

HISTORY 110 – English History from Origins to 1603

Class #5213 A

Classroom: R310

Times: Daily 10:30-11:20

Instructor: Dr. Robert Doan

Office: B 106 #3137

E-mail: rdoan@bellevuecollege.edu

Office Hours: M/W 12-1, and by appt.

Description:

Traces the history of the British Isles from the Roman Conquest to the establishment of the nation-state under Henry VIII and Elizabeth I. Topics include life and culture in the Middle Ages, the Hundred Years' War, the rise of Parliament, and the English reformation. May be used as social science or humanities credit, not both, at BC. This class on English History will also examine the evolution of human society in England, as well as the rest of the isle of Britain, from its earliest origins (c. 5000BCE) through the reign of Elizabeth I (1603CE). The story of England involves the transition of peoples who lived in multiple small, pre-civilized societies, and endured multiple invasions by outsiders who brought civilization and new values – especially the Romans, Angles and Saxons, Vikings, and Normans – to then become one unitary kingdom with an “English” identity. It also involves the fact that other parts of Britain – Scotland and Wales – as well as Ireland and the English kings realms in France, did NOT develop that same identity. Eventually, England became the dominant economic and imperial power on the globe AFTER Elizabeth, but this class will explore how English civilization and society evolved, how its kingdom developed, and its transition from Saxon clan kingdoms, to Norman feudalism, through the Middle Ages, Renaissance and Reformation eras to the eve of its imperial age.

Outcomes: After completing this class, students should be able to:

- Analyze significant political developments, such as Magna Carta, the origins of Parliament, the development of the Irish, Scottish, Welsh, and English polity, through discussion and various kinds of writing assignments.
- Recognize the evolution of religious ideas and conflicts from the introduction of Christianity to the transformation of England, Wales, and Scotland into protestant nations.
- Describe and explain the development of a national monarch and the origins of the nation-state.4. Demonstrate the relationship between the British Isles and Europe, including the investiture Conflict, Hundred Years' War, and competition in overseas exploration.5. Explain the rise of Britain from a peripheral European power to a major European and world power.6. Demonstrate in written essay the ability to deal with primary and secondary sources by writing about an event, theme or historical problem in English history.

Additional Learning Objectives:

1. To relate and compare English developments to global ones.
2. To identify the broad themes and forces at work in English society.
3. To hone the skills of reading comprehension, clear writing, and useful note taking.
4. To advance critical thinking (including of the text, instructor)
5. To develop basic library and research skills.

Philosophy- Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available during office hours to facilitate your learning and projects, but the responsibility is yours. Finally, toleration must be observed. Viewpoints may be criticized, but criticizing individuals FOR their views (or anything else) will not. Open debate must not lead to personal attacks.

- ❖ **Academic Honesty:** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exists. A description of all such incidents shall be forwarded to the Vice President for Student Success, where a file of such occurrences will be maintained. The vice president may institute action against a student according to the college's disciplinary policies and procedures as described in the *Student Handbook*.

Plagiarism – Special Note: For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any published material without *mention of the source*) will be tolerated, and no credit will be given for any assignment in which I find it. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade.** If egregious second offense **may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this.

For a description of plagiarism see the statement by the American Historical Association
<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*)

Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:
http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm

Additionally, check out the following links to make sure there is no confusion relating to this topic:
University of Washington – Bothell Library <http://www.uwb.edu/library/guides/research/plagiarism.html>
<<http://library.csusm.edu/plagiarism/>>
<http://owl.english.purdue.edu/handouts/research/r_plagiar.html>
<http://bcs.bedfordstmartins.com/pocket5e/Player/pages/login.aspx?sViewAs=S>

Cell Phones -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class, **UNLESS** you are using them for class related purposes, in which case be prepared to share what you are gaining from it as I well may ask you to.

Americans With Disabilities Act: If you require special classroom accommodations due to disability, have emergency medical instructions, or need special arrangements for building evacuation, please tell the instructor as quickly as possible

**ONLINE PROCEDURES AND GUIDELINES
OF THE SOCIAL SCIENCE DIVISION
Revised Spring 2009**

Bellevue Community College's Affirmation of Inclusion

Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Cheating, Stealing, and Plagiarizing* and Inappropriate Behavior

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services, [link to Student Code](#).

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for

illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at landerso@bellevuecollege.edu or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

GRADING PARAMETERS:

Exams: 33% of total grade

There will be two blue-book style exams, a midterm and a final. Check the class Schedule for dates.

- Final not cumulative.
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.
- Some essay questions *may* be take home (yet to be determined)

Identification terms (“IDs”) will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMs you will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Worth about 30%-40% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth about 40% of exams (these MAY be takehome essays). There will also be several (no more than 10-12) objective questions on exams. Worth about 20% of exams.

Make-up exams or quizzes **will not** be given *except* under certain circumstances. Students who must miss an exam or quiz because of illness or family emergency **must leave me an email or phone message PRIOR to or ASAP after the exam or quiz.**

Quizzes: 30% of total grade

There will be three quizzes based on readings and lectures. Same parameters on make-ups as with exams. Quizzes will be a combination of objective questions (T/F and matching mostly), usually between 10-15 total, a handful of map questions, as 2 or so IDs (see exams).

Synopsis Homework 12% of total grade

This is an assignments that requires finding and reading relevant materials from text (and perhaps beyond) and then writing brief synopsis and interpretation of what you have read.

