

**HIST 3350**  
**England to 1688**  
**Semester: Fall 2019**  
**Location: Social Sciences Bldg 2030**  
**Meeting Time: Tuesdays and Thursdays, 2:00pm–3:15pm**

**Instructor: Amy Dunagin**

**Office: SO 4088**

**Office Hours: TTh, 12:00pm–1:45pm, or by appointment**

**Office Phone: (470) 578–3462**

**Email address: [adunagin@kennesaw.edu](mailto:adunagin@kennesaw.edu)**

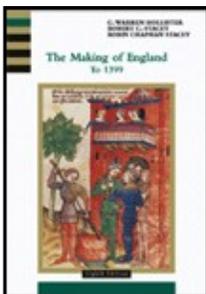
**Electronic Communications:** The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

**Course Description:** A survey of English history from the earliest time to 1688. The course emphasizes political, cultural, and social developments between the Norman conquest and the transformation of England into a constitutional monarchy by the Glorious Revolution.

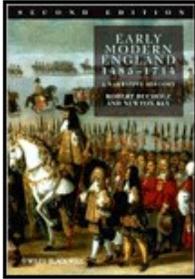
**Learning Objectives:** Course objectives are threefold. First, students will build knowledge sufficient to identify major events, ideas, institutions, and individuals of premodern and early modern English history, and to respond effectively to several of its biggest historical questions. Second, students will develop their critical thinking skills through extensive engagement with primary sources. In this course, we will learn to think of history not as a collection of facts to be memorized but as a process—an activity—that involves examining a variety of sources, considering their contexts and biases, and interpreting them in order to form the best possible conclusions about why things happened as they did—why change occurred over time. Third, students will develop their persuasive writing skills through written assignments.

**Required Reading:**

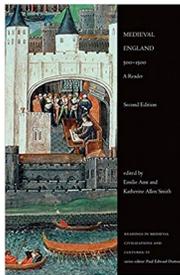
C. Warren Hollister, Robert C. Stacey, Robin Chapman Stacey, *The Making of England to 1399*, 8th edition (Wadsworth Cengage Learning, 2001). ISBN: 978-0-618-00101-9



Robert Bucholz and Newton Key, *Early Modern England, 1485-1714: A Narrative History*, 2<sup>nd</sup> edition (Wiley-Blackwell, 2009). ISBN: 978-1-4051-6275-3



Emilie Amt and Katherine Allen Smith, eds., *Medieval England, 500-1500: A Reader*, 2<sup>nd</sup> edition (Univ. of Toronto Press, 2018). ISBN: 978-1442634657



Other readings are available as links on the syllabus or on D2L.

**Attendance Policy:** Attendance is crucial for success in this class. Exams will include material covered in class that is not found in the textbook. If you must miss a class, you are responsible for getting notes and announcements from your classmates. To keep track of attendance, students will be asked to sign a sign-in sheet at the beginning of class. It is the student's responsibility to remember to sign in; if your name is not on the sign-in sheet, you will be counted absent. Students can miss up to **three** classes without grade penalty. For every absence after the third, the participation grade will drop one letter grade. Students who miss more than six classes may receive a failing grade in the course at my discretion. I may grant exceptions in extreme cases of documented illness or emergency. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

**Electronic Devices Policy:** I permit laptops and tablets in class, but for note taking and class-related activities only. I reserve the right to change this policy during the semester if necessary. No phones or recording devices are allowed. No electronics are permitted during examinations.

## Course Assessments/Assignments:

- 10% Attendance / Participation  
Factors include attendance, punctuality, amount and quality of active participation, collegiality, professionalism, ID contributions to study guides for the 2 exams, and any in-class assignments and quizzes
- 10% 2 Geography Quizzes (5% each) – Aug 29 and Sept 5
- 15% 3 “Problem” Exercises (5% each) – Sept 12, Nov 5, and Dec 5
- 20% Midterm Exam – Oct 10
- 10% Historiography Exercise – Oct 24
- 15% Analytical Paper (6–8 pages) – Nov 21  
Optional Preliminary Paper Worksheet – Oct 31
- 20% Final Exam – Dec 10

**Changes to this syllabus:** The instructor reserves the right to make changes to this syllabus. Any substantive changes which impact grade calculations or grading will be announced in writing using D2L and will be emailed to the class. If you have concerns about announced changes, please contact the instructor and ask for clarification before the end of the semester.

**Makeup Exams and Late Assignments:** If a student is unable to be in class on the day of a test or quiz and has cleared the absence with me in advance, he or she may make up the test during my office hours. I will only offer brief extensions on written assignments in cases of documented emergency / illness by prior arrangement (you must contact me before the assignment is due). All other categories of lateness on assignments will result in one grade level reduction per day. Students may be permitted to take a makeup final exam only in cases of documented illness or emergency.

