

HIS 234: Tudors and Stuarts, 1485-1707
Tuesday, Thursday 09:30AM - 10:50AM, Noyce 1302.

Instructor: Dr. Aysha Pollnitz
Mears 210, Pollnitz@grinnell.edu, (641) 269-9521
Office hours T 4:15-6:15pm

Peer Mentor: Emma Friedlander
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Office hours TBA



George Vertue, “Regia familia”(1737), Line Engraving after Remigius van Leemput (1667), after Hans Holbein the Younger’s Whitehall Mural (1537)

Course Description:

Not only were Tudor and Stuart monarchs some of the most intriguing characters to walk on the world’s stage, but their reigns heralded a series of radical changes in British and Irish political,

religious, economic, and cultural life. Indeed the only constant attendant on these kings and queens was controversy. The English and Scottish churches broke from Rome and developed distinct theological and political characters, yet many subjects resisted calls for doctrinal conformity. Rulers claimed that their powers were imperial, absolute and, after the commonwealth period, constitutional. Three were deposed and two were executed. Three distinct polities came under one crown but their subjects debated the politics of formal union. We will explore the currents which transformed England, Scotland, and Ireland in this period, and which would subsequently shape the political life and denominational diversity of the modern, Anglophone world.

In addition to introducing students to significant historiographical debates in early modern British history, this course will examine a variety of primary source material: printed and archival documents, iconography, architecture, portraiture, and sermons.

Key Themes:

Personalities and politics, crisis of monarchy, republicanism, sex, gender and power, civil war, counsel, public sphere and news media, religious reformations, radicalism, confessionalization, relationships between the three kingdoms.

Set Texts:

Primary:

Newton Key and Robert Bucholz (eds), *Sources and debates in English history, 1485-1714*, second edition (Malden: Wiley-Blackwell, 2009). ISBN-10: 405162767. If you’re buying a second-hand copy please make sure that it is the *second edition*. Hereafter cited as Key.

Mark Kishlansky, *A Monarchy transformed: Britain 1603-1714* (London: Penguin, 1996). ISBN-10: 0140148272. Hereafter Kishlansky.

Other primary and secondary readings on the syllabus may be found: via named database (such as JSTOR) or on the P-Web site.

Additional Resources

There are useful essays, lectures and discussions on:
www.tudors.org/

There are some brilliant podcasts on events like the Field of the Cloth of Gold, the Dissolution of the Monasteries, the Pilgrimage of Grace, the Spanish Armada, the death of Elizabeth I, The Gunpowder Plot, Cromwell, The Restoration, and the Fire of London on:

<http://www.bbc.co.uk/radio4/features/in-our-time/archive/history>

Course Objectives

This class is an opportunity to become an historian of Tudor and Stuart Britain. By the end of the semester you should be able to:

- Synthesize historical material about England, Scotland, and Ireland between 1485 and 1707
- Develop and articulate an argument or claim as a response to an historical question
- Examine a variety of primary sources critically and use them to provide evidence for arguments
- Analyze a primary source in its historical context
- Evaluate secondary sources critically and use them to frame arguments
- Identify and evaluate an historical debate
- Research the biography of an early modern courtier and identify their role in Elizabethan political, religious, and/or cultural life
- Create a presentation in a small group to meet a deadline
- Communicate effectively in a small group
- Compose written and verbal assignments in clear, concise, specific, and grammatically correct English to set out arguments and the supporting evidence for them persuasively
- Revise a task in response to feedback
- Apply appropriate forms of historical citation thoroughly and consistently in written work

Writing Support

As may be seen from the course objectives, the study of history will develop your communication skills. To assist with writing, in particular, this course will include two resources above and beyond the usual support for writing, which may be found during instructor office hours and at the Writing Center.

1. In-class workshops. Before most assignments are due, we will have a session dedicated to workshopping your draft. You are required to bring your draft with you to class on these days.
2. Writing Mentor. Emma Friedlander is an experienced Writing Mentor who has agreed to work with us this semester. She will be in class frequently and will run office hours prior to assignment deadlines that all students may attend to improve their performance. In addition, following each assignment, up to 10 students will be selected and required to meet with Emma to work on their *next* assignment.

Students with disabilities

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702) [wilkeaut@grinnell.edu] and discuss your needs with her. Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations. All discussions will remain as confidential as possible.

Observance of Holy Days

I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first three weeks of classes so that we may reach a mutual understanding of how you can meet the terms of your religious observance and also the requirements for this course.

