

COURSE SYLLABUS

History 245

Tudor History

Fall 2018

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History 245 is an introduction to the history of England during the reigns of the five Tudor monarchs from 1485 to 1603. In English, as in most languages, “history” can mean either the past itself or the study of the past. In this course, we will consider both what happened in the past and how it is possible for us to know what happened.

The Tudor period, although it lasted less than 120 years, has been perhaps the most intensively studied and written-about period in English history. Still, despite the attention it has received from historians and others, not only is the precise nature of its importance still in dispute, but there remain many questions whose answers we would like to know but which are still obscure and which would repay further research. History 245 will provide an introduction to what we know about the Tudors and their kingdom, and will also point out some of the areas in which more is yet to be discovered.

Two books are required for the course. One is a modern textbook, and one is the most important work of social criticism written by an Englishman in the 16th century, an Englishman who later was also for a time the highest official in Henry VIII’s government:

Susan Brigden, New Worlds, Lost Worlds: The Rule of the Tudors, 1485-1603, Penguin Books, London and New York, 2000.

ISBN-13: 978-0142001257

Thomas More, Utopia, Penguin Classics, London and New York, 2003.

ISBN-13: 978-0140449105

In addition, we will be reading selections from three works that can be found online. They are:

Thomas Elyot, The Boke Named the Governour, which can be found at <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/681/governour.pdf?sequence=1>

The Book of Common Prayer (1559 edition), which can be found at http://justus.anglican.org/resources/bcp/1559/BCP_1559.htm

Richard Hooker, Of the Lawes of Ecclesiastical Polity (1593), which can be found at <http://anglicanhistory.org/hooker/>

Because understanding historical events frequently requires an understanding of the geographical setting in which they took place, you will also occasionally be provided with maps. Of necessity, the maps that are handed out will be photocopied and relatively small. You may find that having your own historical atlas is a useful study aid. The best is probably William R. Shepherd, Shepherd's Historical Atlas, 9th revised edition, Barnes and Noble Imports, 1980—but it is very expensive. You can, however, always consult the copies in the reference section of Mugar Library.

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The history of Tudor England is a field which has produced a huge and still-proliferating literature. In one semester, we will necessarily be moving very fast and touching only selected topics. To learn more about any topic, your most important resource is Mugar Memorial Library, the University's research library. Visit it often. The staff there, especially in the Reference Department, are extremely knowledgeable and are trained to help you find the books and articles that you need. Rely on them. I am also always glad to provide suggestions for further reading: don't hesitate to ask.

The Internet can be a helpful servant, but is a bad master. In the discipline of history, unlike in some scientific disciplines, it is not customary for new scholarship to be posted to the Web. Nor are most of the significant articles, monographs and books of earlier generations routinely available online. Finally, most of what is on the Web is unedited: it has not been reviewed for accuracy or cogency. Beware. When in doubt, go to the library.

Writing is an integral component of studying history. As a student in HI 245, you will be required to write a research paper of about 10 pages in length. In preparing this paper, you will be expected not only to analyze primary sources, but you will also be asked to support your argument with secondary source material. For both of these, you will need to use Mugar Library. The work you produce should be your own both in thought and expression, and should also demonstrate proper use of the English language, including correct grammar and punctuation, as well as proper format and citation. More information regarding your paper assignment will be provided for you in class.

I chose Susan Brigden's New Worlds, Lost Worlds as the textbook for this course because it is an excellent synthesis of much recent scholarship on the Tudor period, because it is extremely well-written—a pleasure to read—and (not least important) because it is relatively inexpensive. But no book does everything well. In particular, New Worlds, Lost Worlds, because it combines its narrative with sections that take up selected topics and cover them in depth, can be somewhat confusing about chronology. In fact, as you will see from the reading assignments below, I have sometimes “rearranged”

Brigden: that is, in order to make her chronology more understandable I have occasionally assigned sections in a different order from that in which they appear in the book. In fact, I strongly recommend (but do not require) that every student in HI 245 create his or her own chronology: a list of the dates of the most important events in the Tudor period both in England, Scotland and Ireland and, where appropriate, elsewhere in Europe. If, as I hope, you choose to make a chronology, you will find it both a valuable study aid and a useful tool for broadening and deepening your understanding of the period.

There will be two examinations in this course, a mid-term and a final. The examinations will stress essay questions that will give you the opportunity to demonstrate your ability to think historically, but there will also be questions that will test your knowledge of historical fact. There may also be short quizzes from time to time; these will be factored into the class participation portion of your final grade.

Honesty is essential in academic life. Plagiarism and other forms of cheating destroy the foundations on which scholarship is built. Submitting work that is not your own is plagiarism, and is not acceptable. It will result in your receiving an F for the paper or the exam and probably for the course itself. It will also be referred to the Academic Conduct Committee for their consideration, and for possible further action. You should study carefully the Academic Conduct Code and adhere to it precisely. If you have any question about what constitutes plagiarism, or about the standards of academic honesty, please speak to the instructor. As a quick reference, The Boston University Academic Conduct Code describes plagiarism as:

“Representing the work of another as one’s own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another- or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.” A more detailed discussion with examples appears in the code. It is your responsibility to read these pages carefully and know exactly what constitutes plagiarism.

<http://www.bu.edu/academics/academic-conduct-code/>

A recent phenomenon is the availability for purchase of “class notes” that are prepared and sold by outside companies. Learning to take accurate and comprehensive notes on lectures and class discussions is one of the important skills you are meant to acquire in college. Enrolled students do not have the instructor’s permission to take notes for anyone but themselves, nor do they have permission to make their notes available for sale. Selling or buying of class notes is not permitted in HI 245, and violations of that rule will be treated as plagiarism.

