

HST 505: TUDOR ENGLAND

Fall 2018

Course Ref. #: 22361599

Mondays, 2:00-3:15, Powers 201

Dr. Carrie Euler

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Office Hours: MWF 9:30-10:30; MW 1:00-1:50

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COURSE DESCRIPTION

This course examines the political, religious, social, and cultural life of England under the Tudors (1485-1603). Major themes are the changing nature of the English monarchy, the English Reformation, the place of women in Tudor government, and the structure of the economy. Over the course of the semester, we will analyze historical documents from the period (also known as primary sources), works of recent scholarship (books and journal articles), and audio-visual presentations of Tudor history (documentaries and dramatizations). Upon completion of this course, you should not only possess a general knowledge of the major events and developments of the Tudor period; you should also have an understanding of the range of historical problems and methodologies encountered by historians of the period and be able to critique their work. In other words, when you read a book or a journal article, you should strive to grasp the author's argument and interpretation, not just the events or facts they are presenting.

COURSE REQUIREMENTS

Your grade for the course will be based on the following (see end of syllabus for more details)

Participation in Discussion (15% or 30 pts.)

Discussion Facilitation (5% or 10 pts.)

Midterm (15% or 30 pts.) In class, 10/10

Annotated Bibliography (10% or 20 pts.) Due 10/24 in class.

*Film/Documentary Essay (10% or 20 pts.) Due 10/29 in class.

Research Paper (25% or 50 pts.) 12-15 pp. for undergraduates; 16-20 for grad students. Final Due 12/5. (For undergraduates, rough draft due 11/14.)

Final Exam (20% or 40 pts.) Time TBA (most likely take-home)

Extra Credit (up to 2% +)

*This assignment is worth 5% for grad students. The other 5% will come from a book review of either Shagan, Marshall, or Wrightson (see Required books below) due 11/14 in class.

Required books (8 total) to purchase at the bookstore. (It is fine to purchase these online or at a different store. However, I do not recommend Kindle versions or eBooks, for reasons I will talk about in class):

Alec Ryrie, *The Age of Reformation: The Tudor and Stewart Realms, 1485-1603* (Pearson Longman, 2009)

Ethan Shagan, *Popular Politics and the English Reformation* (Cambridge, 2008)

Peter Marshall, *Beliefs and the Dead in Reformation England* (Oxford 2004)

Keith Wrightson, *Earthly Necessities: Economic Lives in Early Modern Britain* (Yale, 2002)

Thomas More, *Utopia* (Norton Critical Edition, either 1991 or 2011)

Richard Hakluyt, *Voyages and Discoveries* (Penguin, 1972)

Jayne Elizabeth Lewis, ed., *The Trial of Mary Queen of Scots* (Bedford St. Martins, 1998)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (9th ed., 2018)

*Additional reading will be available through printed handouts, JSTOR, and Blackboard Course Reserve (BBCR). You must have the reading listed under “Discussion” for each class period done *before* you come to class, and you must bring the reading *to class*, so we can refer to specific passages during discussion. I strongly advise printing out these online readings and reading/bringing them that way (studies show better retention of material when reading in print and taking notes on the page), but if you want to read/bring them on your lap-top, you can. (You may NOT, however, view them on your phone.)

COURSE POLICIES

Attendance: While attendance is not graded per se, it is taken, and if you miss more than one or two classes, your Participation grade will suffer and you will miss out on important material for papers and exams. If you miss more than half of the class meetings, regardless of the reason for the absence, you cannot pass the class.

Late assignments: In case of emergency or extended illness, supported by documentation from a health professional, I may excuse late assignments. Otherwise, your starting grade for a late assignment will be lowered 1/3 a grade for each day it is late (from an A to an A- to a B+...), not counting Saturday and Sunday.

Laptops and other electronic devices: You are permitted to take notes on a lap-top, but taking notes by hand is encouraged. (I’m happy to discuss why if you are interested.) The use of computers or other electronic devices for purposes *other* than note-taking will be noted by the instructor and, in cases of repeated violations, may result in a reduction of your grade.