**Grading Scale:** Students are evaluated on the following scale:

A – 90–100%

B – 80–89%

C – 70–79%

D – 60–69%

F – less than 60%

**I**—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

**Academic Integrity Statement:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or

academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See the full [KSU Codes of Conduct](#).

I take cheating very seriously. Any instance of cheating, including plagiarism, may result in an “F” on the assignment (in less egregious cases of improper citation) or in the course (in cases of blatant cheating) at my discretion, and will be reported to the Department of Student Conduct and Academic Integrity (SCAI). Students should be aware that I run all papers through a plagiarism detection program. If you are still unsure about what constitutes plagiarism after we go over it in class, simply ask me. You can also find information about plagiarism and proper source citation at the following websites: \_

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**ADA Compliance:** Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [470-578-7361](tel:470-578-7361)

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

**Writing Center:** The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit [writingcenter.kennesaw.edu](http://writingcenter.kennesaw.edu) or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus).

**Campus Carry:** Visit <http://www.usg.edu/hb280> and <http://police.kennesaw.edu/campuscarry.php> for more information.

**Classroom Climate:** This class is a part of your education—be invested in it! You are here to learn what history is, how it works, and why it is important—not just to get a letter on your transcript. This course can help you develop skills in critical thinking, analysis, and verbal and written communication that you will use for the rest of your life. I have designed the course with that goal in mind, but the best way for me to know how to help you learn is for you to tell me. So please do! Cultivate a sense of investment in your own learning by doing the reading (reading is fun!), taking pride in your work by putting forth your best effort on assignments, and being an active participant in discussions. This class is a very friendly audience. Don't let nerves or lack of preparedness keep you from getting the most out of this class or from giving your colleagues the opportunity to benefit from your insights.

It is imperative that our classroom be a courteous, respectful, and safe environment for all students. Be aware of yourself, your surroundings, and the feelings of others to ensure that all students feel comfortable participating regardless of personal background, identity, and point of view. Discussions must be conducted positively and civilly.

## **COURSE SCHEDULE**

### **Week 1**

Aug 20: Introduction: Prehistoric Britain

- No reading

Aug 22: Celtic Britain

- *Making of England*, pp. 1-8

### **Week 2**

Aug 27: Britannia: Roman Outpost

- *Making of England*, pp. 9–32

Aug 29: Anglo-Saxons

- *Making of England*, pp. 33–42, 44–46, 53–59, 61–70
- *Reader*, I. 1, 3, 5

## **GEOGRAPHY QUIZ #1**

### Week 3

Sept 3: Anglo-Saxons v. Vikings

- *Making of England*, 70–86, 90–104, 108–115
- *Reader*, I.8, 9, 13, 15

Sept 5: Norman Conquest

- *Making of England*, pp. 115–153
- *Reader*, II.19, 20, 23

#### **GEOGRAPHY QUIZ #2**

### Week 4

Sept 10: Norman England

- *Making of England*, ch. 5
- *Reader*, II.27–29

PROBLEM #1: Why can I ask for either an “answer” or a “response” to this question (i.e., why are there so many synonyms in English)?

Sept 12: Angevins

- *Making of England*, ch. 6
- *Reader*, III. 34, 38, 45, 49, 50

#### **PROBLEM #1 DUE**

### Week 5

Sept 17: High-Medieval Culture and Society

- *Making of England*, ch. 7
- *Reader*, III. 41, IV. 58, 63

Sept 19: Henry III and the Emergence of Parliament

- *Making of England*, ch. 8
- *Reader*, IV. 53, 56, 59

### Week 6

Sept 24: Edward I and Statute Law

- *Making of England*, ch. 9
- *Reader*, IV. 65, 66

Sept 26: The Hundred Years' War

- *Making of England*, ch. 10, 11
- *Reader*, V. 70–71, 73, 75–77

## Week 7

Oct 1: Black Death and Aftermath

- *Making of England*, ch. 12
- *Reader*, V. 80–82, 86–87
- Geoffrey Chaucer, *Canterbury Tales*, [prologue](#)

Oct 3: Lancaster and York

- *Early Modern England*, ch. 0, D2L
- *Reader*, VI. 88, 90–92, 94, 97 (read 2 or 3 letters), 98, 99

## Week 8

Oct 8: Shakespeare's *Richard III*; Midterm Review

- Shakespeare, [Richard III](#)

*Oct 9: Last day to withdraw without academic penalty*

Oct 10: **MIDTERM EXAM**

## Week 9

Oct 15: Henry VII

- *Early Modern England*, pp. 15–31
- *Reader*, VI. 101–102

Oct 17: Early Tudor Politics

- *Early Modern England*, pp. 42–64
- Sir Thomas More, [Utopia](#) (1516), assigned selections

## Week 10

Oct 22: Protestant?

