

13-138  
AP-2/11/14  
Senate Info-9/19/14

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: HIST 320 History of England to 1688

Instructor(s) of Record: Lynn Botelho

Phone: 7-2284 Email: botelho@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

*Doris Hartman* 1-23-14  
Signature of Department Designee Date

Endorsed: *Aam* 2/11/14  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

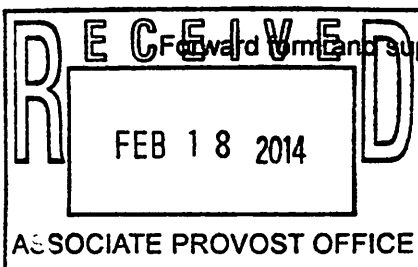
*Gail Schiess* 2/17/14  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course  Rejected as distance education course

*Theresa M. ...* 3/3/14  
Signature of Provost Date



Forward form and supporting materials to Associate Provost.

Received

FEB 17 2014

Received

FEB 11 2014

Received

FEB 11 2014

## Undergraduate Distance Education Review Form

### Existing and Special Topics Course

**Course:** HIST 320

**Instructor(s) of Record:** Lynn Botelho

**Phone:** 7-2284

**Email:** Botelho@iup.edu

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#### Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Botelho has been using D2L since Fall, 2011. It quickly became an important component in all of her classes. Amongst its uses, Dr. Botelho employs Dropbox and its assessment features, threaded-discussion groups, PowerPoint presentations, and all aspects of course management and grading. Further, she uses it to post digital copies of rare manuscripts and images, and she has recently incorporated audio components. Currently, her classes are constructing a public website and blogging center. In addition, Dr. Botelho has attended D2L workshops run by the university, as well as having had two private and extended meetings with David Bruce Porter to explore some of the finer points of Online Instruction.

As for her discipline qualifications, Dr. Botelho received her Ph.D. in history from Cambridge University in Early Modern English history. IUP has awarded her both the Distinguished University Professor title, as well as the its Distinguished Faculty for Research. She has taught a wide variety of classes in early modern history, including HIST 320, since her appointment to the university in 1996.

2. How will each objective in the course be met using distance education technologies?  
Objectives from History 320 Syllabus of Record:

**Objective 1:** Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of England's past.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams, book papers, and discussions.

**Objective 2:** Identify important themes in English history.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exam, book papers, and discussions, with particular emphasis on exams and discussions.

**Objective (3): Explain conflicting interpretations of English history.**

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams.

**Objective 4: Integrate analyses of race, ethnicity, class, and gender into the historical narrative about England.**

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams, book papers, and discussion, with particular emphasis on exams and discussion.

**Objective 5: Place historical developments in England within a larger global context.**

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams and discussions.

**Objective 6: Read and analyze historical texts.**

This will be met through several ways. The students will read a variety of primary sources online (readings, images, videos) in the university's course management system and will participate in a weekly threaded discussion on these primary sources.

**Objective 7: Develop skills in chronological thinking and historical analysis.**

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams, book papers, and discussions.

**3. How will instructor-student and student-student, if applicable, interaction take place?**

Instructor-student interaction will take place:

- 1) Posting and answering messages in the university's course management system general question discussion area;
- 2) Answering emails from students;
- 3) Sending out group notices in university's course management system or through email about class management issues;
- 4) At the end of each week, I will send out an email summarizing the week's threaded discussion and adding my thoughts to the discussion;

- 5) When I grade the online exams in the university's course management system I will be able to provide feedback to each student;
- 6) Each small group will send me a rough draft of their group project and I will provide feedback to them based on the criteria for the assignment;
- 7) Through the grade book function in the university's course management system which will provide feedback to the students on their discussions, online exams, internet assignment, and group project.

Student-student interaction will take place in several ways:

- 1) Each week the students will participate in a threaded discussion that requires both an original posting and responses to other student postings;
  - 2) They will also participate in a group project that creates a wikipedia on a historical project. They will be graded by the instructor on the accuracy of their final submission, as well as by the other group members for their participation.
4. How will student achievement be evaluated? Student achievement will be evaluated through:
- 1) the quality of student posts on the weekly discussion questions based on the scoring rubric;
  - 2) their scores on online exams administered in the university's course management system;
  - 3) their score on a small group project which includes peer assessment from the other members of the small group
  - 4) their score on book evaluation essays
5. How will academic honesty for tests and assignments be addressed? Academic honesty will be addressed in several ways. First, the students will be asked to read a document explaining academic honesty and plagiarism. Then they will be required to take an online quiz on the material until they achieve a score of 90%.

Book evaluation essays are structured in such a way as to prohibit the copying from SparkNotes, Cliff Notes, or purchased essays. All written materials will also be checked for originality with Turnitin.Com.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**Online Syllabus**  
**HIST 320 History of England to 1688 3c-01-3cr**

**Department of History**  
**Indiana University of Pennsylvania**

**Prerequisites:**

Sophomore standing; 3cr of college history.

A survey of the growth of the English nation, with emphasis on political, social, and economic developments leading to 17th-century conflict between Crown and Parliament.