Academic dishonesty: All forms of academic dishonesty, as described in Appendix II of CMU’s undergraduate *Bulletin*, will be treated very seriously and will most likely result in your failing the assignment in question. This includes plagiarism, which the *Bulletin* defines as “intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources.” If you have any questions or concerns about plagiarism, please do not hesitate to come to talk to me about it. You can also look in the *CMU Redbook*, especially the sections on writing and researching with integrity, for more help. If you do not have a copy of this book, visit the website:

<http://academicintegrity.cmich.edu>.

ADA: Central Michigan University provides individuals with disabilities reasonable accommodations to participate in university activities, programs and services. Individuals with disabilities requiring an accommodation to participate in this course must register with the office of Student Disability Services (Park Library 120, telephone 774-3018, TDD #2568, sds@cmich.edu) and then contact me, the professor. If you do not present me with a letter from Student Disability Services stating the special accommodations to which you are entitled, you will not be granted these accommodations.

Behavior: Drinks are allowed, but please do not eat or blow bubble gum during class. Cell phones **MUST** be shut off for the duration of class. Students must be respectful of others and not interrupt when someone is talking to the class; this includes not packing up your belongings at the end of class until I have made it very clear that class is over.

WEEKLY SCHEDULE

Books are designated by the last name of the author.

Week 1: Introduction

Mon. 8/27 Review Syllabus
 Lecture 1: Introduction
 Hand out and discuss readings for Wednesday

Wed. 8/29 **Discussion:** EEBO readings
 Lecture 2: Religion in England, c. 1500
 Hand out primary readings for next week

Week 2: Pre-Reformation Religion and Henry VII

Mon. 9/3 **No class—Labor Day**

Wed. 9/5 **Discussion:** Ryrie, preface and chapter 1; primary sources related to pre-Reformation religion
 Lecture 3: Henry VII and the Beginning of the Tudors

Weeks 3-4: Henry VIII, Thomas More, and Thomas Wolsey

Mon. 9/10 **Discussion:** Ryrie, chapter 2; Steven Gunn, “Henry VII in Context: Problems and Possibilities” *History* 92 (2007): 301-317 [JSTOR]
 Lecture 4: Renaissance Humanism and Sir Thomas More

Wed. 9/12 **Discussion:** Ryrie, chapter 3; More, *Utopia*, book 1
 Lecture 5: Henry VIII: Personality, Court, Wars and Wolsey; Religion in England, c.1500

Mon. 9/17 ***Discussion:** Ryrie, chapter 4; William Rocket, “Wolsey, More, and the Unity of Christendom” *Sixteenth Century Journal* 35 (2004) [JSTOR]; More, *Utopia*, book 2 (grad students—entire book; undergrads, pp. 38-57, 70-75, 84-97 [Norton Critical 3rd edition—if you have a different edition, come see me about the page numbers])

Wed. 9/19 **Discussion:** Marshall, Introduction and chapter 1
 Lecture 6: The Reformation under Henry VIII: Political Motivations, Religious Implications
 Hand out primary sources for next week

Week 5-7: Henry VIII, Edward VI, Mary I and the Early Reformation

Mon. 9/24 ***Discussion:** Ryrie, chapter 5; primary sources related to Henrician Reformation; Shagan, introduction and chapters 1-2 [**ditch chap. 2?—it’s just too much for one day**]

Wed. 9/26 **Discussion:** Marshall, chapter 2; Shagan, chapter 5
 Lecture 7: Edward VI, the “Boy King”
 Hand out primary sources for next week

Mon. 10/1 ***Discussion:** Ryrie, chapter 6; primary sources related to the Edwardian Reformation; Shagan, chapters 7-8

Wed. 10/3 Lecture 8: “Bloody Mary”
 Midterm Review; discussion of paper and annotated bibliography

