

HIS 180A: Early Modern England, 1485-1689

Classroom: Social Sciences 1, Room 161

Instructor: Benjamin M. Pietrenka

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Office Hours: Tuesdays, 10a-12p (or by appointment)

Course Description:

This class focuses on the history of early modern England during the period of the Tudor and Stuart monarchs. It will cover topics such as England's long Reformation, the defeat of the Spanish Armada, the impact of the New World, and the English Civil War. In addition, we will consider the shifting social, economic, and cultural impact of Tudor and Stuart political and religious policy, while paying special attention to the effect these policies had on both elite and non-elite populations. As such, some lectures will be geared toward the "big picture," where we focus on English high society and larger forces shaping politics and religion more broadly. Other lectures will be more parochial and focus on how common English men and women experienced major events in English history.

The themes and events covered in this class are meant to convey a sense of what it was like and what it meant to live in an early modern age. In an era characterized by political instability and deep religious fervor, what did it mean to be an English subject? What were the power dynamics that shaped English culture? What institutions, persons, politics, and religious sensibilities shaped England into a major European power? How did common men and women fit into and influence English society?

Students will grapple with the fundamental political, social, economic, and religious history of early modern England. In the process, students will develop their analytical ability and writing skills while deepening their knowledge of the subject matter. The assignments in this course will test each student's knowledge based on the material covered in lectures in combination with the assigned readings.

Educational Objectives:

Substantive Content: Students will gain a general knowledge of themes and events in early modern English history as well as an understanding of the major problems faced by the people who made this history.

Critical Analysis: The assignments in this course are designed to facilitate critical thinking skills through analysis of primary documents and critique of secondary sources, allowing students to think through important themes in early modern English history.

Communication: In-class discussions will help students develop effective communication skills and learn to articulate their thoughts based on the required readings and lecture content.

Writing: The essay assignments and journal entries will provide students with a chance to develop their skills at constructing arguments and articulating their ideas in a coherent, logical, and organized fashion.

Assignments:

The paper assignments are due at the beginning of class on the specified date in the course schedule. No late papers will be accepted.

Journal on Readings & Lectures: The journals will serve as an opportunity for students take notes on the assigned readings, organize thoughts, and make connections between reading and lectures. Students will periodically be required to respond to discussion questions and compose short analyses of primary historical documents during class time. These in-class writing assignments are meant to promote analytical thinking, organized writing, and the ability to synthesize historical information from multiple sources. **In-class writing assignments cannot be made-up in the event that you miss class because they will be integrated into the content of lectures.**

Primary Source Research Essays: Each student will choose five (5) to seven (7) primary documents from a primary source collection or database (instruction on how to do this will be provided during the course). These documents will provide the source material to be used for both the document analysis and historical essay assignments. Students will submit a short essay proposal and document selection report in Week 3. In Week 4, students will submit a detailed, 4-5 page analysis of one of these selected documents. As a capstone for the course (and in lieu of a final exam), students will compose an 8-10 page historical essay that offers a well-reasoned and organized narrative of an event or pattern in colonial American history. Each of these writing assignments will build on the one that precedes it. You will be provided with a guideline sheet with more specific information on how to approach each of these assignments in the first week of the course.

Grades will be based on each student's performance in four areas:

- (20%) Attendance & Active Participation
- (20%) Journal on Readings & Lectures
- (60%) Primary Source Research Essay (three parts)
 - Essay Proposal & Document Selection Report (1 page) - 5%
 - Document Analysis (4-5 pages) - 20%
 - Historical Essay (8-10 pages) - 35%

There are no examinations in this course. Journals must be taken seriously!

Academic Integrity: Historians draw upon the writings and thinking of others all the time. To do so without citing your sources, however, is plagiarism, a violation of academic integrity that will incur penalties. When in doubt, cite. Further information on how to cite properly can be found at:

- Library guide on Citing Sources and Plagiarism:
<http://library.ucsc.edu/help/howto/citations-and-style-guides>
- NetTrail: <http://nettrail.ucsc.edu/> (Section 6, Info Ethics)

Disability Accommodations: If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., before/after class or during my office hours) within the first two weeks of the course. Contact the DRC at 459-2089 (voice), 459-4806 (TTY), or go to <http://drc.ucsc.edu> for more information.

Required Reading:

All required primary and secondary readings for the course as well as study aids and paper guidelines can be found on the course eCommons website under the “Resources” tab. Students should arrive to class having thoughtfully completed the reading assigned for each class period and be prepared to have a discussion.