**Instructor:**

Lynn Botelho  
Distinguished University Professor  
Professor of History  
208 Keith

Email: [Botelho@iup.edu](mailto:Botelho@iup.edu)

The best way to get in touch with me is by email. I'll be checking my email in the mornings. It's the best way to answer any questions that come up in the evening or later.

**The Course:**

This class surveys the growth of the English nation, with emphasis on political, social, and economic developments leading to seventeenth-century conflict between Crown and Parliament.

**The Readings:**

Judith Bennet, *A Medieval Life: Cecilia Penifader of Brigstock*. (McGraw-Hill 1998). ISBN: 0072903317

Alec Ryrie, *The Sorcerer's Tale: Faith and Fraud in Tudor England* (Oxford 2010). ISBN: 0199570906

Darren Oldridge, *Strange Histories: The Trial of the Pig, the Walking Dead, and other Matters of Fact from the Medieval and Renaissance Worlds*. (Routledge, 2004). ISBN: 0415404924

And the really DRY, yet useful TEXTBOOK  
Roberts, Roberts, & Bison, *The History of England, Vol. I. Prehistory to the Present* (Prentice Hall 2008). ISBN: 0205867774

Primary Source Documents posted on-line.

**Hardware/Software Requirements:**

In order for all to go smoothly, you'll need the following:

- Microsoft Internet Explorer 10.0 or higher.
- Netscape Navigator 9.0 or higher.
- Firefox 27 or higher.
- Safari 7.0.1 or higher.
- JavaScript must be enabled.
- Cookies must be enabled.

For more help and technical specifics, see:

<http://www.iup.edu/itsupportcenter/default.aspx>

### **Class Style:**

I really do welcome comments and questions. They are, of course, required in the discussion sections. I enjoy high spirits, joking, and a certain degree of informality, HOWEVER it is strictly contingent upon you doing your part of the work and doing it on time. By working together, we all learn something about history in general, the English past in particular, and have some fun in the process.

### **Cheating and Plagiarism:**

This is the University's definition of Cheating:

*Violations of academic integrity include, but are not limited to, the following:*

1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.

Examples of academic dishonesty include, but are not limited to the following:

- Borrowing/copying of other students' work
- Borrowing/copying of other peoples' work
- Completing other students' work
- Cheating on exams or quizzes

My position is as follows. If you are caught cheating, you will fail the entire class on the spot. I reserve the right to take serious cases to University for further punishment.

#### **Online Courses:**

To state the obvious: online courses are not like other courses.

They are **NOT**:

- **Self-paced:** There are deadlines that you must meet throughout the course.
- **An Independent Study:** You will need to interact, work, and participate with other members of the class.
- **Easier or Less Work:** Just as you do for a traditional, podium-based class, you are expected to spend 3-4 hours of work per credit hour **Each-And-Every** week. Therefore, you will need to commit 9-12 hours of work per week, each week. If you cannot, or are not prepared to, commit to this amount of time for the course, you should reconsider enrolling in it.

What an online course **IS**:

- A different set of responsibilities, and a different structural environment.
- All of the uses (students and instructors alike) have outside commitments, be they family, work, or other pursuits. Consequently, it is unrealistic to expect anyone to be online 24 hours a day, 7 days a week.
- Allow your colleagues 24-48 hours to respond to you.
- Likewise, please try to respond to your colleagues in a timely fashion. Logging into the classroom three times a week would be the minimum requirement for being a productive participant and keeping up with the assignments. Making your posts and submitting your assignments at the last moment does not give your colleagues enough time to respond.

#### **Course Pacing and Due Dates:**

You **must** take the quiz on the syllabus by the end of the first week. In order receive your extra points you must pass the quiz with 90% or better. You can take the syllabus quiz as many times as needed in order to achieve the required score. By the end of the second week you will need to take a quiz on academic integrity, which will be based on a document placed on the university course management system. Failure to pass the quiz with a score of 90% or better will result in a 5 point deduction from your final grade. You can take the syllabus quiz as many times as needed to achieve the required score.

All assignments must be completed and submitted during the times/dates shown on the syllabus and in the course calendar. Failure to submit required activities during the required time period will result in a loss of those points.

The discussion activities that will be due each week **cannot** be submitted in advance or after the due dates. If you are someone who likes to work ahead, you can go ahead and do the readings/activities and then submit them when they are due. Since this is a virtual classroom, this is particularly important for our discussions since they need to include all members of the class, much like a discussion in an on-campus setting. Information about specific assignments will be given below.

**Course Objectives:**

1. Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of England to 1688.
2. Identify important themes in English history.
3. Explain conflicting interpretations of English history
4. Integrate analyses of race, ethnicity, class, and gender into the historical narrative about English history.
5. Place historical developments in English history within a larger global context.
6. Read and analyze historical texts.
7. Develop skills in chronological thinking and historical analysis.

**My Role in an Online Course:**

Instead of traditional classroom lectures, there will be weekly assignments. I will engage in the online threaded discussions, as well as monitor them closely. In many ways, I am more closely involved with the process of learning than in a podium-based classroom.