Mon. 10/8 **Discussion:** Ryrie, chapter 7 through p. 195; Susan Doran and Thomas S. Freeman, eds., *Mary Tudor: Old and New Perspectives*, Introduction and chapter 10 (by Freeman)

Wed. 10/10 **Midterm Examination**

Week 8-9: Tudors on Film

Mon. 10/15 DVD: documentary about the English Reformation

Wed. 10/17 DVD: dramatization about Henry VIII

Weeks 9-11: Reign of Elizabeth I

Mon. 10/22 **Discussion:** excerpts from *Tudors and Stuarts on Film* (BBCR)
Lecture 9: Elizabethan Religion

Wed. 10/24 **Annotated Bibliography due in class**
***Discussion:** Ryrie, chapter 7 from p. 195, chapter 10 pp. 265-289; Susan Doran, "Elizabeth I's Religion" (2000) [*Journal of Ecclesiastical History*, CMU electronic resource]; Marshall, chapters 4 and 6

Mon. 10/29 **Film Essay due in class**
Lecture 10: Elizabethan Politics

Wed. 10/31 **Discussion:** Ryrie, chapter 9; Elizabeth's speeches (BB link under Course Materials); also bring Rampolla's *Pocket Guide* to class
Discussion of Writing Techniques

Mon. 11/5 **Discussion:** Ryrie, chapter 8; *Trial of Mary Queen of Scots*, 1-45
Work in teams on debate prep

Wed. 11/7 **Debate/Discussion:** *Trial of Mary Queen of Scots*, 53-125
Lecture 11: Elizabethan Society and Economy

Weeks 12-14: Economy, Culture, New World Exploration

Mon. 11/12 **Discussion:** Wrightson, 1-112
Lecture 12: Elizabethan Culture

Wed. 11/14 **Undergraduates: Draft of paper due in class; peer review**
Grads: Extra Book Review due in class
Discussion: Wrightson, 113-181

Mon. 11/19 **Discussion:** Stephen Greenblatt, *Will in the World*, Preface, chapters 1 and 6 (BBCR)
Lecture 13: Tudor England and Global Exploration

Wed. 11/21 **No class**

Mon. 11/26 **Undergrad drafts returned**
Discussion: Ryrie, chapter 11; Hakluyt, *Voyages and Discoveries*, 31-89, 270-297

Wed. 11/28 **Discussion:** Julia Schleck, “ ‘Plain Broad Narratives of Substantial Facts’: Credibility, Narrative, and Hakluyt’s *Principall Navigations*” [Maybe have them to this one AND the one about his connection to clothworkers?]

Week 15: Wrap-up

Mon. 12/3 Course Evaluations; Review for Final

Wed. 12/5 **No class:** Final Papers due by 5:00 (hard copy in Dr. Euler’s office; also submit via SafeAssign on Blackboard)

Final exam details TBA—it will most likely be a take-home essay exam.

DETAILS ON ASSIGNMENTS (except midterm and research paper, details of which will be handed out in due time)

I. Participation in Discussion (15% or 30pts.)

After each class in which there is a formal discussion, I will make a note of each person’s participation. Highest marks are earned for comments that demonstrate insight and a mastery of the reading for that day; good marks are earned for comments that demonstrate that you at least read the reading. If you never speak in class, you will get a zero for this part of your grade.

II. Discussion Facilitation (5% or 10 pts.)

In the first week of class you will sign up to lead class discussion one time over the course of the semester. On that day, you will distribute (or put on the overhead) 3-4 discussion questions for the class and you will begin leading the discussion of that day’s readings. In preparing your questions, think about what the important issues are in that day’s readings. What are similarities and differences between all the readings? Do they relate to things I’ve talked about in lectures? If you are leading discussion on a day when there are two leaders, you should coordinate with the other person and come up with a list of 4-5 questions together. (***)Please be advised that you will be leading discussion for at least 1/3 of the class period; I will do my best not to interrupt or help or say anything for the first 10-15 minutes, so you need to be prepared with questions that will get things going.)