Class attendance is required, and attendance will be taken. You are expected to arrive on time, to have read the assigned readings, and to bring with you the books that will be discussed.

Your final grade will be determined by the instructor. I will use the following approximate weights for the various components of the course: the research paper will count for about 30%, as will the final exam. The midterm exam will count for about 25%, and your in-class participation (which includes, but is not limited to, attendance) will count for 15%. Please understand that grading is an exercise in judgment. It is my goal to assign a grade that fairly and accurately reflects the quality of the work you do in this course. That is why I stress that the weights given to the various tasks are only approximations. I retain, and will use, the right to assign grades based on my best judgment, and taking into account all relevant factors.

I have regular office hours, which are listed at the beginning of this syllabus, and I am eager to see students to answer questions, to discuss the subject matter of the course, and to offer advice about intellectual, academic or career issues. Please make it a point to come to see me if I can be helpful. If for any reason it is difficult for you to visit me during my posted office hours, I am glad to arrange to see you at a mutually convenient time.

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The reading assignments are listed below. They aim to track the class lectures and discussions to the extent possible. But achieving a perfect match between each class and a reading assignment would result in a choppy series of assignments of wildly varying lengths, so that has not been attempted here. Most of the time the class lectures will be about material that has already been assigned, but occasionally it will be necessary for the lecture to anticipate material that will be read later. In general, it is always best to read ahead. You will also see that some of the later readings are not yet assigned. This permits the assignments to be adjusted to the needs of the course as it develops. These assignments will be announced in class, in advance of when they are due. It is also possible that, as the course proceeds, it may be necessary to adjust to some extent the assignments that are listed here. If any such changes are made, they will also be announced in advance.

Wednesday, September 5—Introduction to the course

Reading: none

Friday, September 7—Lecture topic: The Tudor Background: Politics, Society, Religion

Reading: Handout--map

Week of September 10, 12, 14—Lecture topics: The Tudor Background (continued);

The Rise of Henry Tudor, Sr.

Reading: Brigden, New Worlds, Lost Worlds, pp.1-24, 38-83

More, Utopia, pp. 7-47

Week of September 17, 19, 21 —Lecture topics: Making a Dynasty: Marriage, Finance and Foreign Policy (3 lectures)

Reading: Brigden, New Worlds, Lost Worlds, pp. 24-37
More, Utopia, pp. 49-113

Week of September 24, 26, 28 —Lecture topics: Royal or Ministerial Government? Henry VIII and Thomas Wolsey; “The King’s Great Matter”; The Break with Rome

Reading: Brigden, New Worlds, Lost Worlds, pp.101-112, 84-100
Elyot, The Boke Named the Governour, Book I, Proem (“Proheme”) and chapters I-XV

Week of October 1, 3, 5 —Lecture topics: Henry VIII and Thomas Cromwell; The English Reformation in European Context (I); Government by Courtier

Reading: Brigden, New Worlds, Lost Worlds, pp.140-178
Elyot, The Boke Named the Governour, Book I, chapters XV-XXVII

Monday, October 8 Holiday-No Class/Class held Tuesday, October 9

Tuesday, October 9, Wednesday, October 10, Friday, October 12 —Lecture topics: Boy-King and Lord Protector: Edward VI and Somerset; The English Reformation in European Context (II); Northumberland and the Succession Crisis

Reading: Brigden, New Worlds, Lost Worlds, pp. 179-97

Week of October 15, 17, 19 —Lecture topics: Mary Tudor, Spain and Resurgent Catholicism; Protestantism in Mary’s England and in Exile; The New Queen

Reading: Brigden, New Worlds, Lost Worlds, pp. 197-212

Week of October 22, 24, 26 —Lecture topics: Mid-term review

Mid-term Exam—Friday, October 26

Week of October 29, 31, November 2 —Lecture topics: The Elizabethan “Settlement”; “Conciliar” Government; England and Europe

Reading: Brigden, New Worlds, Lost Worlds, pp. 213-23
The Book of Common Prayer (1559 edition), “An Acte for the Uniformitie of Common Praier,” “The Preface,” and “Of Ceremonies”

Week of November 5, 7, 9 —Lecture topics: The Marriage Question (I); Scotland and the Scottish Reformation; Mary Stuart

Reading: Brigden, New Worlds, Lost Worlds, pp. 223-38
The Book of Common Prayer (1559 edition), “The Ordre for the Administracion of the Lordes Supper or Holy Communion”

Week of November 12, 14, 16 —Lecture topics: War with Spain and the Armada (2 lectures); The English Reformation in European Context (III)

Reading: Brigden, New Worlds, Lost Worlds, pp.239-94

Monday, November 19 —Lecture topics: The Marriage Question (II); The Economic Crisis; The Problem of the Succession

Reading: Brigden, New Worlds, Lost Worlds, pp.295-326

Thanksgiving Break

Week of November 26, 28, 30 —Lecture topics: The Problem of Essex; The “Invention” of Anglicanism

Reading: Brigden, New Worlds, Lost Worlds, pp. 326-367

Richard Hooker, Of the Lawes of Ecclesiastical Polity (1593), Book Two (pp. 286-336)

Paper due: Friday, November 30

Week of December 3, 5, 7 —Lecture topics: Aftermath: The Stuarts—Absolutism, Civil War, Regicide, Commonwealth, Restoration, Revolution (3 lectures)

Monday, December 10 Review, Wednesday, December 12: Instruction Ends

—Lecture topics: Course Review

Final Exam – Monday, December 17 12:30-2:30pm