- *Early Modern England*, ch. 2
- [Edward VI's journal](#), excerpts

Oct 24: Catholic?

- *Early Modern England*, ch. 3
- [The Venetian Ambassador's description of Mary I](#)
- [Speech of Mary I](#)
- [Account of Thomas Cranmer's execution](#)
- [Foxe's Book of Martyrs](#) (1563), Ch. XVI, first 3 sections

### **HISTORIOGRAPHY EXERCISE DUE**

- Read ...
  - A.G. Dickens, *The English Reformation*, excerpt (D2L)

- Chris Haigh, *English Reformations*, excerpt (D2L)
- After reading these two, fill out the Historiography Exercise posted on D2L. Bring a copy to class.

## Week 11

Oct 29: The Elizabethan Settlement

- *Early Modern England*, ch. 4
- Act of Uniformity, 1559
- Royal Injunctions, 1559 (skim)
- Thirty-Nine Articles, 1571

Oct 31: Elizabethan England

- *Early Modern England*, ch. 5
- Letters to James VI of Scotland and Mary, Queen of Scots
- Mary, Queen of Scots, last letter
- John Knox, *The First Blast of the Trumpet against the Monstrous Regiment of Women* (1558), excerpt (D2L)
- Elizabeth's First Speech
- Elizabeth's Answer to Parliament, 1563
- Poetry, speeches, and letters of Elizabeth I

PROBLEM #2: What unique challenges did sixteenth-century women rulers face, and how did they navigate those challenges?

### **OPTIONAL! PRELIMINARY PAPER WORKSHEET DUE**

## Week 12

Nov 5: Shakespeare, the Globe, and the English Language

- *Early Modern England*, pp. 158–165, 172–187, 205–211
- Revisit Shakespeare, *Richard III*
- Robert McCrum, "[Ten Ways in Which Shakespeare Changed the World](#)"
- Folger Shakespeare Library, "[Shakespeare's Life](#)"
- Fraser McAlpine, "[45 Everyday Phrases Coined By Shakespeare](#)"

### **PROBLEM #2 DUE**

Nov 7: The Early Stuart State & the Royal Prerogative

- *Early Modern England*, ch. 7
- James I, "True Law of Free Monarchies," 1598
- James I, Speech to Parliament, 1609
- Parliament, Petition of Right, 1628
- Charles I, Defense of the Dissolution of Parliament, 1629

- Archbishop William Laud, Visitation Articles, 1635 (just skim enough to get the gist)

### Week 13

Nov 12: War and Regicide; Commonwealth and Protectorate

- *Early Modern England*, ch. 8
- The Grand Remonstrance, 1641
- The Agreement of the People, 1647
- Women's Petition, 1649

Nov 14: Colonization

- Alison Games, *The Web of Empire*, introduction (D2L)
- *Early Modern England*, pp. 200–205
- Richard Hakluyt, *Discourse of Western Planting*, 1584
- Thomas Mun, "England's Treasure by Foreign Trade," 1664

### Week 14

Nov 19: Free Speech and The Scientific Revolution: How Do We Know What We Know?

- John Milton, *Areopagitica*, 1643 (see D2L for a facsimile of the 1<sup>st</sup> edition)
- Francis Bacon, *First Book of Aphorisms*, excerpts
- Dr. John Wallis on the Royal Society

Nov 21: Restoration, Political Parties, and Popular Politics

- *Early Modern England*, pp. 277–300
- Samuel Pepys on Charles II's coronation
- Pepys and John Evelyn on the Great Fire of London
- The First English Coffee-Houses

### **ANALYTICAL PAPER DUE**

November 25–29: Thanksgiving Break – No Class

### Week 15

Dec 3: Limited Government

- Thomas Hobbes, *Leviathan*, 1651, excerpts (D2L)
- John Locke, *Second Treatise of Government*, excerpts (D2L)
- John Locke, "A Letter Concerning Toleration," 1689, excerpts

PROBLEM #3: Should James II have been excluded from the line of succession?

Dec 5: The Glorious Revolution; Final Exam Review

- *Early Modern England*, pp. 300–314

- John Evelyn on the Glorious Revolution
- The English Bill of Rights, 1689
- Steve Pincus, *1688*, excerpt (D2L)

**PROBLEM #3 DUE**

**FINAL EXAM: Tuesday, Dec 10, 1:00pm–3:00pm**