

Early Modern England: A History of the Tudors and Stuarts, 1485-1714

Spring 2023

Instructor Information

Dr. Kate Brown

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Office hours: By appointment over zoom.

Email is the best way to contact me.

Course Description

A graduate-level survey of England's rise from economic backwater to imperial power during its tumultuous 200 years of reformation, regicide, and revolution.

Course Learning Objectives

We will aim to achieve three objectives throughout our course:

- 1) **Analyzing and critically evaluating ideas and historiographical arguments** at a graduate level.
- 2) **Learning fundamental concepts** in early modern English and transatlantic history by **gaining factual knowledge** through assigned readings and lectures.
- 3) **Preparing for Master's level comprehensive exams** with historiographical essay and practice comps exam.

Course Materials

In addition to course materials made available on Blackboard, the following texts are required (they can be purchased at the WKU bookstore) and will be discussed throughout the semester:

- *Mudlark: In Search of London's Past Along the River Thames* by Lara Maiklem
- *The Voices of Morebath: Reformation & Rebellion in an English Village* by Eamon Duffy
- *When Women Ruled the World: Making the Renaissance in Europe* by Maureen Quilligan
- *A Monarchy Transformed, Britain 1603-1714* by Mark Kishlansky
- *The Reaper's Garden: Death and Power in the World of Atlantic Slavery* by Vincent Brown
- *Habeas Corpus: From England to Empire* by Paul Halliday

Graded Assignments

- Discussion Participation (12 forums), 25 points (25%)
- Leading Discussion, 10 points (10%)
- Draft Historiography Paper, 10 points (10%)
- Quiz #1, 7.5 points (7.5%)
- Quiz #2, 7.5 points (7.5%)
- Final Historiography Paper, 20 points (20%)
- Practice Comps Exam, 20 points (20%)

Your final course grade will be calculated based on adding together the points you earn on each assignment. This sum total of points will be your percentage out of 100%.

Grading Requirements and Expectations

General Expectations

Late work will not be tolerated. Late assignments or non-preparation for our discussions automatically receives a grade of **ZERO** for the assignment and a severe penalty to your participation grade, unless you have made other arrangements with Dr. Brown **prior** to the due date of the assignment or in-class discussion.

Practice Comps Exam

Your final examination in this course will be answering a set of comprehensive questions about the course material in an overnight practice comps exam. You will be graded on your mastery of course material and your use of sources as demonstrated through your answers to these questions. The practice comps exam exercise is meant to prepare you for your masters-level comprehensive examination.

Historiographic Paper

Paper requirements: Argument-based; uses all of the monographs assigned in this course (and only these sources); 10 pages (double-spaced); typewritten; Times New Roman font; 12 pt font; follows the Chicago Manual of Style for style and citation guidance; uses footnotes (not endnotes or parenthetical citations). **Dr. Brown may deduct points if these requirements are not met.**

Quizzes

Quizzes are meant to test your basic comprehension of the material covered in this course. They are not meant to be comprehensive, but they are meant to alert you to whether you are sufficiently learning the material.

Discussion Board Conversations and Leading Discussion:

Since we will not meet together in a classroom, discussion boards will be used to generate communication among us, and they will be used additionally to assess your engagement with the material.

The expectation is that you will engage in constructive participation and discussion throughout the semester, and that you will always interact with Dr. Brown, as well as other students in the course, with complete respect. You are also expected to complete readings before they are due and to work towards improvement over the course of the class.

Expectations for the discussion board conversations:

You are graduate students, and as such, I expect that you will actively participate in all discussions, actively posing questions, responding to each other (and to Dr. Brown), and considering the legal/historical context of all course material. I expect you to make a minimum of **5+ substantial posts per week, with more posts if you are leading discussion. Dr. Brown will ask questions on the discussion board too and will expect answers.** You are responsible not only for having substantive and constructive conversations among yourselves, discussing the monographs and articles we read, but the material presented in lectures and podcasts too. You are also responsible for ensuring that you respond to me or to other students who ask you questions.

