

DRAFT
History 221
History of England, 1485-1688
Tuesday, Thursday, 11:30-12:55, Searles 213

Instructor: Ms. Susan Tananbaum
Hubbard Hall
X3669

Office hours: T/Th. 1:05-2:30 and by
W. 2:35-3:30 and by appointment
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Course Description:

A survey of the political, cultural, religious, social, and economic history of Early Modern England from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics to be considered include the Tudor and Stuart Monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

Course Requirements:

Two analytical essays (15%, each), *3 letters/answers and **two film reviews (25%), ***1 précis (10%), final (15%), and class participation, in class exercises, films, [which, in accordance with copyright law, are not open to the public] (20%).

Books available at the College Bookstore:

Bucholz, Robert and Key, Newton *Early Modern England, 1485-1714: A Narrative History*
Haigh, Christopher *Elizabeth I*
Marlowe, Christopher *Doctor Faustus*

- Sept. 3 Introduction
Laslett, Peter, "English Society Before and After the Coming of Industry," *The World we have Lost*, 1-21.
Available at: <http://site.ebrary.com.ezproxy.bowdoin.edu/lib/bowdoin/docDetail.action?docID=5004208>
- Sept. 8 Background
READING:
Bucholz and Key, *Early Modern England, 1485-1714*, 1-64.
- Sept. 10 Tudor England: The Reign of Henry VII, 1485-1525
READING:
Cooper, J. P. "Henry VII's Last Years Reconsidered," *Historical Journal* 2 (1959): 102-129.
- Sept. 15 Henry VII/Elton-Cooper Debate
READING:
Elton, "Henry VII: A Restatement," *Historical Journal* (1961): 1-28.
More, Thomas *Utopia* – selection – 223-242.
- Sept. 17 Henry VIII (1509-1536): The Early Years
READING:
Bucholz and Key, 65-100.
Elton, *Tudor Constitution* "Act for the submission of the clergy to the King's Majesty," 339-41; "Act against Appeals," 344-9; "Act of Supremacy," 355-6; "Act extinguishing the authority of the Bishop of Rome," 356-8.
Love Letters from Henry VIII and Anne Boleyn.
- Sept. 20 **Draft of Paper One due to peer reviewers and Prof. T. by 5 pm.**
- Sept. 22/23 **Editing Sessions**
- Sept. 22 Henry VIII/Religious Reform
READING:
Marshall, Peter, "Cardinal Wolsey and the English Church," *History Review* 60 (March, 2008): 34-39.
Elton, G. R., "Sir Thomas More and the Opposition to Henry VIII," *Bulletin of the Institute of Historical Research* 41 (1968): 19-34.
Smith, Lacey Baldwin, "Henry VIII and the Protestant Triumph," *AHR* 71 (1966): 1237-64.

- Sept. 22 **Film: A Man for all Seasons, 7:15 pm**, PN1997 .M3516 1966a (168 min), **Shannon Room**, Hubbard Hall
- Sept. 24 Rebellion/**Film Review due
READING:
 Davies, C. S. L. "Popular Religion and the Pilgrimage of Grace," *Order and Disorder in Early Modern England* Fletcher and Stevenson, eds., 58-88.
- Sept. 29 Edward VI (1547-1553) and Mary I (1553-1558)
READING:
 Bucholz and Key, 100-115.
 Elton, *Tudor Constitution* "Acts of uniformity; Act for repeal of certain statutes; An Act for punishment of heresies," 392-401.
 Loach, J. "Mary Tudor and the re-Catholicisation of England," *History Today* 44 no. 11 (1994): 16-22.
 Haigh, C. *Elizabeth I*, 1-9.
- Sept. 30 **Paper One Revised Version due, my office, by 4 pm**
- Oct. 1 Queen Elizabeth: The Elizabethan Settlement (1558-1585)
READING:
 Haigh, 10-69.
 Elton, *Tudor Constitution* "An Act whereby certain offences be made treasons..." 73-77; "Sir Thomas Smith on Parliament (1565)," 240-241; "Sir Thomas Smith on the rules of debate, 256-257; "Opposition in 1566," 316-318.
- Oct. 1 **Film: Taming of the Shrew, 7:15 pm**, Video PR2878 .T3B7 (127 min), **Shannon Room**, Hubbard Hall
- Oct. 6 Elizabethan England: Social Order//Film Review due
READING:
 Bucholz and Key, 116-137.
 Haigh, 70-110.
- Oct. 8 Elizabethan England: Political Order//Letter One due
READING:
 Bucholz and Key, 138-157.
 Haigh, 111-181.
 Marlowe, C. *Doctor Faustus*, Act 1.
- Oct. 13 FALL BREAK – ENJOY!
- Oct. 15 Good Queen Bess//Response One due
READING:
 Underdown, D. "The Taming of the Scold: The Enforcement of Patriarchal Authority in Early Modern England," in *Order and Disorder in Early Modern England* eds. Fletcher and Stevenson, 116-136.
 Marlowe, Act 2.
- Oct. 19 *****Précis on Haigh due, by 3 pm, my office**
- Oct. 20 The Armada
READING:
Tudor Constitution "An Act for the uniformity of common prayer..." 410-413; "The First Admonition to the Parliament, 1572, 448-450 "Edmund Grindal to Queen Elizabeth..." 452-453; "The Queen's letter suppressing prophesyings, 1577," 453-455.
 Jensen, De Lamar, "The Spanish Armada: The Worst-Kept Secret in Europe," *The Sixteenth Century Journal* 19 (1988): 621-641.
 Beier, A. L. "Vagrants and the Social Order in Elizabethan England," *Past and Present* 64 (1974): 3-29.
 Marlowe, Act 3.
- Oct. 22 Stuart England: James I (1603-1625)
READING:
 Buchholz and Key, 158-211.