Extensions

Each student may have *one 24 hour extension* on an individual writing assignment this semester. Send me an email requesting the extension and I shall grant it automatically and without regard to cause. This 24 hour period may not be broken into shorter extensions on multiple assignments nor may it be taken on group assignments. Otherwise, any request for an extension must be accompanied by *documented evidence of significant hardship or illness*. One transferable skill you will be practicing this semester is to work independently and with others to meet hard deadlines. Generally, late assignments, submitted without an extension, will be penalized one-third of a grade per day. The Final Essay will be penalized one full grade for every day it is late.

Plagiarism

Unless it is explicitly stated in the assignment sheet, all written work and verbal presentations for this course must be entirely your own work. Please feel free to discuss the class and your reading and research with others—in fact do discuss these things with others since this will improve your understanding of the material—but you should compose your assignments alone.

I take plagiarism very seriously. It is an act of intellectual dishonesty which shows a lack of respect for your peers, other historians, and Grinnell College. The most frequent types of plagiarism detected in HIS 234 have been: copying and pasting from internet sources, including Wikipedia; inadequate citation. You should read Grinnell's policy on Academic Honesty before submitting any written work for this course. In addition I have included a document on Plagiarism in the "Assignments" section of our course website which identifies four types of plagiarism and defines the term "common knowledge" for HIS 234.

Classroom Etiquette

Conduct yourself so as to enhance others' ability to learn. This means you should: show up on time and not leave early; follow instructions the first time they are issued; maintain good standards of personal hygiene; listen to other people respectfully; turn off your phone and put it in your bag—no ring-tone or vibrations; contribute to class discussion.

If you are ill, consider whether you should come to class or not. If you have symptoms that seem likely to spread the germ, stay home. If you have symptoms that seem likely to disrupt the lesson, stay home. Note that you have 2 flexi-days this semester that you can use if you fall ill.

Be well rested. A student who falls asleep in class distracts her or his peers.

Bring those things with you to class that you need to learn. This means you should bring your preparatory reading, pens/pencils and paper.

Show respect for your instructor, peers, and the people who are paying to send you to college. Do not use your laptop or phone in class for non-course related activities.

Check your Grinnell email address at least once a day. This is the main mechanism that faculty and college administrators use to communicate with you.

Write respectful emails at college. Typically they should begin "Dear Professor X". Apart from other considerations, you are more likely to get what you want from people if you approach them in an appropriate manner.

Assessment

Attendance and participation (20%)

Attendance is compulsory. I will take a class roll at the beginning of every session. You may take two flexi-days over the course of the

semester without penalty or notice unless you are scheduled to perform an assessment task in class. Otherwise please contact me to explain the reason for your absence. I may ask you to provide supporting documentation. *If you know that academic, sporting, debating, cultural, military, familial, or religious obligations are likely to intrude on class time, you must come and see me with your schedule during the first two weeks of semester.*

Three or more unexplained absences will result in the reduction of your attendance and participation grade. In addition, five or more absences over the semester will result in overall failure in the course.

You are expected to participate actively in class discussions and activities. Not only will this help you to digest course content and develop analytical and speaking skills but it will make class more enjoyable. To participate actively you will need to prepare for each class by doing the set reading. Annotate it or make notes as you go. I have tried to contain it to a manageable amount for each class. You will also find that you are reading more quickly as semester goes on. Embrace this development.

Short-answer questions due 2/10 (10%)

Compose short paragraphs by way of response to five of the ten questions set on the first two weeks of course material. 2-3 pages in total. 12pt TNR font, 2 line spacing. Please see P-Web assignment sheet for further details.

Primary source analysis due 3/2 (15%)

Submit an analysis of one significant primary source you have encountered in this course. The object of this assignment is to develop skills in examining and interpreting primary source material, which is the foundation of the historian's craft. The analysis should be 4 pages + bibliography (12 pt TNR font, 2 line spacing). You should use those readings which have been set for class to complete the assignment. You may research two additional secondary sources to aid you in your analysis. Please see the P-Web assignment sheet. There is also a model primary source analysis on Pioneer Web to guide you. It was written by an anonymous undergraduate and I have annotated it to draw your attention to some of its impressive

qualities. Format according to the course *Style Guide* on P-Web. Footnotes and bibliography required.

Tudor Court in 1597 on 3/17 and Research and rehearsal log due 3/18 (15%)

We will recreate an evening's entertainment, discussion, and debate at the late Elizabethan court. You will research, rehearse and then play a part, such as the queen, the Earl of Essex, one of the Lord Chamberlain's men, Francis Bacon, Robert Cecil, Edmund Spenser, a musician, a court lady, or the Scottish ambassador. Submit a (3-4 page, 12pt TNR, 2 line spacing) log describing your research and/or rehearsals. See the P-Web assignment sheet for further details.

