

HIST 294-15: British History to 1603: From the Celts to the Tudors
Spring 2016

Cameron Bradley
Old Main 305

MWF 10:50-11:50
Neill 112

Office hours: Mon. 5-6pm, Wed. 9:30-10:30am, and by appt.
651-696-6597
cbradley@macalester.edu (preferred)

Premodern Britain has long held the imagination of scholars, filmmakers, authors, and the general public. Figures like Alfred the Great, Richard the Lionheart, Henry VIII, and Elizabeth I are especially conspicuous, but Britain also is remembered for its folklore, government, literature, law, ideas about social status, chivalry, forms of religious expression, sea power, and world exploration. Using a combination of primary sources and recent scholarship, this course will examine developments in society, culture, religion, and government, as well as Britain's ties with the outside world, from the time of the Celts to the end of the Tudor line in 1603. We will proceed both chronologically and thematically, paying particular attention to the ways in which events, institutions, and ideas affected the lives of the people who lived through them.

This course is approved for the Argumentative Writing (WA) General Education requirement.

Themes

- religion
- kingship
- socio-economic status
- everyday life
- gender

Readings

- Emilie Amt, ed., *Medieval England 1000-1500: A Reader*
- *Life of Alfred* (Penguin edition)
- Robin Fleming, *Britain After Rome*
- Barbara Hanawalt, *The Ties that Bound*
- Eamon Duffy, *The Voices of Morebath: Reformation and Rebellion in an English Village*
- Other readings will be available on the course website. Check it often.

Assignments and grading

Class participation	25%
Short essays (4)	30%
Britain in Fiction project	10%
• Written analysis	5%
• Poster	5%

Research paper 35%

- Proposal 6%
- Thesis statement 4%
- Peer-revised draft with revision memo 10%
- Final draft with revision memo 15%

Participation

This class will work best when everyone comes to class prepared to engage with the materials at hand. Therefore, you are expected to take an active part in all class discussions and activities.

Merely coming to class will not result in participation credit. You will need to complete the assigned readings and reflect on them before arriving in class. Bring all relevant readings with you to class each day, either in hard copy or electronically. You are allowed two unexcused absences; sleeping in class counts as an absence.

Short essays (4)

These 2-3-page essays, each worth 7.5% of your final grade, will ask you to respond to prompts that I will provide, which may ask you, for example, to engage the argument of a scholarly work, analyze a primary source, work on a primary and scholarly source together, or address a reading in light of previous class discussions. Due dates are: **12 February, 29 February, 1 April, and 22 April, all by 6pm.**

Britain in Fiction Project

For this assignment, you will choose either a work of historical fiction (not fantasy) or a film that is based in premodern Britain. Your task is to evaluate the work in terms of its historical accuracies and inaccuracies (i.e., its creative liberties). For each accuracy or inaccuracy, use primary and scholarly historical sources to support your contention. Then, explain each point's importance in framing historical memory for the era and audience in which the work was produced. You will then produce an analytical paper and a poster to present your findings. Your paper should be 2-4 pages. The last day of class will be devoted to a poster session. All books and films must be approved by me no later than Week 3. Both the poster and the paper are due **Monday, 2 May.**

Research paper

This is your opportunity to focus on a topic that excites you within the purview of this course. Research projects involve a number of steps, which we will complete during the semester. The final product will be approximately 10 pages, not including the bibliography.

Step 1: Pick a topic

During the week of **1 February**, you will meet with me individually, outside of class, to select a research topic and identify some potential sources. You should come to the meeting with some

ideas about what interests you. I will provide a sign-up sheet via Moodle. **Without this step, you cannot proceed with the paper.**

Step 2: Proposal

A successful research paper begins with a vision of what you would like to cover, a viable source base, and an informed research question that will drive an analytical, focused, doable project. This assignment requires that you think about each of these things well in advance of the paper's final due date. The proposal will consist of a statement of topic and scope of your project, a research question, and an annotated bibliography of at least two primary and two substantial scholarly sources. More details will follow in a separate handout. Due date: **Friday, 26 February by 6pm.**

Step 3: Thesis statement exercise

Your Thesis Statement exercise will be made up of two parts: Thesis Statement and Evidence. Your thesis statement should be the first thing below the heading and should follow the guidelines we will discuss in class. After your thesis statement, you will provide three pieces of evidence from primary sources, along with a brief explanation of what the evidence does for your argument (each no more than five sentences in total). In **at least** two of your examples of evidence, you should quote directly from the primary source. I encourage doing so in all three. Due **Friday, 25 March by 6pm**

Step 4: Write a draft, get feedback from peers

Writing a draft of the paper is not the end of the line; all written work benefits from revision, and that means getting feedback. This step, therefore, involves getting feedback from one of your most valuable resources: your peers. By **Friday, 8 April**, you will produce a complete first draft of your work for review by one or more of your peers—bring a hard copy to class. We will hold a **peer-review session on Monday, 11 April**. I will not see this initial draft at any point, but you must complete it in order to get credit for the next step. More information about this process will come in due course.