You will not receive a numerical or letter grade per week on these conversations, but I will give you feedback whenever you ask for it about your discussion performance. Your discussion participation will be graded cumulatively at the end of the semester.

A note on leading discussions:

The forum is open to you to pose or discuss whatever questions you'd like arising from course material (I suggest making a short list of questions to pose to the class, and then pressing other students after they answer the questions). As graduate

students, I expect that you challenge other students and you respectfully suggest criticisms when appropriate (and students receiving the leader's criticism should respond to that criticism, a back-and-forth practiced by professional historians).

You may base your discussion prompts/questions off of the monographs, articles, media, or lectures you encounter in the class. Discussions should be roughly current with the course material due that week, but it can engage with previous course material. For example, if you would like to lead discussion combining questions about last week's lecture and this week's monograph, then that would be great! Do not base your discussion solely on a monograph thoroughly discussed by someone else, or one from weeks ago (that is, not current with the material being covered in or around that week). As always, however, feel free to make reference to previous monographs, lectures, podcasts discussed in the past if those references help to compare/contrast/better understand the current material.

Grade Scale

A (roughly 90-100 points) – Exceptional work; pays excellent attention to, and clearly achieves, the goals of the assignment (especially pertaining to the student's analytical efforts and written work)

B (roughly 80-89 points) – Good work; shows a significant achievement of the goals of the assignment

C (roughly 70-79 points) – Adequate work; demonstrates a basic effort to achieve the goals of the assignment

D (roughly 60-69 points) – Less-than-adequate work, demonstrates inadequate attention to the goals of the assignment

F (roughly 50-59 points) -- Unacceptable work; demonstrates an outright failure to meet the goals of the assignment

Notices Relating to Online Formats:

Make sure you know how to use Blackboard: If you have not used Blackboard before, I highly advise that you contact WKU IT Help Desk to complete a Blackboard Student User Training Module.

Blackboard Help/WKU IT Help Desk: 270-745-7000

You can also sign up by signing into Blackboard, clicking the IT TRAINING tab (black with white writing, at the top. Look for IT Blackboard Student User Training.

WKU Online Student Resource Center: <https://www.wku.edu/online/srp/index.php>

Other items needed for an online class (in addition to the course materials described above):

- Access to a computer (your own) with a reliable Internet connection
- Microsoft Word in docx, file format
- The ability to watch videos from YouTube and listen to media (links provided).

Course Policies

Technology & Due Dates (Late Work)

All required work will be completed online. You will submit your work through the use of Blackboard and the Internet.

Use the syllabus and Blackboard announcements/postings to find out when assignments are due (and the details of each assignment). Any work submitted past the stated deadline will not be accepted and will receive a grade of zero. (All time deadlines occur at 11:59pm CDT.)

Announcements

I will use email and Blackboard announcements as a way of communicating to the entire class during the course. For individual communications, I will use email or comments posted to your discussion posts. Please look out for email and Blackboard communications from me.

Work Submission

All work will be submitted via our course site on Blackboard. Work must be submitted in the appropriate docx format (or they will not be graded).

Failure of Technology

It happens. Plan for it in advance. Late work will NOT be accepted, even if it is late because your laptop/internet connection/electricity, etc. malfunctioned. The only exception to this is if the Blackboard platform is inaccessible to WKU users.

If you find that Blackboard is having issues, contact the IT Help Desk at 270-745-7000.

Civility and Respectful Behavior

You are expected to express your opinions freely, but respectfully and civilly. If you disagree with me or your fellow classmate, you are expected to do so respectfully. Foul language, slurs, name-calling and other discourse deemed by me to be uncivil will not be tolerated and may result in an automatic failure for that assignment, or an automatic failure from the course.

On Plagiarism and Academic Honesty and Integrity

Plagiarism will not be tolerated, and all assignments must be your original work, produced for this course. Plagiarism is a form of academic dishonesty where a student either intentionally or unintentionally uses the words/wording and/or ideas of another without proper citation (that is, without proper acknowledgement—see Dr. Brown for the proper way to cite information). This improper use of another's words/wording/ideas/information gives a false or misleading impression that the material is original to the student. Plagiarism will result in an automatic **zero** on the plagiarized assignment, and possibly an automatic F in the course. Plagiarism also violates WKU's Student Code of Conduct:

“The Student Code of Conduct educates students about appropriate behavior and fosters a community in which academic success can occur. The following Student Codes of Conduct are the regulations that apply to ALL WKU students, including the satellite campuses: ...

