Key, *Early Modern*, ch. 3 (1540s-1550s)
- Feb. 6. **Trial of Charles paper due.**
- Feb. 8. Key and Bucholz, *Sources and Debates*, ch. 3 (pre-1547, documents chosen by group “b” leaders)

week 6. Reformations and Reactions

- Feb. 11. Key and Bucholz, *Sources and Debates*, ch. 3 (post-1547 documents chosen by group “c” leaders)
- Feb. 13. MID-TERM EXAM I

week 7. Elizabeth, the Isles, and the World

- Feb. 18. Bucholz and Key, *Early Modern*, chs. 4-5 (1558-1603)
- Feb. 20. **Quiz**
- Feb. 22. Key and Bucholz, *Sources and Debates*, ch. 4 (4.17 and documents chosen by group “d” leaders)

week 8. An Ordered Society?

- Feb. 25. Bucholz and Key, *Early Modern*, ch. 6 (1500s-1640s, pp. 158-84)
- Feb. 27. Key and Bucholz, *Sources and Debates*, ch. 5 (5.1–5.4)
- March 1. **Quiz**

week 9. An Ungovernable People?

- March 4. Bucholz and Key, *Early Modern*, ch. 6 (1500s-1640s, pp. 185-211)
- March 6. **Tudor sources paper due**
- March 8. Key and Bucholz, *Sources and Debates*, ch. 5 (all)

week 10. The Early Stuarts and the Crisis of Parliaments, 1603-41

- March 18. Bucholz and Key, *Early Modern*, ch. 7
- March 20. **Quiz**
- March 22. Key and Bucholz, *Sources and Debates*, ch. 6 (6.1, 6.4, 6.6-6.9)

week 11. The Early Stuarts and the Three Kingdoms, 1603-42

- March 25. Key and Bucholz, *Sources and Debates*, chs. 6 (6.19-6.20)
- March 27. Key and Bucholz, *Sources and Debates*, ch. 7 (7.1–7.5)
- March 29. MID-TERM EXAM II

week 12. Civil War and Revolution, 1642-58

- April 1. Bucholz and Key, *Early Modern*, ch. 8
- April 3. Key and Bucholz, *Sources and Debates*, ch. 7 (documents TBA)
- April 5. Revisiting the Trial of Charles (and beyond)

week 13. Restorations, 1658-1685

April 8. Bucholz and Key, *Early Modern*, ch. 9 (1658-1685, pp. 277-300);

April 10. **Reworking of Trial and/or Sources Paper due**

April 12. Key and Bucholz, *Sources and Debates*, ch. 8 (8.1–8.3, 8.8–8.10)

week 14. Another inevitable revolution?

April 15. Bucholz and Key, *Early Modern*, chs. 9-10 (1685-1702, pp. 300-330)

April 17.

April 19. Key and Bucholz, *Sources and Debates*, chs. 8-9 (8.11-8.15, 9.1-9.5)

week 15. The Making of a Ruling Class

April 22. Bucholz and Key, *Early Modern*, chs. 9-10 (1702-1730s, pp. 330-377)

April 24.

April 26. Conclusion

Texts: Robert Bucholz and Newton Key, *Early Modern England, 1485-1714: A Narrative History*, 2nd ed. (2009) [TRS 14.835]

Newton Key and Robert Bucholz, eds., *Sources and Debates in English History, 1485-1714*, 2nd ed. (2009) [TRS 14.900]

Krista Kesserling, ed., *Trial of Charles I* (2016) [TRS 11.472]

Current catalog description: "HIS 3100 - History of England, 1066-1688. (3-0-3) F. A survey of the History of England and the British Isles from the Norman conquest to the Glorious Revolution. WI, NUS. Credits: 3." Especially featured will be early modern England—an age ruled by Tudor and Stuart monarchs, but shaped by many men and women both commoners and aristocrats. We trace the politics, religion, and society from pre-modern Medieval antecedents to the cusp of imperial domination and the rise of the modern metropolis (London). We also examine sources on specific intellectual, political, social, religious, and economic issues confronting the English (and Welsh, Scottish, and Irish) peoples, both those unique to the age and those with which we still wrestle today.