Step 5: Working draft, with revision memo

Based on the feedback from your peers, you will revise your first draft and submit it to me with a revision memo that explains what advice you received, what you implemented, and what you rejected (and why). This draft is **due on Friday, 15 April by midnight**.

Step 6: Final draft, with revision memo

This final step repeats what you did with Step 4, but the revision memo will refer to my comments, critiques, and suggestions. It is **due on 9 May by noon**.

The standards by which I assess work in this class are as follows:

- A - Outstanding, Excellent, Awesome, etc.
- B - Significantly above requirements, i.e. Good
- C - Meets requirements
- D - Does not meet requirements, but worth of credit
- F - Work that was completed, but at an insufficient level

Policies

Communicating and meeting with me

- Email is the best way to contact me. I will do my best to respond within 24 hours; it will usually be less than that, but response time might be longer on weekends or over university holidays. Do not expect an immediate response to messages sent after 6pm.
- I recommend signing up for an appointment via my Google calendar, which you can access through Moodle. This will guarantee that I can see you during my office hours. However, you may just come to my office during posted office hours, too.
- If my regular office hours will not work for you, email me or speak to me after class so that we can work out an alternate time.

Technology

- Laptops and tablets are permitted in class, but only for the purposes of accessing course readings and taking notes. Phones, iPods, and other personal electronics are prohibited.
 - If I find that you are using your tech to check email, Facebook, ESPN, etc., your tech privileges will be revoked for the remainder of the semester.
- All assignments will be submitted electronically through Moodle, except when specifically noted. Do not email your work directly to me unless Moodle crashes.

Late work

- I will accept late work, but each day overdue will result in a reduction of the assignment's grade by 1/3. That means a B paper would become a B- if turned in during the first 24 hours following the due date, and so on.
- Emergencies do come up, so if you have a legitimate reason for missing a due date, tell me *before* the deadline. Email is the best way to reach me.

Formatting your written work

- All papers must be written in 12-point Times New Roman, double spaced, with 1" margins. Page numbers are required.
- Files must be submitted as **.doc or .docx** file-types. I strongly recommend keeping a PDF backup as well, in case of technical difficulties with Moodle.
- Cite your sources, and do so using **footnotes** (not endnotes) following Chicago Manual of Style guidelines.

Plagiarism

Plagiarism is strictly prohibited, and failure to abide by the standards of academic integrity will result in serious consequences that could include failure of the assignment, failure of the course, suspension, or expulsion. If you have questions about plagiarism, please talk to me. Refer to Macalester's guidelines and procedures on academic integrity at <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

Statement on disabilities

Macalester seeks to create a welcoming environment in which all students can reach their academic potential and have equal access to academic opportunities and co-curricular activities. Under the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services. The College is committed to responding in a flexible manner to the individual needs of all members of the Macalester community with appropriate documentation.

Accommodations are made upon the approval of the Associate Dean of Students, Robin Hart Ruthenbeck, who is the designated coordinator of services for students with disabilities at Macalester. Any student who is interested in requesting services should contact the Office of Student Affairs (651-696-6220 or studentaffairs@macalester.edu) early in the semester to schedule an accommodations meeting. For more information, see the Disability Services page at <http://www.macalester.edu/studentaffairs/disabilityservices/>.

N.B.: This syllabus is subject to revision during the semester. Any changes to assignments, readings, or topics will be communicated during class and via email, and will be reflected on Moodle, no less than 1 week prior to the change in question.

Schedule

(Check Moodle for the most up-to-date information)

Week 1: Pre-Roman Britain

- 22 Jan (Fri): Intro to the course

Week 2: Roman and Post-Roman Britain; the Anglo-Saxon “Invasion”

- 25 Jan: Roman Britain
 - [Vindolanda tablets](#): 255, 291, 292, 164, 156, 190, 343, 346, 154
 - Fleming, Ch. 1
- 27 Jan: Post-Roman Britain I
 - Fleming, Ch. 2-3

- 29 Jan: Post-Roman Britain II
 - Fleming, Ch. 4
 - [Y Gododdin](#)

Week 3: Anglo-Saxon and Viking Britain

- *Individual meetings with me to select a research paper topic*
- 1 Feb: Religious belief in post-Roman Britain
 - Fleming, Ch. 5-6
 - Bede, *Ecclesiastical History*, excerpts
- 3 Feb: The Vikings Arrive
 - Fleming, Ch. 8
 - Choose two:
 - 40. Viking raids on England, 789-850/1
 - 41. Alcuin's letter to King Aethelred, 793
 - 42. Viking raids on Ireland, 795-842
- 5 Feb: Alfred and the Vikings
 - Asser, *Life of Alfred*
 - Anglo-Saxon Chronicle, 888-900