Group Presentations: Civil Wars, 4/21 (10%)

The class will be broken into five groups. Each group will prepare and present a 12-15 minute examination of an aspect of the civil wars which raged in the three kingdoms between 1639 and 1651. See the P-Web assignment sheet for further details.

Final Essay (30% in total)

This is a two-step assignment. You may select your essay topic from a list of questions with bibliographies or you may develop your own topic in consultation with me.

a) Partial draft assignment, due 5/6 (10%)

This is an opportunity to present the introduction, central argument and some analysis which you intend to use in your final essay and to receive feedback on it (5-6 pages 12pt TNR font, 2 line spacing). Format according to the course *Style Guide* on P-Web. Footnotes and bibliography required. Consult P-Web assignment sheet for further details.

b) Finished Essay, due 5/18 (20%)

12-15 pages + bibliography 12pt TNR font, 2 spaces. Format according to the course *Style Guide* on P-Web. Footnotes and bibliography required. Please consult P-Web assignment sheet for further details.

Class Schedule:

Week I: Worlds of the Tudors and Stuarts

1/26: Tudors and Stuarts: Personalities and politics

1/28: Social and Political Contexts [24 pages]

Read Primary: 1.1 Sir Thomas Smith, *De Republica Anglorum* (1565, pr. 1583) in Key, pp. 2-5 and on P-Web.

Read Secondary: Mark Nicholls, "Sixteenth-century England", in *A History of the modern British Isles, 1529-1603* (Oxford: Blackwell, 1999), pp. 1-21, P-Web

Week II: The Rise of the Tudors

2/2: The Victory of Henry VII [21 pages]

Read Primary (also on P-Web):

2.3 Philippe de Commines, *Memoirs* (1489-96) in Key, p. 27

2.6 Richard III's Proclamation against Henry, earl of Richmond (1485) in Key, pp. 29-30

2.7 Henry, earl of Richmond's speech to his army (1485?) in Key, pp. 30-31

2.8 Polydore Vergil, *Anglica historia* (c.1513, pr. 1534) in Key, pp. 32-33

View: frontispiece to Edward Hall's *Union of the two noble and illustre famelies* (1550) in Key, p. 23

Read Secondary: John Guy, *Tudor England* (Oxford: Oxford University Press, 1990), pp. 1-15. P-Web.

2/4: Henry VIII: Renaissance King and his counsellors

Read Primary:

Thomas More, "On the coronation day of Henry VIII", in *The Complete works of Thomas More: Volume 3 Latin poems*, ed.

Clarence H. Miller et al (New Haven: Yale University Press, 1984), P-Web

[Erasmus], *Julius excluded*, in *Collected works of Erasmus: Literary and Educational Writings 5*, ed. A. H. T. Levi (Toronto: Toronto University Press, 1986), p. 189, P-Web

2.13 Venetian Ambassador Sebastian Guistiniani's Report on Cardinal Wolsey (1519) in Key, pp. 37-38

2.14 John Skelton, "Why come ye not to court?" (1522, pr. 1568) in Key, pp. 38-39

2.15 Articles against Wolsey (1529) in Key, pp. 39-40

Eric Ives, "Henry VIII: The Political perspectives", in *The reign of Henry VIII: Politics, policy, and piety* ed. Diarmaid MacCulloch (Houndmills: Macmillan, 1995). P-Web

Week III: Royal Supremacy

2/9: Short Answers to Questions Workshop

Bring drafts of your Short Answers to Questions assignment.

2/10 Short Answers to Questions due in hard copy to Mears front desk by 4pm

2/11: Break with Rome and Royal Supremacy

View Primary:

The Byble in Englyshe that is to saye the conte[n]t of al the holy scripture, both of ye olde, and newe testame[n]t (London: Edward Whytchurche, 1540) STC 2070, Frontispiece. P-Web

Read Secondary: Aysha Pollnitz, "Erasmus' Christian Prince and Henry VIII's royal supremacy", in *Princely education in early modern Britain* (Cambridge: Cambridge University Press, 2015), pp. 106-138. P-Web.

Week IV: Religious Reform

2/16: Debating the Fall of Anne Boleyn

Read Secondary (tackle one):

Greg Walker, "Rethinking the fall of Anne Boleyn", *Historical Journal*, 45:1 (2002): 1-29. P-Web.

George Bernard and Eric Ives, "The Fall of Anne Boleyn reconsidered" and "A Rejoinder", *English Historical Review* 107 (1992): 651-674. P-Web

Retha Warnicke, "The fall of Anne Boleyn revisited", *English Historical Review*, 108 (1993): 653-65. P-Web.