Course Schedule

Week One: The Early Tudors and English Reformations

6/21	<p>Assigned Reading: None</p> <p>Lectures:</p> <ul style="list-style-type: none">- Intro to the course/course logistics- The Mental World of the English People, circa 1485- The Rise of Henry Tudor and the End of the War of the Roses- Henry VIII: The Early Years & His Dalliances on the Continent <p>In-Class Discussion:</p> <ul style="list-style-type: none">- Working with primary sources: Venetian Nobleman’s Report on England (ca. 1500)
6/23	<p>Assigned Reading:</p> <ul style="list-style-type: none">- <i>Tudor Rebellions</i>: 3-53, 140-145 <p>Lectures:</p> <ul style="list-style-type: none">- The Henrican Reformation- Dissolving the Monasteries, Enclosure, the Pilgrimage of Grace- Everyday Life in Early Modern England: Population, Economics, Food <p>Library Presentation (Field Trip): Primary Historical Sources</p> <p>In-Class Discussion:</p> <ul style="list-style-type: none">- Working with primary sources: “The Pilgrims’ Ballad, 1536” <p>DUE:</p> <ul style="list-style-type: none">- Journals

Week Two: Tudor Successions

6/28	<p>Assigned Reading:</p> <ul style="list-style-type: none">- <i>English Reformations</i>: 105-136, 152-218 <p>Lectures:</p> <ul style="list-style-type: none">- Supporting the Reformation: Edward VI & Lady Jane Grey- Attempting Counter-Reformation: Mary I- Elizabeth I and the Elizabethan Settlement <p>In-Class Discussion:</p> <ul style="list-style-type: none">- Primary Document: Elizabeth's Act of Uniformity, 1559
6/30	<p>Assigned Reading:</p> <ul style="list-style-type: none">- <i>English Reformations</i>: 219-234, 251-267, 285-295 <p>Lectures:</p> <ul style="list-style-type: none">- Masterless Men and Monstrous Women: Misrule in Tudor England- Effects and Reactions to the Elizabethan Settlement in England and the European Continent: Puritans and Catholics (France, Spain, and the Netherlands) <p>In-Class Discussion:</p> <ul style="list-style-type: none">- Primary document: <i>Thirty-Nine Articles</i>, 1571

Week Three: Uniting the Kingdoms and Consolidating Power

7/5	<p>Assigned Reading:</p> <ul style="list-style-type: none">- <i>Fire from Heaven</i>: 1-27, 61-90 <p>Lectures:</p> <ul style="list-style-type: none">- Elizabethan government, politics, and economic policy (defeat of the Armada)- Mary, Queen of Scots and the tumultuous road to union- Scotland and England under James I and IV <p>In-Class Discussion:</p> <ul style="list-style-type: none">- The politics of Tudor royal succession <p>DUE:</p> <ul style="list-style-type: none">- Essay Proposal/Document Selection Report
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7/7	<p>Assigned Reading:</p> <ul style="list-style-type: none"> - <i>Fire from Heaven: 167-231</i> <p>Lectures:</p> <ul style="list-style-type: none"> - New World Expansion - Charles I: Personal Rule and Parliaments <p>In-Class Discussion:</p> <ul style="list-style-type: none"> - History from above vs. History from below <p>DUE:</p> <ul style="list-style-type: none"> - Journals
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Week Four: The Civil War and the Stuart Restoration

7/12	<p>Assigned Reading:</p> <ul style="list-style-type: none"> - “Levellers and True Levellers,” in Christopher Hill, <i>The World Turned Upside-down: Radical English Ideas During the English Revolution</i> (London: Penguin Books, 1972) - Primary Source: <i>The Trial of Charles Stuart, King of England, 1649</i> <p>Lectures:</p> <ul style="list-style-type: none"> - Civil War, Trial and execution of Charles I, Oliver Cromwell, the Commonwealth - Levellers, Diggers, and socio-political radicalism <p>In-Class Debate: Treason Trial of Charles Stuart</p>
7/14	<p>Assigned Reading:</p> <ul style="list-style-type: none"> - Patricia Crawford “Women’s Published Writings 1600-1700,” in <i>Women in English Society: 1500-1800</i>, ed. Mary Prior, (London: Methuen & Co Ltd, 1985) - Steve Pincus, “‘Coffee Politicians Does Create’: Coffeehouses and Restoration Political Culture,” <i>The Journal of Modern History</i>, Vol. 67, No. 4 (Dec., 1995): 807-834. <p>Lectures:</p> <ul style="list-style-type: none"> - Restoring the Stuart monarchy - Rule of the “Merry Monarch”: Charles II - Sovereignty, Finance, Religion, and Foreign Policy under Charles II <p>In-Class Discussion:</p> <ul style="list-style-type: none"> - Historical Essay Workshop (bring your primary sources with you to class) <p>DUE:</p> <ul style="list-style-type: none"> - Document analysis - Journals

Week Five: The Fall of James II and the Glorious Revolution

7/19	<p>Assigned Reading:</p> <ul style="list-style-type: none">- <i>Oroonoko; or, the Royal Slave</i>, 1688 <p>Lectures:</p> <ul style="list-style-type: none">- The Popish Plot, the Exclusion Crisis, and Monmouth's Rebellion- James II and the Attempt to Restore Catholicism in England <p>In-Class Discussion:</p> <ul style="list-style-type: none">- The English in the British Isles and the Atlantic World
7/21	<p>Assigned Reading:</p> <ul style="list-style-type: none">- NONE (work on final paper) <p>Lectures:</p> <ul style="list-style-type: none">- William of Orange and the Glorious Revolution <p>In-Class Discussion:</p> <ul style="list-style-type: none">- Short Paper Presentations <p>DUE:</p> <ul style="list-style-type: none">- Historical Essay- Journals