**Assessment:**

Missed exams **cannot** be made up unless cleared with me **prior** to the test. All assignments must be completed in a timely manner to receive a passing grade for the course. Students who fail to complete any of the assignments can receive a failing grade for the course. The final grade will be based upon four exams, an Internet assignment, a group project, a short paper, and participation in online discussions using the following point values and scale:

- 150 Mid-term: This should be 10 typed pages in 12 font, with 1 inch margins. It should have a SEPARATE cover page. It will cover the material presented to date in the course. Extra credit will be given for the use of primary sources. These essays are 'thesis' driven. They will clearly state your answer to the question. That answer will then be argued consistently throughout the entire paper, with an emphasis on proper use of evidence and argumentative structure. This is the sort of essay required in law, graduate, or other professional training.
- 150 Final: This should be 10 typed pages in 12 font, with 1 inch margins. It should have a SEPARATE cover page. It will cover the material presented in the course since the midterm. Again, extra credit will be given for the use of primary sources.



- 100 *Strange Histories* Essay. This is 4 pages. The first two pages is devoted to: a) identifying the main points of EACH chapter. Page 3 identifies what this teaches you that your text book doesn't. Page 4 is whether you 'liked' it or not, and why. The emphasis here is on critical reading and precise writing similar to that required in law, graduate, or other professional training.
- 100 *Cecilia Penifader* Essay. This is 4 pages. The first two pages is devoted to: a) identifying the main points of EACH chapter. Page 3 identifies what this teaches you that your textbook doesn't. Page 4 is whether you 'liked' it or not, and why. The emphasis here is on critical reading and precise writing similar to that required in law, graduate, or other professional training.
- 100 *Sorcerer's Tale*. This is 4 pages. The first two pages is devoted to: a) identifying the main points of EACH chapter. Page 3 identifies what this teaches you that your textbook doesn't. Page 4 is whether you 'liked' it or not, and why. The emphasis here is on critical reading and precise writing similar to that required in law, graduate, or other professional training.
- 200 Discussion Posts (see below)
- 100 Group Project (see below)

**EXTRA POINTS:**

Up to 10 extra points will be added on to your points. These are 'extra' points as they are not included in the establishment of the point system below. Thus, they are one kind of 'extra credit'. This is a **MANDATORY** Online quiz on the course syllabus. This is due by the end of the first week of term.

**Grading Scale:**

- A = 900 - 810  
 B = 809 - 720  
 C = 719 - 630  
 D = 629 - 540  
 F = 539 or below

Missed exams cannot be made up unless cleared with me prior to the test. All assignments must be completed in a timely manner to receive a passing grade for the course. Students who fail to complete any of the assignments can receive a failing grade for the course. The final grade will be based upon four exams, an internet assignment, a group project, a short paper, and participation in online discussions using the following percentages:

**Online Discussions:**

Each Sunday evening there will be a question posted in the discussion section of the university's course management system. To properly answer the question, you will first need to read the primary source readings posted for the week in the university's course

management system or on the textbook's website. These primary sources will include writings, artwork, photos, and video clips. (In addition to using these sources to answer the discussion questions, they will be VERY useful on the written exams.) After studying these sources, you will then have until Wednesday evening to post a thoughtful, well-articulated response to that week's question. By Sunday evening you will need to post an additional response that addresses one of your fellow students' responses. This response will also require more than thought and work than "I agree with so and so."

You will need to consider how you respond to the posted question and how you respond to the other posted responses to ensure that a meaningful learning experience occurs. You will receive points for your responses based on your effort and the quality of your responses. There are 14 discussion activities (1 each week) and your responses each week will be graded and you can earn 2.5 points for posting and responding to the discussions based on the following grading rubric.

### **Participating in Threaded Discussions for Weekly Readings**

This class will use threaded discussions to cover topics, issues, and other questions that I pose to begin, extend and augment our class discussions. These discussions will focus primarily on primary source sources that I have placed online for you to read each week, or assigned from the textbook.

A threaded discussion is a public discussion - that is, other students can read your comments. I expect everyone in the class to participate in the discussions. It will be impossible to get an "A" in the course without participating in the threaded discussions. Anyway, it sharpens your thinking and writing skills, and it is fun.

### **Basic Rules of Engagement for Online Discussions**

- All posts must be thoughtful and civil. Remember the deliberative virtues of clarity, consistency and humility. No personal attacks will be tolerated.
- Read all the previous posts prior to your entering a particular discussion. Do not just post to my initial question or issue, but consider your peer's responses.
- Do your best to write well. Try to use complete sentences and proper grammar. Think in paragraphs, not sentences! Avoid overly brief responses.
- Keep your comments topic-related and to the point.
- Use a variety of responses.
- Elaborate upon, justify, or support your ideas and include brief quotes from your readings to support your viewpoints.
- Point out how a classmate's comment relates to one you made earlier.
- Express some of your "self" in your post.
- Post on time.
- 

### **Grading Rubric for Online Discussions 0-10 points**

#### **Original Posting (7 points):**

1. Mentions at least 2 specific points from the article or reading. (1 point)

2. Relation of new information to old information learned in the course to date. (1 point)
3. Relation of information in article or reading to personal experience. (1 point)
4. Discussion at a critical level, not just recitation of facts from the article. (3 points)
5. Length of posting approximately 1 word processing page. (1 point)

**Reply to Others' Postings (3 points):**

1. Discuss one point you like/agree with, and one point you dislike/disagree with, and explain why. (2 points)
2. Length should be about 1/2 page in length (approximately 100 words). (1 point)

\* Please do not just tell me what the article or reading states...I already know this.