- Synopsis questions will be handed out throughout quarter.
- You are only required to turn in **two**, one before Midterm and one after.
- Different groups will be assigned different sets of questions with different due dates.
- Questions will be based on textbook and document readings.
- For full credit all **MUST** be turned in *by due date*. Late papers will be accepted but with progressive late deductions, and only for one week.
- Each should be 1-2 pages (don't go over 2!) **No single spacing or less than 11' font.**
- Must be as grammatically correct and understandable as possible.
- MUST include **internal citations**, at least 3, of which 2 min. from the text(s).
- Be prepared to share your information in class

Class Participation: 10% of total grade

There will be regular discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. Terms and questions will be the basis for many discussions. You are expected to come to class familiar with and ready to discuss them, and may involve graded writings to be submitted for group credit, and/or whiteboard work. To do well you obviously must attend the classes.

***Required:** Come to meet with me in my office during first two weeks of quarter, in small groups (I will pass out a schedule sheet for those interested) to discuss course parameters.

Paper/Presentation: 15% of total grade

You will write, IN PAIRS, a paper and give a class presentation on a topic of your choosing related to class – anything related to Britain in the eras we will discuss. It should be a narrow research topic. Lists and explanations of possible topics will be passed out a few weeks into quarter. All will be due during last week of class (This is SEPARATE from final exam). There also will be periodic due dates for topics, drafts, and commenting on the drafts of others. See syllabus for due dates. Preliminary tasks are worth collectively 15% of the assignment grade. You MAY opt to give an in depth presentation (c. 12-15 minutes) worth 60% of grade AND a *detailed* outline of what you researched worth 40%. For all others the paper is worth 70% of grade, and your short (c. 4-7 minutes) talk on what you wrote on, worth 30%.

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources and a bibliography of 3+ sources.
- MUST have at least 6 internal citations from you three sources, of which text book and Wikipedia do NOT count.
- Grammar and spelling count, as do organization and clarity.
- You are REQUIRED to come visit me in my office to discuss this paper at least once

Extra Credit:

The **only** extra credit allowed is a third synopsis (or similar. All need to be cleared by me first) These *may* (no promises) raise your final grade one notch (3.5 to 3.6).

Grading Overview: The individual portions of grading include the following:

| | |
|-------------------------------------|-------------|
| Exams ----- | 33% |
| Quizzes ----- | 30% |
| Paper/Presentation----- | 15% |
| Synopsis ----- | 12% |
| <u>Discussion/Participation ---</u> | <u>10%</u> |
| | 100% |

BOOKS: A History of Britain: At the Edge of the World 3000CB-AD1603:

978-0-786-886562 Simon Schama. Hyperion, NY

1215: The Year of the Magna Carta Danny Danziger and John Gillingham

978-0-743-25778-7 Touchstone

Kings and Queens of England and Scotland

9780756688936

DK

Plantagenet Somerset Fry

List of Weekly Readings, Topics, and Assignments (subject to adjustments)

T: = Schama text, K/G = Kings and Queens book, and MC = 1215 Magna Carta book

Italics = due dates related to Research Paper

| Week of | Topics | Readings | Assignments |
|--|--|--|--|
| Sept. 22-26 | English Prehistory and Roman Era | T: to p. 43 + Handouts | <u>Get books and read</u> |
| Sept. 29-Oct.3 | Anglo-Saxon England | T: Rest of Ch. 1, and to p. 76 K/Q: pp.6-13 | <u>Group 1 Synopsis – 9/30</u> <u>Group 2 Synopsis – 10/3</u> |
| Oct.6-10 | Norman Conquest and Effects | T: Rest of Ch. 2 K/Q: pp. 14-17 | <u>Quiz 1 – 10/10</u> <u>Group 3 Synopsis – 10/7</u> |
| Oct. 13-17 | Plantagenet Kings, Henry II and Beckett | T: Ch. 3 to p. 156 K/Q: pp. 18-24 | <u>Group 4 Synopsis – 10/14</u> <u>Group 5 Synopsis – 10/17</u> |
| Oct. 20-24 (no class 10/22) | John and Age of Magna Carta | T: Rest of Ch. 3 K/Q: pp. 25-6 MC: Chs. 1-5, 10? | <u>Quiz 2 -- 1/23</u> <u>Group 6 Synopsis – 10/21</u> <i>Pairs to me</i> |
| Oct 27-31 | Medieval England | MC: Rest | <u>Midterm Exam – 10/30</u> <i>Topics to me</i> |
| Nov.3-7 | Crisis of 1258, Conquests of Wales and Scotland | T: Ch 4 to p. 209 K/Q: 27-28, 54-59 | <u>Group 1 Synopsis – 11/4</u> <u>Group 2 Synopsis – 11/7</u> |
| Nov.10-14 (no class 11/11) | 1300s: Scottish Wars, Famine, Plague, and Peasants Revolt | T: Rest of Ch. 4, Ch. 5 to p. 258 K/Q: pp. 29-31, 60-61 | <u>Quiz 3 – 11/14</u> <u>Group 3 Synopsis – 11/12</u> <i>Have met with me</i> |
| Nov. 17-21 | 1400s to 1530: Era of War of Roses, 100 Years War, Henry 7 th and Henry 8 th | T: pp. 260-73, Ch. 6 to p. 305 K/Q: pp. 32-49, 61 | <u>Group 4 Synopsis – 11/18</u> <u><i>Drafts Due – 11/20</i></u> <u>Group 5 Synopsis – 11/21</u> |
| Nov.24-26 | English Reformation and Elizabeth's Reign | T: Rest of Ch. 6, Ch. 7 to p. 365? K/Q: 50-53, 63 | <u><i>Drafts Back – 11/24</i></u> <u>Group 6 Synopsis 11/26</u> |
| Dec.1-5 | More on Elizabeth, Presentations | T: Rest of Ch. 7 | <u>Papers Due 12/3</u> <u>Presentations – 12/4-5</u> |
| Dec. 10 | | | <u>FINAL</u> |

