

**HST 350U (Online):
ENGLAND, 1066-1660
SUMMER TERM, 2014**

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COURSE DESCRIPTION

In 1066 the Normans invaded England; in 1660, King Charles II was restored to the English throne after a protracted civil war. Our goal this term is to explore the key transformations that occurred on this compact North Atlantic island between these two moments—a stretch of time, it so happens, that embraces some of the central developments in the creation of our modern world. A renaissance in the arts and sciences; radically new political ideas about the relationship between the state and its subjects; a “root and branch” reformation of religion and its place in public life; and an expanding global role for England’s increasingly mercantile society are among the changes we’ll be tracing in our time together.

Some of the events and transformations we’ll examine include: the martyrdom of Thomas Becket at the hands of Henry II; the signing of the Magna Carta; the Black Death and the Peasant’s Revolt; the martyrdom of Thomas More (author of *Utopia*) at the hands of Henry VIII; the rocky course of the Protestant Reformation in England; the “golden age” of Elizabeth I; and the incendiary political and social ideas sparked by the English Civil War. Our England this term is also the England of Chaucer, Shakespeare, Malory (of *Le Morte d’Arthur* fame), Milton, and the King James Bible, to name just a very few. We’ll hope to end the term with a better understanding of the ideals and pressures that shaped their age, and of its vital connections to our own.

COURSE TEXTS

1) Clayton Roberts, David Roberts, and Douglas R. Bisson, *A History of England: Volume I: Prehistory to 1714* (5th edition) (Pearson) [referred to in the Schedule of Readings below as “Roberts & Roberts”]

2) Lacey Baldwin Smith & Jean Reader Smith, eds. *The Past Speaks: Sources and Problems in English History, Volume 1: To 1688* (Wadsworth) [referred to in the Schedule of Readings below as “Smith & Smith”]

A few of our primary sources will also be found online at: www.fordham.edu/halsall/ (the exact URLs you need will be provided, where relevant, in the Schedule of Readings below)

ASSIGNMENTS & GRADING

Reading Responses (weekly)	35%
Online Discussion Participation (weekly)	35%
Final Exam	30%

READING REPSONSES. Beginning in Week 1, I will post **Reading Response assignment** each week. Your response to the weekly question should amount to **at least 500 words**—about a page, though this is only a minimum.

Each student is required to respond to **FIVE (5)** of the 7 Reading Response assignments over the course of the term. The first week’s Reading Response will require completion by everyone. The next 4 you choose to respond to are up to you. I’d strongly recommend, however, that you complete at least half of the remaining assignments in the first five weeks of the course, so that you have some idea of what to expect in future assignments. (The single most common cause of failing grades in the online course is failure to complete all five assignments). The Reading Responses will account for 35% of your grade.

I will consider only the first 5 of your Reading Responses (in other words, submitting 8 Reading Responses won’t get you the 5 highest grades out of 8). Because so much of our weekly discussion work depends upon them, Reading Responses ***cannot be made up*** for any reason. Miss the due date (indicated in the “Schedule of Readings” below), and the assignment is missed.

NOTE: I’ll create Reading Response categories on the D2L grade sheet, and fill them in with your scores as your work is graded. This is the most efficient way to keep track of assignments from different students coming in at different times throughout the quarter.

However, because of a quirk in the D2L system, you’ll be shown a cumulative Reading Response grade that calculates all five of your Reading Responses at once. This means that until all 5 are turned in and assessed, this category will show a failing grade on D2L. (That’s because it’s calculating all your Reading Responses to come as if they were scores of ‘0’, not realizing that you’ll be getting

points for them in the future.) Don't despair about this; just get in your five Responses over the course of the term and all will come right in the end!

ONLINE DISCUSSION PARTICIPATION. 35% of your grade for the course will depend upon the quality of your responses to our weekly online discussions. You are responsible for adding *a minimum of TWO (2) substantial* responses each week to a thought, idea, question, or provocation posted by one of your peers. The quality of our course largely depends upon the energy and attention you bring to these weekly discussions; I encourage you to engage with your peers closely and respectfully.

Please see the “**Course Introduction_HST 350U (online)**” for a more detailed explanation of what counts as a “substantial” comment. Basically, it's one that reflects both your reading—through quotations, questions about, and specific responses to the sources on the syllabus—and your attention to/engagement with the ideas of your fellow students. Please note that 2 comments per participation per week is a minimum, generally adequate for a ‘C’. Outstanding participation grades require more frequent and informed weekly participation.

