History of England, 1450-1700

week 1. When was England?
   Aug. 23. Introduction
   Aug. 25. Bucholz and Key, Early Modern, “Introduction”

week 2. Before the Tudors (OD)
   Sept. 1. Key and Bucholz, Sources and Debates, ch. 1 (docs. 1.1–1.5; always read the intro. to chapter assigned)

week 3. 1485 Anatomized (Q)
   Sept. 6. Bucholz and Key, Early Modern, ch.1 (1450-1510s)
   Sept. 8. Medieval Monarchs Assignment due (to be submitted, d2l, Sept. 9)

week 4. Henrician Church and State (Q)
   Sept. 13. Bucholz and Key, Early Modern, ch. 2 (1520s-1540s)
   Sept. 15. Key and Bucholz, Sources and Debates, ch. 3 (3.1–3.9, group “a” leaders)

week 5. Reforming and Reactionary Zeal (OD)
   Sept. 20. Bucholz and Key, Early Modern, ch. 3 (1540s-1550s)
   Sept. 22. Key and Bucholz, Sources and Debates, ch. 3 (3.10–3.18, group “b” leaders)

week 6. Elizabeth and the Isles
   Online Only. Bucholz and Key, Early Modern, ch. 4 (1558-85)
   Sept. 29. EXAM I

week 7. Elizabeth and the World
   Oct. 4. Bucholz and Key, Early Modern, ch. 5 (1585-1603)
   Oct. 6. Key and Bucholz, Sources and Debates, ch. 4 (4.1–4.14, group “c” leaders)

week 8. An Ordered Society? Or an Ungovernable People? (OD)
   Oct. 11. Bucholz and Key, Early Modern, ch. 6 (1500s-1640s)
   Oct. 13. Key and Bucholz, Sources and Debates, ch. 5 (as assigned); Tudor sources paper due

week 9. The Early Stuarts and the Crisis of Parliaments, 1603-41 (Q)
   Oct. 18. Bucholz and Key, Early Modern, ch. 7
   Oct. 20. Key and Bucholz, Sources and Debates, ch. 6 (6.1, 6.4, 6.6-6.9)

week 10. The Early Stuarts and the Three Kingdoms, 1603-42 (Q)
   Oct. 25. Bucholz and Key, Early Modern, ch. 7
   Oct. 27. Key and Bucholz, Sources and Debates, chs. 6 & 7 (6.19-6.20, 7.1–7.5)
week 11. Rebellions to Revolt, 1637-1642
   Nov. 1. EXAM II

week 12. Civil War and Revolution, 1642-58 (OD)
   Nov. 8. Bucholz and Key, *Early Modern*, ch. 8
   Nov. 10. Key and Bucholz, *Sources and Debates*, ch. 7 (as assigned); Kesselring, *Trial of Charles*, Part II

week 13. Restorations, 1658-1685 (Q)
   Nov. 15. Bucholz and Key, *Early Modern*, ch. 9 (1658-1685, pp. 277-300); *Trial pre-assignment due; Trial Preparation*
   Nov. 17. Key and Bucholz, *Sources and Debates*, ch. 8 (as assigned); *Trial of Charles*

week 14. Another inevitable revolution? (OD)
   Nov. 29. Bucholz and Key, *Early Modern*, chs. 9-10 (1685-1702, pp. 300-330); *Trial paper due*
   Dec. 1. Key and Bucholz, *Sources and Debates*, chs. 8-9 (as assigned)

week 15. The Making of a Ruling Class
   Dec. 8. Conclusion
   Dec. 12. FINAL EXAM, Mon., 10:15 am-12:15 pm


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." We begin even before 1066 and quickly move to the fifteenth century. 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 (Q, D2L, drop the lowest) 5%
- Online Discussion (OD, D2L, drop the lowest) 10%
- Classroom Discussion, Presentation, Debate 10%
- Exam 1 (Medieval–Tudor) 15%
- Exam 2 (Elizabethtian-early Stuart) 10%
- Exam 3 (Elizabethtian–Stuart, Final) 15%
- Medieval Monarch Assignment 5%
- 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:

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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 reformation 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 online, 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)
Generally, we discuss the narrative on Tuesday and we discuss texts on Thursday. For the latter, read *Sources and Debates* before and bring 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](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 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. The Trial of Charles essay (7 pages) asks you to contextualize the events of 1649 in a similar manner. Essays should be typed, 12-point serif font, double-spaced, and use Chicago Manual of Style referencing (see guide [http://ux1.eiu.edu/~nekey/citate.htm](http://ux1.eiu.edu/~nekey/citate.htm)).