III. Annotated Bibliography (due 10/24)

An annotated bibliography is a list of books and articles with brief descriptions of what they are about. You should compile your bibliography on a research topic of your choosing (within the field of Tudor England, of course). If all goes well, this will then be the topic of your final research paper. However, if you decide you really are not interested in the topic you chose for your bibliography, you can choose a different topic for the research paper; you will just have more work to do at that point finding sources.

You will need to list at least eight sources, four monographs (books from the stacks—books from the reference section do not count); two articles (either from journals or from edited collections); and two primary sources. Secondary sources cannot be from the web, unless they are electronic books from the library’s collection. (Remember: an article on JSTOR is not a web source, but a journal article on a database, and you need to cite it as such.) Primary sources may come from a few selected sites (see below). You do not need to have read every word of a source in order to

put it in your bibliography, but you need to have read enough to get a sense of the author's approach and argument(s).

Following the example below, primary sources should be listed first in your bibliography, under the heading "Primary Sources." They should go in alphabetical order of author; if no author, then title. Next should come the heading "Secondary Sources," followed by books and journal articles, also in alphabetical order by author. Under each entry should come 1-3 sentences explaining the topic, approach, and value of the source. Please see the following sample. You will note that the sentences do not have to be grammatically complete, as in having both a subject and a verb. This is unusual, and I will accept it only in this assignment. In writing book reviews and research papers, all sentences must be complete.

Carrie Euler
HST 505

Annotated Bibliography for research project on English Humanist, William Thomas. [Make sure you state here what your research topic is!]

Primary Sources

More, Sir Thomas. *The Complete Works of St. Thomas More*. Edited by Daniel Kinney. Vol. 15, *In Defense of Humanism*. New Haven: Yale University Press, 1986.

Letters to Martin Dorp, the University of Oxford, Edward Lee, and a Monk, written between 1515-1519 illustrate the authors critique of scholasticism, support university curriculum reform and Erasmus's new mode of exegesis.

Thomas, William. *The History of Italy*. London: T. Berthelet, 1549. Edited by George B. Parks. Ithaca, NY: Cornell University Press, 1963.

Written during or immediately after Thomas's stay in Italy. Parks provides a good introduction to Thomas and other Italianate Englishmen and omits the large sections of medieval chronology from the manuscript. Original Berthelet edition available on *Early English Books Online*.

Secondary Sources

Ferguson, Arthur. *The Articulate Citizen and the English Renaissance*. Durham, NC: Duke University Press, 1965.

An adequate account of the development of the rhetoric of counsel and the contributions of humanists to political culture, but with a simplified view of English humanism as a continuous, monolithic movement.

Kristeller, Paul Oskar. "Renaissance Humanism and Classical Antiquity." In *Renaissance Humanism: Foundations, Forms, and Legacy*, edited by Albert Rabil, Jr. Vol. 1, *Humanism in Italy*, 5-16. Philadelphia: University of Pennsylvania Press, 1988.

A concise outline of the activities and rhetorical achievements of the Italian

humanists. Argues that humanism was not a coherent philosophy, but a set of scholarly and rhetorical tools and methods.

Mayer, Thomas. *Thomas Starkey and the Commonwealth*. Cambridge: Cambridge University Press, 1989.

A meticulous and thorough analysis of Starkey's life and career focusing on the Italian influences on his thought, though difficult to comprehend if not already familiar with the subject.

McConica, James. *English Humanists and Reformation Politics*. Oxford: Clarendon Press, 1965.

Presents a somewhat simplified view of English humanism as a consistently Erasmian movement; attempts to demonstrate Erasmian influence on English Protestantism. Mentions Thomas as a humanist and a Protestant pamphleteer.

Weissberger, Arnold L. "Machiavelli and Tudor England." *Political Science Quarterly* XLII (1927): 589-607.

Simplified thesis that Machiavelli had little or no influence in Tudor political thought. Inaccurate assessment that Thomas was only familiar with *The Discourses* and not *The Prince*.