Discussion at a critical level means discussing things such as your opinion of the point mentioned, why you hold that opinion, what you see wrong with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, implications for the future, consistencies/inconsistencies within the article or reading itself, and so forth. In other words, critiquing a reading means analyzing the good and/or bad aspects of the article and justifying your analysis.

At the end of each week, I will send out an email summarizing the week's discussion and adding my thoughts to the discussion.

**Group Project:**

I will break you into groups of 4-5 students. Each group will need to pick a topic covered by the course. The group will then construct a webpage on the class wiki (we will be using wikidot.com) that explains its chosen topic and the topic's historical significance. A rough draft of the group project will need to be sent to me 2 weeks before its final due date so that I can provide feedback to the group. After I receive the final draft of the project I will grade the group project based on its accuracy, detail, spelling, grammar, and aesthetics. In addition, each group member will submit to me an evaluation of each group member's participation. This participation grade will account for 30% of your individual group project's final grade.

**Essay Grading Matrix:**

	An "A" Paper	A "B" Paper	A "C" Paper	A "D" Paper	A "F" Paper
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IDEAS	<p>Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.</p>	<p>A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</p>	<p>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.</p>	<p>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</p>	<p>Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</p>
Organization & Coherence	<p>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</p>	<p>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.</p>	<p>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</p>	<p>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</p>	<p>No appreciable organization; lacks transitions and coherence.</p>

Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences maybe wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

Your paper will need to be submitted to <http://turnitin.com>. This is an online company that checks submitted papers for improper citation or potential plagiarism by comparing it against continuously updated databases. Papers not submitted to turnitin.com will be given a grade of zero.

**Research Aids, Writing Guidelines, and other important and useful documents are available on the University's Course Management System.**

**HIST 320/520  
THE HISTORY OF ENGLAND TO 1688  
(A 5 Week Course Sample)**

<b>WEEK 1</b>	
Topic 1	Neolithic, Bronze Age, The Celts
Topic 2	Roman Britain: 55 BCE – 450 CE and Anglo-Saxon England: 450-1066
Topic 3	Norman England <i>Strange Histories</i> <b>ESSAY DUE</b>
<b>WEEK 2</b>	
Topic 4	The Angevins, and the Long 13 <sup>th</sup> Century
Topic 5	War and Crisis
Topic 6	Lancaster and York, and the Reign of Henry VII <b>MIDTERM DUE</b>
<b>WEEK 3</b>	
Topic 7	War and Reformation
Topic 8	Protestant and Catholic (1547-1558) <i>Cecilia Penifader</i> <b>ESSAY DUE</b>
<b>WEEK 4</b>	
Topic 9	Elizabethan England (1558-1603)
Topic 10	Early Stuart England
Topic 11	The Coming of Civil War /The First Civil War: 1642-6 <i>The Sorcerer's Tale</i> <b>ESSAY DUE</b>
<b>WEEK 5</b>	
Topic 12	The English Revolution: 1647-49 <b>GROUP PROJECT DUE</b>
Topic 13	Commonwealth and Protectorate: 1649-58
Topic 14	The end of the Protectorate and the Restoration: 1658-60 <b>FINAL DUE</b>

**There is no syllabus of record. This course predates such record keeping. I have included a recent syllabus.**

**THE HISTORY OF ENGLAND  
TO 1688**

**HIST 320/520  
SPRING 2009**

Lynn Botelho  
Department of History  
208 Keith  
Email: [Botelho@iup.edu](mailto:Botelho@iup.edu)

Office hours:  
Monday 3-5pm  
Tuesday & Thursday  
11am-12.00pm

**Course Objectives:**

The goal of this class is two-fold: one) to gain a thorough, survey-level knowledge of English history, including the political, social, economic, and religious. It is meant to provide the educated person with a general framework and background knowledge necessary to be culturally literate, and, two) to teach you to be functioning historians, reading, thinking, and writing as such. Towards that aim, I will strive to demonstrate and teach the skills that historians use, as well as to provide the most current understanding of English history (and sometimes a little historiography). This is not a 'baby' class; nor is it a class for experts. Rather, it is a class that will move you from one to the next.

**Class Style:**

I really do welcome comments and questions during the lecture, and they are required during the discussion sections. I enjoy high spirits, joking, and a certain degree of informality, HOWEVER it is strictly contingent upon you doing your part of the work and doing it on time.

**Cheating and Plagiarism:**

This is the University's definition of Cheating:

*Violations of academic integrity include, but are not limited to, the following:*

1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
4. Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.



My position is as follows. If you are caught cheating, you will fail the entire class on the spot. I reserve the right to take serious cases to University for further punishment.

There. Enough said.

**The Readings:**

Judith Bennet, *A Medieval Life: Cecilia Penifader of Brigstock*. (McGraw-Hill)  
Alec Ryrie, *The Sorcerer's Tale: Faith and Fraud in Tudor England* (Oxford)  
Ronald Hutton, *Stations of the Sun. A History of the Ritual Year in Britain* (Oxford)

And the really DRY, yet useful TEXTBOOK

Roberts, Roberts, & Bison, *The History of England, Vol. I. Prehistory to the Present* (Prentice Hall).