Evaluation (summary)

- Quizzes 6%
- Discussion (including brief online writing) 13%
- Trial and Source Presentation 12%
- Exam 1 (Medieval–Tudor) 12%
- Exam 2 (Elizabethan–early Stuart) 12%
- Exam 3 (Elizabethan–Stuart, Final) 15%
- Tudor Documents Paper 15%
- Trial of Charles Paper 15%



The History department has adopted seven types of Transferable Skills that are taught in History courses (described at end of syllabus). His 3100 will help you develop six of these, which are matched with assignments, with those most central to the course at the top:

	quizzes	online discuss.	exams	papers	presentation & debate
1. critical think.	x	x	x	x	x
2. writing		x	x	x	
5. digital		x		x	x
6. research		x		x	
7. presentation					x
3. visual	x	x		x	

These transferable skills relate closely to the University Learning Goals (see end of syllabus), particularly Critical Thinking, Writing and Critical Reading, Speaking and Listening. In addition, this course—which focuses on the construction of a nation, international relations, the working out problems associated with religious pluralism, the roots of Common Law and social response to poverty, as well as debates about revising the constitution—is all about Responsible Citizenship.

By the end of this course, you should be able to:

- a. **List, describe, and rank** causes and effects of key events and actors in English history from the late 15th to early 18th centuries
- b. **Define, distinguish, and apply** abstract concepts (state-building, core-periphery, religious reformations and divisions, civil war, revolution, social stratification, empire, multiple kingdoms, popular and elite culture, gender relations, millenarianism, and absolute and constitutional monarchy) to key events and trends in that narrative
- c. **Find, interpret, analyze, and reference** (cite) different types of early modern primary sources (public legal acts, newspaper accounts, and parliamentary debates to private diaries and anonymous notes, especially print culture sources from images to pamphlets)
- d. **Locate and apply** the tools of modern research, including the Oxford English Dictionary online, the Oxford Dictionary of National Biography, and Early English Books Online
- e. **Select, assess (in terms of value and limitations), and analyze** primary sources in order to evaluate arguments about early modern England. In other words, do history (research, write, present, lead)



All reading assignments should be completed by class on date listed. If Kesserling, *Trial*, or Key and Bucholz *Sources and Debates* are listed, read and bring volume to class on day assigned. Any revisions to this syllabus will be limited, will be for pedagogical reasons, and will be announced in advance and posted on the web. Please consult regularly the d2l site and the enhanced version of this syllabus <<http://ux1.eiu.edu/~nekey/syllabi/3100.htm>>.

His 3100 is designated writing-intensive (essays may be submitted for your Electronic Writing Portfolio; please revise based on my comments, and let me know by email you are submitting same). Medieval monarchs is not an essay, but an annotation or contextualization of a brief poem (3 pages; you will present briefly on your monarch). The Trial of Charles essay (7 pages) asks you to focus on documents of the trial and the events of 1649. The Tudor documents essay (5 pages) will focus on document(s) you are also presenting to the class, and will ask you to contextualize them with biographical, dictionary, and secondary research.. Essays should be typed, 12-point serif font, double-spaced, and use Chicago Manual of Style referencing (see <https://www.eiu.edu/history/EIUHistoryDepartmentCitationGuideline1Sp18.pdf>).

You will discover the basic narrative through the textbook, through mini-lectures that I post on d2l, and through in-class presentations. The story is complex enough that you must take notes (electronically or by hand) in each class; and I encourage you to take some notes on the readings as well. To encourage you to master this, there will be brief quizzes, occasional Online Discussion prompts, and exams. Exams consist primarily of statements based on factual narrative, brief interpretation, identifications, essays based on short excerpts from assigned documents, mapping, and, primarily on the final, questions which elicit essays of synthesis and analysis. Improvement will mitigate early disastrous performance.

In order to keep us all on task and minimize distractions, let's not read newspapers, study or write for another class, text, make or receive phone calls, email, or visit sites online unrelated to class during class time. I will have a hand-written notes only experiment from time-to-time, but generally we are wired in.

Generally speaking, two or less absences will not adversely affect your participation grade. (Because it is participation I seek, I tend not to ask for nor receive excuse notes from various authorities.) If you will be or have been absent, please consult the online syllabus to see what will be or was covered. Your grade as a whole may suffer if your absences fall on the date of assigned reports or exams. There is, of course, no make-up for reports or the final. Other make-ups will be at my discretion. And ask me for questions and clarifications. I will talk about history virtually anytime.

My scheduled office hours are at **3725 Coleman Hall**, M & W 11:00–11:30, and M, & W 9:15–9:45; and **Faculty Development and Innovation Center**, 1116 Booth Library (lower floor, North side), T & Th 9:30–11:00. I am on campus virtually everyday (more often in FDIC Office). So, email (for a time), phone (217-581-7056), or just knock on my door (in Coleman or in Booth). You can also schedule a meeting with me through <https://calendly.com/fdic>, which is really simple and will send you (and me) a reminder. Most communication outside class will be through Brightspace (d2l on the university homepage).

The d2l page for this course includes useful information (policies, goals, and additional help at the department and university level)