Wilson, K.J. *Incomplete Fictions: The Formation of English Renaissance Dialogue*. Washington, D.C.: Catholic University of America Press, 1985.

Very helpful background to English dialogue and its connections with ancient models; case studies include More, Elyot, and Ascham.

*NB: while the CENTRA library catalog is a good place to start, you do not need to limit yourself to it. You can also search in places like MelCat, WorldCat, JSTOR, and Historical Abstracts. If you are not familiar with these tools and need help, do not hesitate to ask me. Also, do not hesitate to ask me for general guidance if you are having trouble finding sources.

List of Possible Primary Sources for Annotated Bibliography/Research Paper

General

English Historical Documents (DA 26. E55)

*In general the DA25 section of the library stacks (located on the first floor) will have a wealth of primary sources relating to English history.

Chronicles/Histories (these cover mostly government and religion, but also some other material)

Holinshed's Chronicles (DA130. H74 1965x)

John Stow, *A Survey of London* (2 vols.) ([DA680 .S87 1971](#))

George Cavendish, *The Life and Death of Cardinal Wolsey* ([DA334.W8 S85](#))

William Roper, *The Life of Sir Thomas More* ([DA334.W8 S85](#))

*If you use this type of source, be aware of the potential for the author to have been biased in his interpretation of events.

Tudor Law and Government

The Tudor Constitution (JN181. T32 E4)
Tudor Royal Proclamations (3 vols.) (DA25. P72x)
Crown and Parliament in Tudor-Stuart England (JN175. H855 1959x)
England's Boy King: the Diary of Edward VI (DA345. A3 2005)
 Writings by Elizabeth I and Mary Tudor (DA350.A6 2004t, DA 350.A25 2000, DA 355. E444 1081, DA356.S54 1993, BS2617.E713 2000)

Tudor-Stuart Society, Religion, and Culture

Tudor Economic Documents (HC 251. T3 1965x) (3 vols.)
A Pepys Anthology: Passages from the Diary of Samuel Pepys (DA447. P4A3 1988)
 John Foxe, *The Acts and Monuments of the Church* ([BR1607.F6 1850x](#))
English Witchcraft, 1560-1736 (6 vols.) (BF1581.E54 2003) [Only the first 1 or 2 vols. deal with the Tudor period, I believe.]
The Lisle Letters, ed. Muriel St. Clare Byrne (DA 335.L5 L57)

New World

Richard Haklyut, *Divers voyages touching the discoverie of America*
 Sir Walter Raleigh, [various documents—do a search on CENTRA under his name]

History of Ideas

Sir Thomas More, *Utopia*
 Sir Thomas Elyot, *The Book Named the Governor* (JC393.B3 E4)
 Sir Francis Bacon, *Advancement of Learning* (B1173. E5 S52)

Approved Sites for Online Primary Sources

Early English Books Online (EEBO)—access through CMU Libraries home page→ Virtual Reference Collection→ Electronic Book Collections→ EEBO. This is a WONDERFUL source; it contains nearly all the books published in Great Britain and English-language books published on the Continent from c.1475-1700. You can search by author, title, etc., but also by keyword (e.g. witchcraft, Spanish Armada, saints, medicine...). Two things to be aware of, however: 1) Make sure your source falls within the years 1485-1603. Many of the books in this collection are from after 1603, which is not the Tudor period. 2) The spelling and print used in these sources is old-fashioned and can be tricky to read. If you find something early enough, I can help you with it. Hints on citation: you do not need to cite these books as online sources. Because they are scanned-in versions of the original books, you just cite them as books: Author, *Title* (City of pub. [usually London]: Printer/Publisher, year). If no obvious author, just cite the title; if no printer, just the city and year. Sometimes the publication information is not listed on the book itself, but is in the EEBO item display. Sometimes the titles can be several sentences/lines long. You do not have to give the entire title, just the first phrase/sentence.