**Assessment:**

25% Mid-term: This should be 10 typed pages in 12 font, with 1 inch margins. It should have a SEPARATE cover page. It will cover the material presented to date in class. Extra credit will be given for the use of primary sources

25% Final: This should be 10 typed pages in 12 font, with 1 inch margins. It should have a SEPARATE cover page. It will cover the material presented in class since the midterm. Again, Extra credit will be given for the use of primary sources.

10% *Stations of the Sun*, Essay One. This is 4 pages. Take 3 different rituals. In NO MORE than 2 pages, identify what they are, why people did them, and what people did. On Page 3, discuss any commonalities, such as motivations, behaviour, etc. On Page 4, explain, with examples, what this teaches you about the past that you don't find in normal text books.

10% *Stations of the Sun*, Essay Two. This is 4 pages. Take 3 other rituals. In NO MORE than 2 pages, identify what they are, why people did them, and what people did. On Page 3, discuss any commonalities, such as motivations, behaviour, etc. On Page 4, explain, with examples, what this teaches you about the past that you don't find in normal text books

10% *Cecilia Penifader* Essay. This is 4 pages. The first two pages is devoted to: a) identifying the main points of EACH chapter. Page 3 identifies what this teaches you that your text book doesn't. Page 4 is whether you 'liked' it or not, and why.

10% *Sorcerer's Tale*. This is 4 pages. The first two pages is devoted to: a) identifying the main points of EACH chapter. Page 3 identifies what this teaches you that your text book doesn't. Page 4 is whether you 'liked' it or not, and why.

10% Class Attendance

**Graduate Students:**

You will have a 15-20 page research paper. This is due on the final exam day.

**Evaluation:**

20 % Midterm

40 % Book essays or 10% each

30 % Research paper

10% Attendance

**TENTATIVE TIMETABLE FOR**

**HIST 320/520**

**THE HISTORY OF ENGLAND TO 1688**

<b>Date</b>	<b>Topic/Activity</b>
31 August	Neolithic, Bronze Age, The Celts
2 September	Roman Britain: 55 BCE – 450 CE
7 September	Anglo-Saxon England: 450-1066, Part I
9 September	<b>NO CLASS</b>
14 September	Anglo-Saxon England: 450-1066, Part II
16 September	Norman England, Part 1/ <i>Stations of the Sun</i> <b>ESSAY ONE DUE</b>
21 September	Norman England, Part 2
23 September	The Angevins, Part 1
28 September	The Angevins, Part 2
30 September	The Long 13 <sup>th</sup> Century, Part 1 (1216-1307)
5 October	The Long 13 <sup>th</sup> Century, Part 2/
7 October	War and Crisis, Part 1 (1307-1399)
12 October	War and Crisis, Part 2 <i>Cecilia Penifader</i> <b>ESSAY DUE</b>
14 October	Lancaster and York, Part 1 (1399-1485)
19 October	Lancaster and York, Part 2/ <b>HAND OUT MIDTERM</b>
21 October	The Reign of Henry VII, Parts 1 & 2
26 October	War and Reformation, Part 1 (1509-1547)/ <b>MIDTERM DUE</b>
28 October	War and Reformation, Part 2
2 November	Protestant and Catholic, Part 1 (1547-1558)
4 November	Protestant and Catholic, Part 2
9 November	Elizabethan England, Part 1 (1558-1603) <i>Stations of the Sun</i> <b>ESSAY DUE</b>
11 November	<b>NO CLASS</b>
16 November	Elizabethan England, Part 2
18 November	Early Stuart England
23 November	<b>NO CLASS -- The Feast of the Dead Bird</b>
25 November	<b>NO CLASS -- The Feast of the Dead Bird</b>
30 November	The Coming of Civil War /The First Civil War: 1642-6
2 December	The English Revolution: 1647-49
7 December	Commonwealth and Protectorate: 1649-58 <i>The Sorcerer's Tale</i> <b>ESSAY DUE/HANDOUT FINAL</b>
9 December	The end of the Protectorate and the Restoration: 1658-60
16 Dec	<b>FINAL EXAM: DUE at 8.00 am</b>

**Sample Unit:**

- 1. Lecture**
- 2. Discussion Prompt**
- 3. Midterm**

Part One

LANCASTER AND YORK:  
1399-1486

# Henry IV and The Foundation of Lancastrian Rule

- *'Uneasy lies the head that wears the crown'*
  - Shakespeare
- ◉ Uncertain Claim to the Throne
- ◉ Not Rich
- ◉ Critical of Richard

All of these things forced him to take an opposite course of action from Richard.