NOTE: Not all Discussion Responses are created equal. A quick reply to another's point or a fun aside, while welcome, doesn't carry the weight of an informed comment that reflects your attention to the week's readings, and that brings the discussion back to the sources under discussion.

FINAL EXAM. In the final week of the course, you'll be asked to complete a Final Exam. The exam will be posted some time in Week 8, and due on the last day of the course, **Sunday, 8/17.**

COURSE POLICIES & LOGISTICS

- All assignments are due by midnight of the due date (for example, if an assignment is due Wednesday, turn it in by 11:59 p.m. on Wednesday).
- Assignments **will not be accepted** if they are turned in after the due date, except in cases of compelling emergencies.
- Use the weekly Dropboxes to turn in each assignment; these are found in the Course Content section of the class's D2L page.
- Please turn in all your written work in Times New Roman font, with one-

inch margins all around, in Word doc or Word docx format. Documents should appear in the following format: LAST NAME, FIRST NAME_ASSIGNMENT NAME. Please **save** your documents for the duration of the course, even after you've turned them in to Dropbox.

- When saving and naming files to turn in, use **your last name** and the **title of the assignment in the file name**. For example, if your name is Jane Smith and you're turning in Reading Response in Week 3, you should name your file **Smith, Jane_ReadingResponseWeek3.doc**
- I expect that the writing you do for this course will be your own work. You violate this ethic if you copy materials without acknowledging the source, present a slightly rearranged wording of source materials as your own, or submit a copy of a paper identical to that submitted by another student. **Plagiarism will result in a zero grade for the assignment** and will be sent through the Code of Conduct process where an outcome may be a failing grade in the class or suspension from the University.
- You also commit academic dishonesty if you use, or attempt to use, unauthorized materials on an assignment, such as using unauthorized texts, websites, or notes. Helping another student commit an act of dishonesty also violates the Student Code of Conduct. These, and all other forms of academic dishonesty, will result in a zero grade for the offending assignment and will be sent through the Code of Conduct.
- Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times. Failure to do so will also be sent through the Code of Conduct.
- If you have a disability and require assistance obtaining resources at PSU, please talk to me. I am happy to accommodate you as best I can. If you have a disability, you will need to register at the Disability Resource Center in Smith 435 (503-725-4150).

SCHEDULE OF READINGS (subject to change)

WEEK 1: 1066 & All That (MON. 6/23 – SUN. 6/29)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 4: Norman England

+ Smith & Smith, *The Past Speaks*, Chapter 2: Reconstruction, Norman Style, pp. 23-34; primary documents, pp. 41-44

+ *William of Malmesbury, d. 1143?: The Battle of Hastings, 1066*
<http://www.fordham.edu/halsall/source/1066malmesbury.asp>
+ *The Anglo-Saxon Chronicle: The Domesday Book, 1086*
<http://www.fordham.edu/halsall/source/1186ASChron-Domesday.asp>
+ *The Domesday Book, 1086: Instruction and Example*
<http://www.fordham.edu/halsall/source/domesday1.asp>

- **Due: Introduce Yourself by Tuesday, 6/24**
- **Due: Reading Response by FRI., 6/27 at 11:59 PM**
- **Due: Online Discussion Participation posts by SUN., 6/29 at 11:59 PM**

WEEK 2: Plantagenet Badness (MON. 6/30 – SUN. 7/6)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 5: The Angevins

+ Smith & Smith, *The Past Speaks*, Chapter 4: The Governmental Crisis of the Thirteenth Century: Kings, Baron, Church,” & Chapter 6, pp. 69-74, 87-89 & Chapter 6: The Religious Structure of Life, pp. 130-132

+ *Peter of Blois: Description of Henry II*

<http://www.fordham.edu/halsall/source/1177peterblois-hen2.asp>

+ *William of Newburgh: Beckett and Henry (c. 1200)*

<http://www.fordham.edu/halsall/source/williamnewburgh-becket1.html>

+ Magna Carta (1215) in Smith and Smith, *The Past Speaks*, Chapter 4, pp. 75-77

- **Due: Reading Response by FRI., 7/4 by 11:59 PM**
- **Due: Online Discussion Participation posts by SUN., 7/6 by 11:59 PM**

WEEK 3: Of Plagues & Peasants (MON. 6/7 – SUN. 7/13)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 6: The Thirteenth Century: 1216-1307, pp. 122-146 & Chapter 7: War and Crisis, 1307-1399, pp. 169-180