State Papers Online (access through a title search on CENTRA). This is also a wonderful source, but it's a little harder to find your way around in it. It contains scanned images and transcripts of many political manuscripts from the Tudor period.

British History Online <http://www.british-history.ac.uk/> Similar to State Papers, though with more varied kinds of documents.

Internet History Sourcebooks Project: <http://www.fordham.edu/halsall/>

The Internet History Sourcebooks are highly useful collections of public domain and copy-permitted historical texts for educational use by Paul Halsall. The site and its documents are well

organized and the breadth of materials is quite extensive. Materials for this course may fall under either the Medieval or Modern Sourcebooks, not the Ancient.

The Avalon Project at Yale University Law School: <http://avalon.law.yale.edu/>

This continually evolving project mounts digital full-text historical documents relevant to the fields of law, history, economics, politics, diplomacy, and governments.

IV. Documentary/Film Essay. Due 10/29 in class.

Write a 3-4 page essay (double-spaced, 12 pitch Times New Roman or similar font) on the place of film (both documentary and dramatization) in history, using the Tudor period as your main example. In addition to the documentary and dramatization we watched in class, bear in mind the readings for the course (both primary and secondary) and the essays we read from the book *Tudors and Stuarts on Film*. If you want to cite any of the readings directly in your essay, please use proper footnotes (you do not need a bibliography for this assignment). Since you won't be using direct quotations from the films, presumably, you probably only need to cite them each once when you first mention them. The films can be cited as follows:

“Burning Convictions,” *A History of Britain: The Complete Collection*, DVD, vol. 2, written and directed by Simon Schama (A&E Television Networks, 2002).

“Part I,” *Henry VIII*, DVD, directed by Pete Travis (HBO Video, 2004).

Here is how to cite one of the essays in the book on film. If you cite a different one (we read three), just change the author and title of the essay and the page numbers, but the citation of the book remains the same:

Peter Marshall, “Saints and Cinemas, *A Man For All Season*,” in *Tudors and Stuarts on Film: Historical Perspectives*, ed. Susan Doran and Thomas S. Freeman (New York: Palgrave Macmillan, 2009), 46-59.

Things to look for and write about: Is there a place for historical films and documentaries in teaching history? What is their place in society in general? What are the differences, advantages and disadvantages between the three different formats of presenting history (documentary, historical dramatization, books/articles)? Which one presents the most accurate account of the past? Which one presents the more engaging account? Is it possible to strike a balance between accuracy and entertainment? Do any of your three sources achieve that balance and how? Please reference at least two specific examples from scenes in the productions.

V. Book Review (grad students only) Due 11/14 in class.

Write a 2-3 page (double spaced) review of either Ethan Shagan's *Popular Politics and the English Reformation*, Peter Marshall's *Beliefs and the Dead in Reformation England*, or Keith Wrightson's *Earthly Necessities*. Be sure to state the author's approach and main arguments and offer your own critique of the book's strengths and weaknesses. For further guidance on how to write a review, look up some reviews in journals (on JSTOR or just in the Park Library periodical collection). As is standard, please give all the information about the book at the top of your review (that part can be single spaced), and then if you cite specific quotations in the text of your review, you can just put the page number in parentheses. If, however, you need to cite quotations from a source other than the book you are reviewing, you need to use footnotes.

VI. Extra Credit (open to all students—due by date of final exam)

You can earn up to 2% points for writing a 3-4 pp. (double-spaced) book review of Hilary Mantel's novel *Wolf Hall*. Questions to have in mind for your review: What makes this book

unusual as a historical novel? How does Mantel employ literary techniques to provide the reader with insight into the events, people, and times it portrays? What is the relationship between historical fiction and the non-fiction writing that most historians do? Is there a place for historical fiction in the university classroom? Keep in mind, that because this is a novel, it is ok to read it with a more relaxed approach than the other more academic readings for the class. Read a little bit each night before you go to sleep, or take it with you home for Thanksgiving. I think you'll enjoy it.