Leads Revolts Against England

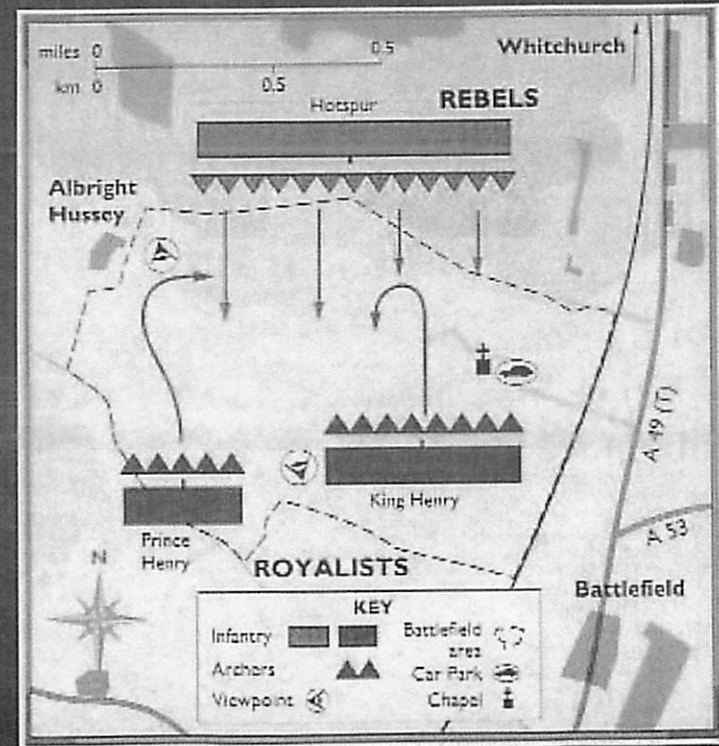
Owen Glendower, a  
Welsh gentlemen



# Trouble Spreads Quickly

- Owen Glendower is joined by
  - Sir Edmund Mortimer
  - Percy
    - They were angry that still owed them money
    - They were angry that they couldn't ransom Scottish prisoners
    - They were angry that he didn't closely follow his advice.

# Battle of Shrewsbury





Early Years

Under Attack!

- Parliament Mad
- Spent Too Much Money
- Some of it Wasn't Even True,
  - But what could he do?
    - Parliament HAD crowned him.



## House of Commons

Tops of it's medieval power

# Inherent Weaknesses



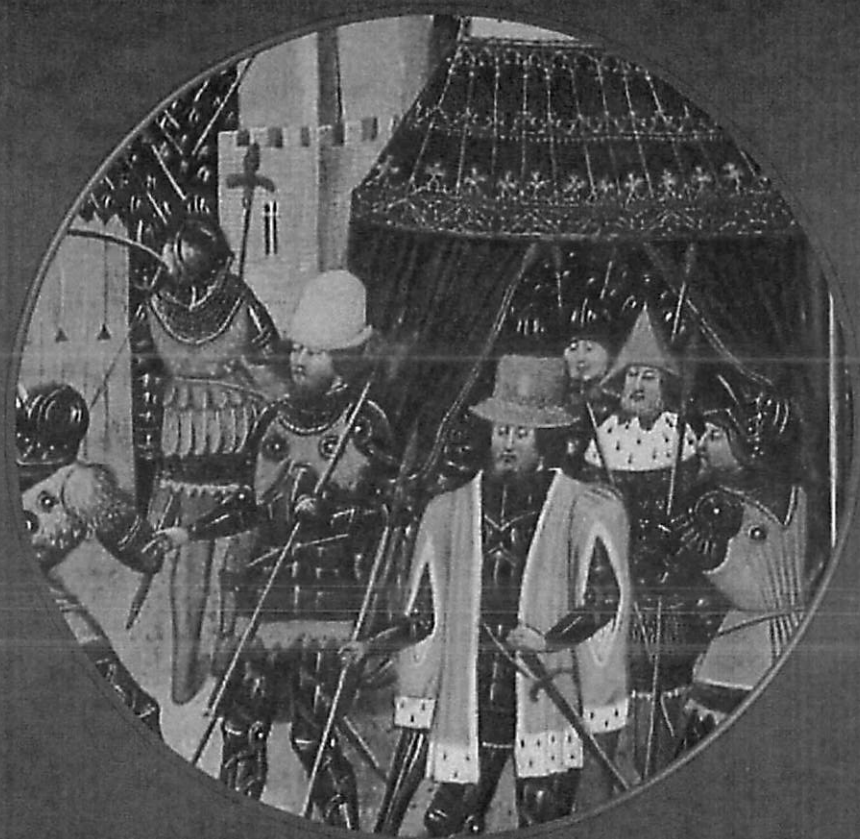
- Less personal income
- More money spent on peace keeping
- An uppity Parliament

Crippled by Parliament  
Royal Prerogative

- In return for only a shilling increase in custom
  - Henry agreed to nominate his councilors in Parliament
  - Henry agreed to govern with their advice
  - Henry agreed to allow Parliament to audit the money that was voted for war
- In short, Henry was no longer in control.

In short:

**Less Taxes, Not More Power.**



## Prince Henry

Just dying to take his father's place

# Real Differences of Opinion

- Son wanted War
- Father wanted Peace

# King Henry V

*'The Mirror of All  
Christian King's'*

Shakespeare





# KING MAKER

- ◉ JOINED WITH NEVILLE
- ◉ HELP FROM KING LOUIS XI OF FRANCE
- ◉ CUT DEAL WITH MARGARET OF ANJOU
- ◉ LANDED IN ENGLAND, 1470
- ◉ RESTORED CRAZY HENRY VI TO THRONE
- ◉ KILLED WARWICK

Warwick Angered

- Woodvilles
- Duke of Burgunday

And the Favours began to  
roll.....