+ Smith & Smith, *The Past Speaks*, Chapter 7: “The Religious Structure of Life,” pp. 137-146 & Chapter 9: Society Gone Wrong?, pp. 197-204

+ *Jean Froissart: The Beginnings of the English Peasant Revolt*

<http://faculty.nipissingu.ca/muhlberger/FROISSART/PEASANTS.HTM>

+ *Jean Froissart: King Richard punishes the rebels in Kent*

<http://faculty.nipissingu.ca/muhlberger/FROISSART/KING.HTM>

- **Due: Reading Response by FRI., 7/11 at 11:59 PM**
- **Due: Online Discussion Participation posts by SUN., 7/13 at 11:59 PM**

WEEK 4: The Tudor Stage (MON. 7/14 – SUN. 7/20)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 9: The Reign of Henry VII: 1485-1509 & Chapter 10: War and Reformation: 1509-1547
+ Smith & Smith, *The Past Speaks*, Chapter 8: Medieval Women, pp. 181-195 & Chapter 9: Society Gone Wrong?, pp. 197-199, 209-219 & Chapter 11: The Body Politic: The Structure of Tudor Society, pp. 237-247, 249-251
+ *The Act of Supremacy (1534)*
<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>
+ *The Suppression of Glastonbury Abbey (1539)*
<http://www.fordham.edu/halsall/source/h8-glastonbury.asp>

- **Due: Reading Response by FRI., 7/18 at 11:59 PM**
- **Due: Online Discussion Participation posts by SUN., 7/20 at 11:59 PM**

WEEK 5: Protestants and Patriots (MON. 7/21 – SUN. 7/27)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 11: Protestant and Catholic: 1547-1558, pp. 269-272, 279-286 & Chapter 12: Elizabethan England: 1558-1603, pp. 287-289, pp. 292-end
+ Smith & Smith, *The Past Speaks*, Chapter 11: The Body Politic: The Structure of Tudor Society, pp. 251-253 and Chapter 13: Protestant-Puritan-Papist: Good Christians—Good Subjects, pp. 289-302, 308-309
+ *The Act of Uniformity (1559)*
<http://history.hanover.edu/texts/engref/er80.html>

- **Due: Reading Response by FRI., 7/25 by 11:59**
- **Due: Online Discussion Participation posts by SUN., 7/27 by 11:59**

WEEK 6: Enter Clan Stuart (MON. 7/28– SUN. 8/3)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 13: Early Stuart England, 1603-1640, pp. 326-334

+ Smith & Smith, *The Past Speaks*, Chapter 14: Political Styles and Constitutional Conflict, pp. 315-318, 324-334

+ *James I: A Trew Law of Free Monarchies (1598)*

<http://www.thenagain.info/Classes/Sources/JamesI.html>

+ *William Harrison (1534-1593): Of Degrees Of People In The Commonwealth Of Elizabethan England*

<http://www.fordham.edu/halsall/mod/1577harrison-england.asp>

- **Due: Reading Response by FRI., 8/1 by 11:59**
- **Due: Online Discussion Participation posts by SUN., 8/3 by 11:59**

WEEK 7: The World Turned Upside Down (MON. 8/4 – SUN. 8/10)

READINGS:

+ Roberts & Roberts, *A History of England*, Chapter 13: Early Stuart England, 1603-1640, pp. 334-349

+ Smith & Smith, *The Past Speaks*, Chapter 15: The Great Rebellion, pp. 337-362; Chapter 14: The English Revolution: 1640-1660, pp. 350-367; & Chapter 16: Changing Perceptions of Society, pp. 367-370, pp. 374-386

+ The Petition of Right (1628)

<http://www.let.rug.nl/usa/documents/1600-1650/petition-of-right-1628.php>

+ *Statement of the Levellers (1649)*

http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/levellers.html

- **Due: Reading Response by FRI., 8/8 by 11:59**
- **Due: Online Discussion Participation posts by SUN., 8/10 by 11:59**

WEEK 8: The World Turned Rightside Up? (MON. 8/11 – SUN. 8/17)

+ Roberts & Roberts, *A History of England*, Chapter 14: The English Revolution: 1640-1660, pp. 367-378

+ Smith & Smith, *The Past Speaks*, Chapter 16: Changing Perceptions of Society, pp. 367-370, pp. 374-386 \

****Due: FINAL EXAM by SUNDAY, 8/17 at 11:59 PM****