2/18: Edward VI, the new Josiah [c.4 pages]

Read Primary:

3.13 Cranmer's Answer to the fifteen articles of the Devon rebels (1549) in Key, pp. 65-68

5.8 Depositions taken before the mayor and aldermen of Norwich after Kett's rising (1549-50), in Key, pp. 117-19

Week V: Mid-Tudor Crisis

2/23: Mary I: A Counter-Reformation?

In-class footnoting exercise. You must bring primary and secondary sources with you.

Read Primary:

3.1 "The State of Melford Church... as I, Roger Martyn, Did know it", in Key, pp. 50-51.

3.14 Robert Parkyn's Narrative of the Reformation c.1555 in Key, pp. 68-70.

3.16 Report on Marian persecution to Philip of Spain from Simon Renard at London (1555), in Key, p. 71

3.17 Foxe's Account of the death of Bishops Latimer and Ridley in 1555 (1570), in Key pp. 71-3

Secondary: Eamon Duffy, "Mary", in *The Impact of the English Reformation, 1500-1640* (London: Edward Arnold, 1997), pp. 192-234 on P-Web

2/25: The Monstrous Regiment of Maries: Mary I, Marie de Guise and Mary, Queen of Scots

Read:

John Knox, *The First Blast of the Trumpet against the monstrous regiment of women* (Geneva: J. Poullaine and A. Rebul, 1558) STC 15070. Look at the following: fols 9r-v (images 9-10); fol. 15r (image 15); fol. 22v (image 23); fols 27r-28r (images 27-28). P-Web

John Aylmer, *True Haborrowe for Faithfull and Trewe Subjects, against the late blowne Blaste, concerninge the Government of Wemen, wherin be confuted all such reasons as a stranger of late made in that behalfe, with a breife exhortation to obedience* (Strasburg, 1559) STC 1005, sigs. B3^a (image 7), D2^a-D3^a (images

14-15), H2^a-H3^a (images 30-31), I2^b- I3^b (images 35-36), M1^{a-b} (images 44-45) and N2^{a-b} (images 49-50). P-Web.

Read Secondary: Anne McLaren, "Delineating the Elizabethan body politic: Knox, Aylmer and the definition of Counsel 1558-88", *History of Political Thought*, 17 (1996): 224-52. P-Web

Week VI: Carping at Queens

3/1: Primary Source Analysis Workshop

Bring drafts of your primary source analysis to class.

3/2: Primary source analysis due in hard copy to Mears front desk by 4pm

3/3: Reformation and Deposition of Mary Queen of Scots

Read Primary:

George Buchanan., George Buchanan, *Ane detectioun of the duinges of Marie Quene of Scottes* ([London]: John Daye, 1571); STC 3981, selected pages. P-Web

Read Secondary: Cathy Shrank, "'this Fatall Medea,' 'this Clytemnestra': Reading and the Detection of Mary Queen of Scots". *Huntington Library Quarterly*, 73.3 (2010): 523-541. P-Web.

Week VII: Elizabeth I

3/8: Thursday October 2: Tuesday September 30: The Elizabethan Church Settlement and its Critics, 1559-1585 [28 pages]

Read Primary:

3.18 Elizabethan Injunctions (1559), in Key, p. 74

4.11 John Field and Thomas Wilcox, *An Admonition to the Parliament* (1572), in Key pp. 92-3.

4.12 Archbishop Whitgift on Puritans (1574), in Key, pp. 93-4.

4.13 Archbishop Grindal to Elizabeth on Propheysings (1576) in Key, pp. 94-5.

4.14 Elizabeth to the Bishops on Propheysings (1577), in Key, p. 96

Read Secondary: Peter Lake and Michael Questier, "Puritans, Papists, and the 'public sphere' in early modern England: The

Edmund Campion affair in context”, *Journal of Modern History*, 72:3 (2000): 587-627

3/10: The Monarchical Republic of Elizabeth I

Read Primary:

Bond of Association (1584), modern spelling, transcribed from British Library MS Cotton Caligula C. IX, fol. 122r-v. P-Web
Elizabeth I’s Speech from the closing of parliament, 29 March 1585, from British Library Additional MS 15891 fol. 148r-v. P-Web
4.5 Elizabeth’s reply to the House of Commons’s demand for the execution of Mary Queen of Scots (1586) in Key, pp. 83-84

Patrick Collinson, “The Monarchical republic of Queen Elizabeth I”, *Elizabethan essays* (London, 1994), pp. 31-57. P-Web

Week VIII: The Nasty Nineties

3/15: The Tudor Court Workshop

Bring those things to class that you need to work independently and/or with your peers on your part in the 1597 court entertainment.