- Oct. 27 Stuart Society//Letter Two due
READING:
The Stuart Constitution “An Act for the better discovering and repressing of Popish recusants,” 456-460.
 Lee, M. “James I and the Historians: Not a Bad King After All?” *Albion* 16 no. 2 (1984): 151-63.
 Marlowe, Acts 4 and 5.
- Oct. 29 Stuart England: Charles I (1625-1649)//Response Two due
READING:
 Bucholz and Key, 212-244.
 Sharpe, K. “The Personal Rule of Charles I,” in *Before the English Civil War* Tomlinson, ed. 53-78.
 Hoskins, W. G., “The Rebuilding of Rural England, 1570-1640,” *Past and Present* 4 (1953): 44-59.
- Nov. 3 The Long Parliament//The English Civil Wars
READING:
 Bucholz and Key, 244-249.
 Morrill, J. “The Religious Context of the English Civil War,” in *The Nature of the English Revolution* 45-68.
- Nov. 5 The English Civil War//Letter Three due
READING:
 Bucholz and Key, 250-267.
 Foyster, Elizabeth. “Parenting Was For Life, Not Just For Childhood: The Role of Parents in The Married Lives Of Their Children In Early Modern England,” *History* 86 issue 283 (2001): 313-327.
 Wrightson, *English Society, 1580-1680*, ch. 2, 39-65.
- Nov. 10 Cromwellian England//Response Three due
READING:
 Bucholz and Key, 267-276.
 Woolryn, Austin, “The Cromwellian protectorate: a military dictatorship?” *History* 75 (1990): 207-231.
- Nov. 12 The Causes and Consequences of the English Revolution
READING:
 Burgess, G. “On Revisionism: An Analysis of Early Stuart Historiography in the 1970s and 1980s,” *Historical Journal* 33 no. 3 (1990): 609-27.
 McInness, Angus, “When was the English Revolution?” *History* 67 (Oct. 1982): 377-392.
- Nov. 16 **Draft of Paper Two due to peer reviewers and Prof. T by 4 pm.**
- Nov. 17 The Restoration
READING:
 Bucholz and Key, 277-283.
 Graham, et al, eds., *Her Own Life - Autobiographical Writings of Seventeenth Century Women* “Katherine Evans and Sarah Cheevers,” 71-86.
- Nov. 18/19 **Editing Sessions**
- Nov. 19 Stuart Kings
 Bucholz and Key, 283-293.
 Miller, J. “The Later Stuart Monarchy,” in *The Restored Monarchy* J. R. Jones, ed. London: Macmillan, 1979, 30-47.
 Cockayne, E., *Hubbub: Filth, Noise and Stench in England, 1600-1770* New Haven: Yale U. Press, 2007
- Nov. 24 **Paper Two revised version, due, my office, by 5 pm**
- Nov. 24 Life in the Seventeenth Century
READING:
 Bucholz and Key, 293-300.
 Wrightson, *English Society*, ch. 3, 66-88.
- Dec. 1 Witchcraft
READING:
 Sharpe, James. “Witchcraft in Popular Culture,” *Instruments of Darkness* PA: U of Penn Press, 1997, 58-79.

Poole, [BF1584.G7 L35 2002 INTERNET](#) print into and check it 1-19 OR [BF1566 .P245 2007](#)

<http://site.ebrary.com.ezproxy.bowdoin.edu/lib/bowdoin/docDetail.action?docID=10074851>

Walvin, J. "A taste of empire, 1600-1800: How tea, sugar, and tobacco hooked Britons into a fondness for the fruits of imperial expansion." *History Today*, 47 no. 1 (January 1997): 11-16.