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, you will do quizzes (usually on D2L), Online Discussion (see below), and exams. I will purchase and provide your exam booklets. 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.

You will participate in this class through Online Discussion and Classroom Discussion, Presentation, and the Trial of Charles. I will evaluate your contributions from time-to-time. For discussion and for quizzes (below), I drop the lowest grades, so, as noted, improvement will mitigate early disastrous performance. Presentations will mainly be your “document leader” presentation on a Tudor selection from *Sources and Debates*. You will do additional research to discover who wrote it and why and the significance or impact of the document. You will help the class as a whole, as documents presented will form the basis of at least one exam essay. And your presentation will form the basis of Tudor documents essay (above). Debate will mainly be over what to do with the king and related to your Trial of Charles essay (above).

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.

I have two offices 3725 Coleman Hall, where I have scheduled office hours T & Th 9:30–10:30, and by appointment; and Faculty Development Office, 1116 Booth Library (lower floor, North side), where I have scheduled office hours W 1:30–4:00, Th 1:00-3:15, and by appointment. I am in one of these offices virtually every day (often M, T, 1:00-3:00, 1116 Booth Library), and I am happy to speak with you if I am not in a meeting, on the phone, etc. Just knock. To set up a time to meet, email (nekey@eiu.edu) or phone (217-581-7051). 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).
Useful information (policies, goals, and additional help at the department and university level)

Academic integrity. Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards. Let’s take that out of the passive voice, it rarely occurs, but I will report plagiarism. The student code defines plagiarism as “the use, without adequate attribution, of another person’s words or thoughts as if they were ones’ own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor.”

Students with disabilities. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS), Ninth Street Hall, Room 2006, or 217-581-6583. In addition, please let me know in the first week or two of class so that we can make appropriate accommodations.

The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (http://www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. Call 217-581-6696, or go to 9th Street Hall, Room 1302. Also, there is a Writing Center (http://castle.eiu.edu/writing/) at 3110 Coleman Hall, 581-5829. And History graduate tutors offer assistance in 2726 Coleman Hall. Finally, I am your professor and committed to helping build your skills. Do contact me and come see me with questions.

History Majors’ Transferable Skills

The following Transferable Skills are taught in History courses:

1. Critical thinking skills and Language analysis (Analyzing and documenting written primary sources; analyzing historical point of view in book reviews)
2. Writing skills (formulating research into a coherent, clear argument-skills that include mastery of grammar, structure, clarity, style, organization).
3. Visual literacy (Analyzing and documenting paintings, architecture, material culture, political cartoons, film)
4. Quantitative Reasoning aka Numeracy (Analyzing and documenting statistics, interpreting charts and graphs, review of quantitative analysis and production of quantitative analysis)
5. Digital Database Use (search strategies, data mining written/printed primary sources)
6. Research and Citation Management (saving and re-deploying research in one way for one course or paper, in another for the next; building my own reference collection through Zotero or otherwise)
7. Presentation/public speaking through oral presentation at mini-conference, in-class presentation or video.

These transferable skills are competencies that students can use in a wide variety of jobs, whether editor, business manager, librarian, film production, or public relations, to name just a few.

Eastern Illinois University Learning Goals: EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts. (For fuller description of these, see http://www.eiu.edu/learninggoals/revisedgoals.php.)

• Critical Thinking
• Writing and Critical Reading
• Speaking and Listening
• Quantitative Reasoning
• Responsible Citizenship