Edward IV  
and  
Elizabeth Woodville



King Edward IV



# Why Yorkists would win

- Lancastrian misrule
  - Failure to Maintain Royal Fleet
  - Lack of Good Government

29 March

Battle of Towton Moor



# Towton Moor, England's Bloodiest Battle



Richard Neville,  
Earl of Warwick,  
Captain of Calais





Leader of the Lancasterians and soon back in control

**The Queen**

Yorkist Win!  
St. Albans



# The Players



Richard Duke of York  
from St. Laurence's  
Church Ludlow

**Richard, Duke of York**



**Edmund Beaufort,  
Duke of Somerset**

# Warring Nobility



○ How was it allowed?

1. A Weak King
2. Irresponsible Aristocracy

# Shakespeare's Mistakes



- The Whole Rose Thing
- Not about a Disputed Succession to the Crown
- Dates Wrong

Or, Shakespeare got it all wrong

# The War of the Roses

Times were tough and  
Rebels Demands

- Repeal Statute of Labourers
- Removal of Evil Councilors
- End Corruption
- Fair Tax Collection
- Land Given to Favourites to be Returned

London terrorized for 3 days

# Cade's Rebellion

- Cloth workers
- Shipmen
- Tradesmen
- 3 MPS
- 74 Peasants

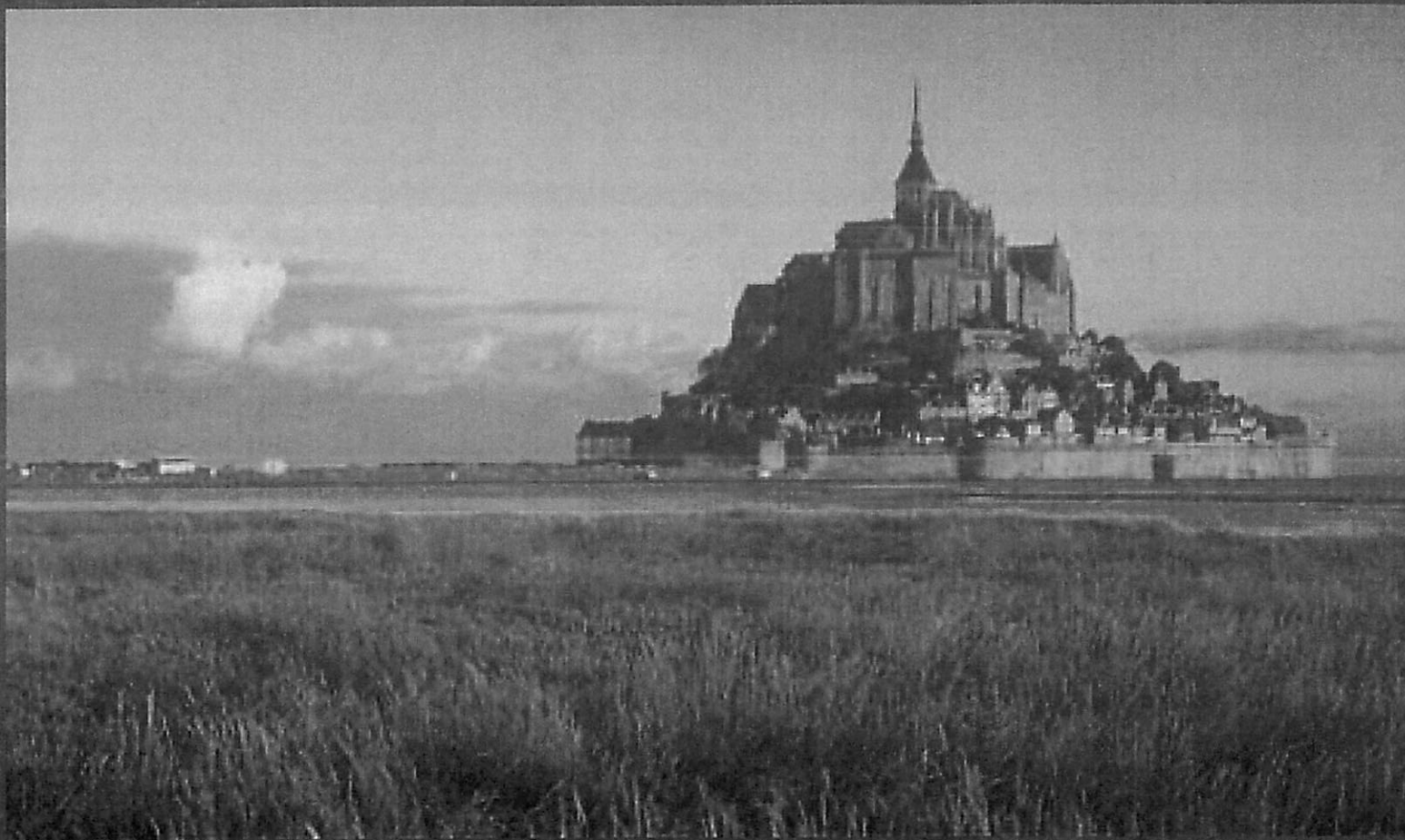




# DISASTER!

- Bishop of Chichester lynched
- Suffolk Impeaches
  - Beheaded on the spot as he tried to flee

# Good Bye Normandy



The Marriage of Henry VI  
and  
Margaret of Anjou



# The Players

- Cardinal Beaufort
- Duke of Gloucester
- William de la Pole  
(later the Duke of  
Suffolk)



## Henry VI

Monarchy at its worst

A Reputation Saver .