- Dec. 3 Social Matters
READING:
Capp, B. "The Double Standard Revisited: Plebeian Women and Male Sexual Reputation in Early Modern England," *Past and Present* 162 (1999): 70-100.
Bucholz and Key, 288-294.
- Dec. 8 James II (1685-1688)
READING:
Bucholz and Key, 300-306.
Miller, J. "James II and Toleration," in *By Force or By Default?* E. Cruickshanks, ed. 8-27.
- Dec. 10 The Glorious Revolution// William and Mary (1689-1702)//Final Essay due
READING:
Bucholz and Key, 306-314.

KEY DATES:

- Sept 20 Paper One Draft due
Sept 22/23 Editing Sessions
Sept 22 Film
Sept 24 Film Review Due
Sept 30 Paper One Revision Due
Oct 1 Film
Oct 6 Film Review Due
Oct 8 Letter One Due
Oct 15 Response One Due
Oct 19 Précis Due
Oct 27 Letter Two Due
Oct 29 Response Two Due
Nov 5 Letter Three Due
Nov 7 Response Three Due
Nov 16 Paper Two Draft due
Nov 18/19 Editing Sessions
Nov 24 Paper Two Revision due
Dec 10 Final due

* Class Letters

Three times during the semester you will write a **brief** (dated and numbered) letter to your pen pal and bring it class - swap it –

For the next class, you and your pen pal will write a brief response to each other's letter - comment on what you observed, and respond to what your pen pal found striking – points of agreement or difference. Sign your response and staple it to your pen pal's letter

The purpose is to share your reactions to a reading - - what you found important - worthy of commentary.

Keep both your letter and the responses you receive and I will review them.

You should "use" the letter to discuss something you found important – key issues or use the letter to raise something with your pen pal that you found confusing – your pen pal may have read that section/issue differently and could respond/clarify – or share your confusion!

The idea is to be writing for an audience - in this case, a fellow student/reader. I will collect letters and responses.

** Film Review

Please reflect on the message of the film, any political or social commentary it offers, and the view of the key characters. How does the director want us to think about key issues and persona? Review should be about one page

***Précis

Your précis should provide an analysis of reading and should be two pages. You should focus on a key argument put forth in the reading and evaluate it. First, what is Haigh's main argument and how does he "build" it? You can also consider the logic of the argument, the clarity of presentation, other views presented in readings, the nature of the documentation/evidence, etc. How convincing do you find the author's thesis? Remember - DO NOT summarize the reading, rather identify a central argument or approach to the analysis. Your purpose is to identify the interpretation the author is putting forward. What evidence is most important to his argument and is it convincing? - i.e. how does Haigh support his argument? Illustrate your analysis with examples from the text.

You may want to comment on how convincing you find the analysis -- the strengths and weaknesses of the argument and the author's approach. When looking at two articles - what can you learn from comparing and contrasting the issues?

When you are referring to specific points made by an author, provide a parenthetical citation. You may focus on a section of the larger work or consider a theme that Haigh addresses throughout the entire work. Your paper should be approximately 2 pages, typed, double-spaced, one inch margins. PLEASE DO NOT USE OTHER SOURCES. There is plenty in the assigned reading and the purpose of this paper is to encourage careful, close reading and analysis.

THINGS TO REMEMBER: Be sure to put in page citations and remember all the basics such as a clear thesis, a "road map," topic sentences, transitions, and setting up any quotations you use.

GROUND RULES

Attendance and Participation:

This course depends on your engaged presence and involves a contract among all of us. Everyone's voice matters and **WE ALL** want to hear your thoughtful responses. Attendance at films is an integral part of the course and mandatory

Papers:

If FOR ANY reason, you are unsure of what I expect from your papers, or my comments PLEASE ask. I want to see your best work and not your best guess at what I had in mind! Please turn in a hard copy, unless otherwise requested/stated.

Extensions:

Unless there are unusual extenuating circumstances, papers are due by the time specified on the syllabus. You should expect to lose credit if you turn assignments in late. Should an emergency arise, please consult me **BEFORE** the deadline. **Please DO** not give yourself an extension....

Academic Honesty:

Each author owns his or her work, ideas, and words. Therefore, you **MUST** give appropriate credit - generally in the form of proper footnotes. **IF YOU HAVE ANY QUESTIONS -- ASK, DO NOT TAKE RISKS. PLAGIARISM -- INTENTIONAL OR NOT -- IS A VERY SERIOUS VIOLATION.**

Computers:

Your friend -- your technological nightmare... **Practice safe computing.** Computer excuses carry no more weight than your baby brother and you need to take precautions. Back up all files regularly -- and NOT just on your hard drive. Print hard copies occasionally, and keep backup copies of assignments you submit.