

**HISTORY 300-31**  
**TUDOR AND STUART BRITAIN**

Winter 2011

Tu Th 11:00 am-12:20 pm  
Technological Institute M152

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Office Hours: Tuesdays 2-4 pm

This course examines the formation of the British state during the Tudor and Stuart dynasties. We will explore changing patterns of religious belief, the transformation of the monarchy, the ascendancy of parliament, and the experiences of ordinary men and women. We will look at Britain's rise as a world power, its relations with its neighbors and colonies, and the integration of three nations—England, Scotland and Ireland—in a single state. Sources will include writings by Queen Elizabeth, King James, John Locke and William Shakespeare.

***Course Requirements***

1. Participation, including one discussion panel and four one-page response papers. 20%
2. Passage analysis (four to five pages). 30%
3. Midterm examination (February 1st). 20%
4. Final examination (March 16th). 30%

***Response Papers***

Students will submit four one-page response papers over the course of the quarter. Your response paper must include at least one quote from or page reference to that week's readings. In your response paper, you should summarize the major themes of that week's readings and comment on their significance. Response papers are due at the beginning of Thursday's class and must be printed out and handed in, not submitted by e-mail. All papers should be double spaced. The papers will be graded check, check plus or check minus. Failure to complete the four required response papers will lower your participation grade by one full grade per paper missed. You are responsible for keeping track of how many response papers you have submitted and how many weeks of readings remain in the quarter; note that there are only seven weeks of readings in all.

***Passage Analysis***

Each student will write one passage analysis, two to three pages in length, on a passage taken from one of the weekly readings. A sign-up sheet will be circulated at the first lecture so that students can choose the week in which they will complete this assignment. You may not submit a response paper in the same week that you are assigned to submit a passage analysis. Students will submit the passage analysis at the beginning of that Thursday's class; the analysis must be printed out and handed in, not submitted by e-

mail. In your paper, you should choose a passage from your chosen source. This passage should be no longer than two hundred words in length. Type your selected passage at the head of your essay. Provide an interpretation of the passage that takes into account both the context of the document as a whole and the historical context in which it was written. Some questions you might consider include: What difficulties or problems are involved in interpreting the passage? What would the passage have meant to people at the time? How is the historical context helpful in interpreting the passage? Be sure to look up any unfamiliar words in the *Oxford English Dictionary* online to see what they may have meant at the time.

### ***Discussion Panel***

Every member of the class will sign up for a discussion panel. You will serve on the discussion panel and complete the passage analysis in the same week. The responsibilities of panelists are as follows. During the Thursday discussion, panelists may be called upon to answer questions about that week's readings even if they have not raised their hand. Panelists may also be called upon to read a section from the text or to describe the passage they have chosen for their passage analysis. If you have signed up for a panel but do not feel prepared to participate that week, please contact me before class to request a switch to another week.

### ***Attendance***

Attendance will not be kept, but if you miss a lecture or discussion, it is your responsibility to keep up with the class content by downloading a copy of the relevant PowerPoint presentation from the course website and reading the supplementary readings listed on the course website.

### ***Late Assignments***

Your papers are designed to prepare you for the in-class discussion; as a consequence, no late assignments will be accepted.

### ***Midterm Examination***

If you miss the midterm due to a documented medical or family emergency, then you will be excused from the midterm and your final examination will count for 50% of your overall grade. There will be no make-up midterms under any circumstances.

### ***Class Etiquette***

Laptops are permitted for note-taking, but please do not use e-mail or instant messaging programs during class. Please silence all cellphones at the beginning of class.

### ***Academic Integrity***

All written work (including bibliographies and drafts) must contain appropriate citations and attribution for all sources. Guidelines for formatting are available in the *Chicago Manual of Style*, which is available in print and online at the Northwestern University Library. In accordance with Weinberg College policy, cases of suspected plagiarism or misuse of sources will be referred to the Assistant Dean for Academic Integrity.

### ***Accommodations for Students with Disabilities***

Any student with a documented disability needing accommodations should speak directly to the Office of Services for Students with Disabilities (847-467-5530) and to me as early as possible in the quarter (preferably within the first two weeks of the quarter). All discussions will remain confidential.

### ***Course Texts***

The following texts are available for purchase at the bookstore.

William Shakespeare, *King Henry VIII*, ed. John Margeson (Cambridge University Press, 1990, ISBN 0521296927).

*Foxe's Book of Martyrs: Select Narratives*, ed. John N. King (Oxford University Press, 2009, ISBN 0199236844).

*The Trial of Charles I: A Documentary History*, ed. David Lagomarsino and Charles T. Wood (University Press of New England, 1989, ISBN 0874514991).

### ***Week 1***

January 4—Introduction

January 6—Henry VII and the Rise of the Tudors

### ***Week 2***

January 11—Henry VIII and the Reformation

January 13—Anne Boleyn

Reading: William Shakespeare, *King Henry VIII*

### ***Week 3***

January 18—The Reformation and the English People

January 20—Edward VI and Mary I

Reading: *Foxe's Book of Martyrs: Select Narratives*, ed. John N. King (Oxford University Press, 2009), pp. 22-94, 133-138, 151-159, 182-203, 265-279.

### ***Week 4***

January 25—Elizabeth

January 27—The Spanish Armada

Readings:

Elizabeth I, "Queen Elizabeth's Answer to the Commons' Petition that She Marry, January 28, 1563," "The Doubt of Future Foes," "Verse Exchange between Queen Elizabeth and Sir Walter Raleigh," "Speech to the Troops at Tilbury," "The Golden Speech," in *Elizabeth I: Collected Works*, ed. Leah S. Marcus, Janel Mueller and Mary

Beth Rose (Chicago, 2000), pp. 70-72, 133-134, 307-309, 325-326, 340-342.

*Week 5*

February 1—Midterm

February 3—James VI and I

*Week 6*

February 8—The Thirty Years War

February 10—Charles I

Reading: James VI and I, *Trew Law of Free Monarchies*

*Week 7*

February 15—The Origins of the British Civil Wars

February 17—The First Civil War

Reading: *The Trial of Charles I: A Documentary History*, ed. David Lagomarsino and Charles T. Wood (Hanover, N.H., 1989), pp. 13-23, 25-27, 36, 58-148.

*Week 8*

February 22—Oliver Cromwell

February 24—The Radical Revolution

Readings:

\* J. C. Davis, *Fear, Myth and History: The Ranters and the Historians* (Cambridge, 1986), pp. 76-83, 156-67, 174-83.

\* John Reading, *The Ranters Ranting* (London, 1650).

*Week 9*

March 1—The Restoration

March 3—The Glorious Revolution

Reading: John Locke, *A Letter Concerning Toleration*

*Final Exam* – Wednesday March 16th from 9 to 11 AM in our usual classroom  
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