1. **Dishonesty.** Dishonesty, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.”

Because plagiarism is a serious offense, please see Dr. Brown with any and all questions you have when in doubt—and, if in doubt, cite! (See the History Department's Style Sheet available at the [History Department's Style Sheet, at \(https://www.wku.edu/history/writing/writing-citations.php\)](https://www.wku.edu/history/writing/writing-citations.php)).

Note that common oversights **that count as plagiarism include**: using someone else's words/phrases/sentences precisely—or almost precisely (e.g. copying their quote and changing around a few words) or paraphrasing their thought—counts as plagiarism unless you use quotes (to indicate direct copying of their words) and/or you include a footnote with a citation to the source of the idea/thoughts/words. If the words, thoughts, phrases, ideas, sentences, etc. are not your own then you **MUST**

cite the source of those words, thoughts, phrases, ideas, sentences, etc. or you will be plagiarizing.

As a student at WKU, you are expected to adhere to the university's "Student Life Policies on Student Rights and Responsibilities" in the Student Handbook. This document is available online at <https://www.wku.edu/studentconduct/student-rights-responsibilities.php>

A Statement on Title IX Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](https://www.wku.edu/heretohelp/) (<https://www.wku.edu/heretohelp/>) at 270-745-3159.

A Statement on Student Disability Services and the ADA

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

See [Syllabus Info](https://www.wku.edu/syllabusinfo/) (<https://www.wku.edu/syllabusinfo/>) for other helpful links and information.

A Note on the Syllabus...

Dr. Brown reserves the right to add to, subtract from, and otherwise modify this syllabus at any time.

Course Schedule

NOTE: *Assigned readings are DUE on the day they appear on the syllabus.*

Week 1 **Begins Tuesday January 17**

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
Welcome to the course! In addition to completing some administrative tasks (like reading through the resources on Bb and signing up for a week leading or co-leading a discussion forum on Bb), you will be introduced to society in early modern England.	Read: <i>A Monarchy Transformed</i> , pgs. 6-33 Review materials on Bb and where to find them. Especially read the syllabus closely! Sign up for leading one discussion forum (possibly with a partner) during the semester Participate in “Introduce Yourself” forum and Discussion Forum #1 (Dr. Brown leads) Participate in: Discussion forum #1 (Dr. Brown leads)	<i>A Monarchy Transformed</i> , DUE Thursday January 19 Sign up for leading one discussion forum DUE Sunday January 22 Complete “Introduce Yourself” forum DUE Thursday January 19 Week 1 Discussion Forum (Dr. Brown will lead) DUE Sunday January 22

Week 2: Begins Monday January 23

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
This week we begin exploring the political, social, and cultural history of England in the Early Modern Period by mudlarking on the river Thames	Read: <i>Mudlark</i> (complete) Participate in: Discussion forum #2 (Student led)	<i>Mudlark</i> DUE Thursday January 26 Discussion Forum #2 conversation DUE Sunday January 29

Week 3: Begins Monday January 30

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
Our course begins in earnest with the rise of the Tudor kings (Henry VII and Henry VIII). This week we will learn about the important backstory to the Tudor dynasty—the Wars of the Roses—and the most pressing problem of the Tudor reign: Henry VIII's Great Matter	Read: Excerpt from <i>New Worlds, Lost Worlds</i> (on Bb), pgs 1-139 Listen to Dr. Brown's lecture Participate in: Discussion forum #3 (Student led)	<i>New Worlds, Lost Worlds</i> excerpt DUE Thursday February 2 Listen to lecture DUE Sunday February 5 Discussion Forum #3 conversation DUE Sunday February 5