Week 4: Unwelcome neighbors: Scandinavians and Normans come to call

- 8 Feb: De- and Reurbanization
 - Fleming, Ch. 9
- 10 Feb: Living and Dying in Anglo-Saxon Britain
 - Fleming, Ch. 13
 - 3. Anglo-Saxon wills
 - Choose one:
 - 6. Praise of Queen Emma
 - 7. Life of King Edward
- 12 Feb: Norman Conquest
 - [Bayeux Tapestry](#) (text in doc no. 10)
 - 55. Anglo-Saxon chronicle on the conquest
 - ☑ **Short essay 1 due by 6pm**

Week 5: Upheaval

- 15 Feb: England under the Normans
 - 11. Domesday Book
- 17 Feb: The England of Henry II
 - 20. The murder and miracles of Thomas Becket
- 19 Feb: Richard, John, and the disintegration of the Angevin empire
 - 33. Letters of Innocent III and King John

- 34. Roger of Wendover's account of the rebellion against King John

Week 6: Britain in the 13th century

- 22 Feb: Magna Carta
 - 35. Magna Carta
- 24 Feb: Women's lives
 - Pierre de Blois writes to Eleanor of Aquitaine
 - [Letter of Eleanor of Aquitaine to Pope Celestine](#), 1193
 - Christina of Markyate, excerpts
- 26 Feb: Into and out of England: The conquest of Wales and the expulsion of the Jews
 - ☑ **Proposal due by 6pm**
 - [sources on the conquest of Wales](#)
 - 26. The life of St. William of Norwich
 - 38. Persecution of Jews

Week 7: The 14th century at home and abroad

- 29 Feb: To War!: England's entanglements and beginning of the 100 Yrs War
 - 57. Froissart on the Battle of Crécy
 - 58. Black Prince's letter announcing victory at Poitiers
 - ☑ **Short essay 2 due by 6pm**
- 2 Mar: Chivalry and aristocratic life
 - 30. William Marshal
 - Chandos Herald, *Life of the Black Prince*
 - Froissart on London tournament
- 4 Mar: 14th c. calamities: Famine and plague
 - 59. Accounts of the Black Death and its effects

Week 8: Trouble on the homefront

- 7 Mar: Merchants, guilds, and urban life
- 9 Mar: Upheaval: The Peasants' Revolt
 - 62. Chronicle accounts of the Peasants' Revolt
 - 63. Peasant revolt trials
 - 64. Royal proclamations on the Peasants' Revolt
- 11 Mar: Richard II: Villain or victim?
 - [Richard II's will](#)

Week 9: Spring Break

Week 10: Exploring peasant life

- 21 Mar: Hanawalt, pt. I, "The material environment"

- 23 Mar: Hanawalt, pt. II, “Blood ties and family wealth”
- 25 Mar: Hanawalt, pt. III, “Household economy”
 - ☑ **Thesis statement exercise due by 6pm**

Week 11: Wars old and new

- 28 Mar: Hanawalt, pt. IV-V, “Stages of Life” and “Surrogate family”
 - 30 Mar: The Hundred Years War’s end and consequences
 - 70. Chronicle of the reign of Henry V
 - 1 Apr: Wars of the Roses, Richard III’s death, and advent of Tudors
 - 80. A London chronicle on the wars of the roses
 - Malory’s death of Arthur, excerpts
- ☑ **Short essay 3 due by 6pm**

Week 12: Continuity, change

- 4 Apr: Late medieval religious belief
 - 6 Apr: Henry VIII: domestic problems, religious reform
 - 8 Apr: *The Tudors* episode
 - Katherine of Aragon’s speech before parliament
- ☑ **Complete draft due to peer reviewer(s) – hard copy, in class**

Week 13: Living in Tudor England

- 11 Apr: Duffy, Ch. 1
 - **Peer review session**
- 13 Apr: Duffy, Ch. 2-3
- 15 Apr: Duffy, tbd
 - ☑ **Working draft of paper + revision memo due to me by midnight**

Week 14: Elizabethan England

- 18 Apr: Duffy, tbd
- 20 Apr: Elizabeth’s reign: Religion
- 22 Apr: Elizabeth’s reign: Politics, gender, marriage
 - ☑ **Short essay 4 due by 6pm**

Week 15:

- 25 Apr: Elizabeth’s reign: into the great unknown
- 27 Apr: The Spanish Armada
- 29 Apr: Life in Elizabethan England

Week 16

- 2 May: Poster Day!
 - ☑ **Britain in Fiction project due**

Final draft of research paper due Monday, 9 May by noon