**Early Death**

# The Death Toll

- 5,000 Soldiers
- 300 Men
- 3 Dukes
- 5 Counts
- 90 Barons
- 1,000 Prisoners (which was just about as bad as being dead)

The French

The English

# Stupid French Mistakes

- Calvary Against Archers
- Armoured Soldiers in Mud
- French Cross Bows in Rear



St. Crispin's Day

25 October

Battle of Agincourt





## Siege of the Port of Harfleur

- 2,000 men at arms
- 6,000 archers
- First use of cannons during a siege by the England

Most died of dysentery

# Henry's Proposal



Catherine of Valois,  
The Daughter of Charles VI

- Normand
- Touraine
- Maine
- Anjou
- Brittany
- Flanders
- Aquitaine

Her property

# Charles VI, le fou



The View of Modern  
Historians....

- ◎ Domineering
- ◎ Selfish
- ◎ Ambitious
- ◎ Sanctimonious

## 2 Goals

- Peace with England
- France

'Pure Displeasure and  
Melancholy'

Henry VI Dead



Edward King!



## **Weekly Discussion: Jake Cade and the Rule of Law.**

**Read the selected portion of Jack Cade's Proclamation of Grievances (below). Begin your discussion by exploring the following three questions. Answer Question 1 and 2 in the process of thinking critically and deeply about Question 3.**

### **Questions:**

1. What are their main complaints?
2. What complaints do they make about the King's advisors?
3. What do they say about the King's relationship to law? Does the Rule of Law apply to the King?

### **Jack Cade: Proclamation of Grievances, 1450 (Selected)**

These be the points, cause and mischiefs of gathering and assembling of us, the king's liege men of Kent, the 4th day of June the year of our Lord 1450, the reign of our sovereign lord the king 29th, which we trust to Almighty God to remedy, with the help and the grace of God and of our sovereign lord the king, and the poor commons of England, and else we shall die therefore: We, considering that the king our sovereign lord, by the insatiable, covetous, malicious persons that daily and nightly are about his highness, and daily inform him that good is evil and evil is good:

Item. They say that our sovereign is above his laws to his pleasure, and he may make it and break it as he pleases, without any distinction. The contrary is true, or else he should not have sworn to keep it.

Item. They say that the commons of England would first destroy the king's friends and afterward himself, and then bring the Duke of York to be king so that by their false means and lies they may make him to hate and destroy his friends, and cherish his false traitors. They call themselves his friends, and if there were no more reason in the world to know, he may know they be not his friends by their covetousness.

Item. They say that it were great reproof to the king to take again what he has given, so that they will not suffer him to have his own good, nor land, nor forfeiture, nor any other good but they ask it from him, or else they take bribes of others to get it for him.

Item. It is to be remedied that the false traitors will suffer no man to come into the king's presence for no cause without bribes where none ought to be had. Any man might have his coming to him to ask him grace or judgment in such case as the king may give.

Item. They say that whom the king wills shall be traitor, and whom he wills shall be not, and that appears hitherto, for if any of the traitors about him would malign against any person, high or low, they would find false many that should die a traitor for to have his lands and his goods, but they will suffer the king neither to pay his debts withal, nor pay for his victuals nor be the richer of one penny.

**Item. The law serves of nought else in these days but for to do wrong, for nothing is spread almost but false matters by color of the law for reward, dread and favor and so no remedy is had in the Court of Equity in any way.**

**Item. We say our sovereign lord may understand that his false council has lost his law, his merchandise is lost, his common people is destroyed, the sea is lost, France is lost, the king himself is so set that he may not pay for his meat nor drink, and he owes more than ever any King of England ought, for daily his traitors about him where anything should come to him by his laws, anon they take it from him.**

**HISTORY OF ENGLAND TO 1688  
MIDTERM  
L.A. BOTELHO**

**PART ONE:**

**Answer ONE of the questions listed below. Your answer should be typed, with one-inch margins and in 12 font. It should be a minimum of 6 pages long. It is worth 60% of your mid-term grade.**

*There are many things that seem to remain unchanged across the ages. One such consistent truth is that it is bad for a King to lose (such as lose at war or lose control of their barons or parliament). Why is that so? In discussing your answer be sure to consider the role of Parliament, Barons/Thengs, and the common people. Make sure that your answer incorporates examples from at least 3 time periods,*

**PART TWO:**

**Answer the following question. Your answer should be typed, with one-inch margins and in 12 font. It should be a minimum of 4 pages. It is worth 40% of your mid-term grade.**

*England slowly came under the 'rule of law'. Trace its chronology and tell me whether or not you consider it a 'good thing' for the commoners, as well as the nobles and king. Defend your position with historical examples.*