Week 4: Begins Monday February 6

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
The king's Great Matter influences all the political, legal, economic, diplomatic, and social events to come in our course. This week, we explore not the court politics of the Protestant Reformation in England, but how the Reformation influenced ordinary Englishmen and women far from Henry's court.	<p>Read: <i>Voices of Morebath</i> (complete)</p> <p>Listen to: Dr. Brown's lecture on the Medieval Catholicism and the Protestant critique</p> <p>Participate in: Discussion forum #4 (student led)</p>	<p><i>Voices of Morebath</i> DUE Thursday February 9</p> <p>Listen to lecture DUE Thursday February 9</p> <p>Discussion Forum #4 conversation DUE Sunday February 12</p>

Week 5: Monday February 13

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
It is irony of ironies that Henry did so much damage in order to get his male heir...and yet, the greatest Tudor of them all turns out to be his Protestant daughter Elizabeth I (Anne Boleyn's daughter). This week, we explore the short, sad reigns of Edward VI, Mary I, and then the long, powerful reign of Glorianna herself.	<p>No reading due this week.</p> <p>Listen to: Dr. Brown's lecture on the reigns of the remaining Tudors, Edward VI, Mary, and Elizabeth I.</p> <p>Participate in: Discussion forum #5 (student led)</p>	<p>Listen to lecture DUE Thursday February 16</p> <p>Discussion Forum #5 conversation DUE Sunday February 19</p>

Week 6: Monday February 20

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
<p>Rarely is English history told with a focus on the lives of powerful women (after all, a woman in charge goes against God's will...see: the Great Chain of Being). This week, we read new scholarship about Mary and Elizabeth Tudor, as well as their cousin Mary Queen of Scots—matron of the House of Stuart. Notice how Quilligan's book not only focuses on powerful women but also on material culture (the meaning behind the gifts these women exchanged).</p>	<p>Read: <i>When Women Ruled the World</i>, pgs ix-181 (Introduction, Part I, Part II)</p> <p>Participate in: Discussion forum #6 (student led)</p>	<p><i>When Women Ruled the World</i> DUE Thursday February 23</p> <p>Discussion Forum #6 conversation DUE Sunday February 26</p>

Week 7: Monday February 27

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
<p>This week we meet Dr. Brown's favorite English monarch, King James I and VI (king of England and Scotland). With the death of Elizabeth, the Tudor dynasty ends and the House of Stuart peacefully transitions onto the English throne (how far we've come since the Wars of the Roses!). James is a divine right monarchist, largely a pacifist, and a very interesting character.</p>	<p>Read: <i>A Monarchy Transformed</i>, Preface + Prologue + pgs. 34-112</p> <p>Read: James VI's treatise on divine right monarchy, <i>The Trew Law of Free Monarchies</i></p> <p>Participate in: Discussion forum #7 (student led)</p> <p>Complete Quiz #1.</p>	<p><i>A Monarchy Transformed</i> and James I and VI's <i>Trew Law</i> DUE Thursday March 2</p> <p>Discussion Forum #7 conversation DUE Sunday March 5</p> <p>Quiz #1 Due Sunday March 5</p>

Week 8: Monday March 6

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
James I's son Charles I is a hot mess—disliked by everyone, suspected to be a Catholic (he was not, though he was married to one), and believed that he was God's Lieutenant on Earth. This week we explore Charles's disastrous reign—from fighting with Parliament, to civil war, to Charles's execution for treason (This is truly crazy town! The definition of "treason" in English law is to compass the death of the king! WTF?!?!). Following Charles I's death, the Interregnum begins, where England is a republic officially, but with Oliver Cromwell at the helm, is a monarchy in all but name.	<p>Read: <i>A Monarchy Transformed</i>, pgs. 113-212</p> <p>Read: The Petition of Right</p> <p>Watch: Reign of Charles I documentary (Bb)</p> <p>Watch: Monty Python's "Oliver Cromwell" (Bb)</p> <p>Then, read Guardian article with images about the shirt Charles I wore at his execution (Bb)</p> <p>Participate in: Discussion forum #8 (student led)</p>	<p><i>A Monarchy Transformed</i> and the Petition of Right DUE Thursday March 9</p> <p>Documentary, Monty Python song, and Guardian article on Charles I DUE Thursday March 9</p> <p>Discussion Forum #8 conversation DUE Sunday March 12</p>

Week 9: Monday March 13

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
Spring Break!	Enjoy your break!	Nothing Due!

Week 10: Monday March 20

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
This week, the Interregnum ends and the Restoration of the House of Stuart begins. Charles II, the “merry monarch,” takes the throne—and we realize that nothing has been solved by the English civil wars or the murder of his father. The king’s faith continues to be a pressing question, especially when James II ascends to the throne. The constitutional saga continues!	<p>Watch: The Return of Charles II from Exile & James II A Disaster Waiting to Happen (both on Bb)</p> <p>Participate in: Discussion forum #9 (student led)</p>	<p>Both documentaries DUE Thursday March 23</p> <p>Discussion Forum #9 conversation DUE Sunday March 26</p>

Week 11: Monday March 27

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
Dr. Brown is a legal historian, and she learned English legal history at the University of Virginia from the author of this week’s monograph. Americans enjoy the right to habeas corpus, the Great Writ, inherited from England. This week we are introduced to English legal history, to the way in which English kings and their judges used the Great Writ, and how this fundamental right traveled around the empire.	<p>Read: <i>Habeas Corpus</i> (complete)</p> <p>Listen to Dr. Brown’s lecture on English legal history and the empire.</p> <p>Participate in: Discussion forum #10 (student led)</p>	<p><i>Habeas Corpus</i> DUE Thursday March 30</p> <p>Listen to lecture DUE Thursday March 30</p> <p>Discussion Forum #10 conversation DUE Sunday April 2</p>

Week 12: Monday April 3

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
Beginning in 1607, Jamestown (named after James I) became England's first permanent colony in North America. By 1619, the Virginia colony had acquired African slaves. This week we read about African slavery and death, its ever-present shadow in the mature British empire (18 th and 19 th centuries). <i>The Reaper's Garden</i> introduces us to both the slavery that generated untold wealth for England and the most profitable and lucrative colony in the empire: Jamaica.	Read: <i>The Reaper's Garden</i> (complete) Participate in: Discussion forum #11 (student led)	<i>Reaper's Garden</i> DUE Thursday April 6 Discussion Forum #11 conversation DUE Sunday April 9

Week 13: Monday April 10

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
This week we complete our political narrative of Tudor/Stuart history with the Glorious Revolution (the constitutional revolution that inspires the American Revolution) and the Hanoverian succession, which proves that now Parliament, not the monarch, is really in charge.	Read: <i>A Monarchy Transformed</i> , pgs 213-342 Listen to: Dr. Brown's lecture to Review: the Constitutional Crisis of Stuart England Complete and submit draft historiographical paper.	<i>A Monarchy Transformed</i> DUE Thursday April 13 Listen to lecture DUE Sunday April 16 Draft historiographical paper DUE Sunday April 16

Week 14: Begins Monday April 17

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
In our penultimate week, the goal is to take a comprehensive view of the course—an overview discussion in the final discussion forum, as well as working on the comprehensive exam/paper due at the end of the semester.	Discussion Forum #12 (student led) Complete Quiz #2. Study for Practice Comp Exam. Continue working on historiographical paper.	Participate in final (#12) Discussion Forum DUE Sunday April 23 Quiz #2 DUE Sunday April 23 (covering material from week 8 – week 13) You may begin scheduling Practice Comp Exam with Dr. Brown.

Week 15: Practice Comps Exam Week—Begins Monday March 24

Weekly/Topical Learning Objective	Activities and Assessments	Activities & Assessment Due Dates
Prepare for Master's level comprehensive exams and finish out our semester!	Schedule Practice Comps Exam. Receive Practice Comps Exam and take it within 24 hour period of receiving it. Complete historiographical paper.	Practice Comps Exam is DUE 24 hours after you receive it from Dr. Brown. No Comps Exam accepted after Sunday April 30 at 11:59pm CT. Historiographical Paper DUE by 11:59pm CT on May 1.