3/17: The Tudor Court in 1597 (15%)

In this class we will recreate an evening’s entertainment, discussion and debate at the late Elizabethan court. Please see assignment sheet for further information.

3/18: Submit Court Logs in hard copy by 4pm to the front desk of Mears

SPRING BREAK

Week IX: Stuart Struggles for Authority

4/5: England, Scotland, and Ireland in 1603:

Rory Rapple, “Brinkmanship and bad luck: Ireland, the Nine Years’ War and the succession”, in *Doubtful and dangerous: The question of succession in late Elizabethan England*, eds Susan Doran and Paulina Kewes (Manchester: Manchester University Press, 2014), ch. 12

4/7: James VI and I’s ‘free’ monarchy [20 pages]

Read Primary:

- 6.1 James VI and I, *Trew law of free monarchies* (1598), in Key, pp. 137-39
- 6.2. Apology and satisfaction of the commons (1604), in Key, pp. 139-40
- 6.3 Anthony Weldon, *Character of James I* (pub. 1650), in Key, pp. 140-41
- 6.4 Robert Filmer, *Patriarcha*, (c. 1630), in Key, pp. 141-42

Read Secondary: Kishlansky, pp. 72-88.

Week X: Road to the Civil Wars

4/12: The Personal Rule Charles I, 1629-1637 [15 pages]

- 6.17 King v John Hampden, Case of Ship Money (1638), in Key pp. 159-60

Read Secondary: Kishlansky, pp. 113-25

4/14: The Escalation of Religious Controversies, 1603-1638 [13 pages]

Read Primary:

- 6.6 Sir Robert Harley, ‘Character of a Puritan’ (c.1621) in Key, pp. 144-45.
- 6.7 John Earle, ‘Character of a She-Puritan’ (1628), in Key, p. 145.
- 6.8 Charles I’s Declaration to his Subjects concerning lawful sports to be used (1633) in Key, pp. 145-46.
- 6.9 Henry Burton, *A Divine Tragedie lately Acted* (1636), in Key, pp. 147-48
- 6.10 Debates in the House of Commons (1621), in Key, pp. 148-9
- 6.16 Sentence and punishment of Prynne, Burton and Bastwick (1637), in Key, pp. 158-9

Read Secondary: Kishlansky, pp. 126-33

Week XI: Civil Wars

4/19: The Outbreak of War [30 pages]

Read Primary:

- 7.1 Walter Balcanquhall, *A Large declaration concerning the late tumults in Scotland* (1639) in Key, pp. 171-2.

7.2 The Covenanters and the King at camp before the Pacification of Berwick (1639), in Key, pp. 172-5

7.3 Heads of the causes which moved the Northern Irish and Catholics of Ireland to take arms (Oct, 1641) in Key, pp. 175-6

6.18 Petition Accompanying the Grand Remonstrance to Charles I (Oct, 1641), in Key pp. 160-3.

6.19-20 Nineteen Propositions and the King's Answer (1642), in Key, pp. 163-67.

Read Secondary: Kishlansky, pp. 134-50

4/21: Aspects of the Civil Wars, Group Presentations (10%)

Week XII: Leviathan

4/26: Regicide, Republic, *Leviathan*

Read Primary:

7.12 King Charles's refusal to plead at his trial (1649), in Key, pp. 192-93.

Thomas Hobbes, *Leviathan* (1651), ed. Richard Tuck (Cambridge, 1996), selected pages. P-Web.

4/28: Restoration, war, and trade

Read:

8.1 Charles II, Declaration of Breda (1660), in Key, pp. 208-10
Michael Braddick, "Rise of the fiscal state", in *A Companion to Stuart Britain*, ed. Barry Coward (Chichester: Wiley-Blackwell, 2009), pp. 69-87.

Week XIII: News and Exclusion

5/3: News and Exclusion

8.7 MPs discuss how to secure the kingdom against popery and arbitrary government (1680), in Key, pp. 219-23.

8.8 Excerpts from newsletters sent to Richard Newdigate, Sir Leoline Jenkins, and Sir Richard Bulstrode (1675-84) in Key, pp. 223-6

8.9 Whig and Tory Newspapers (1679-82), in Key, pp. 226-8

8.10 John Rouse at his execution (1683), in Key, pp. 228-29

Mark Knights, *Representation and Misrepresentation in Later Stuart Britain: Partisanship And Political Culture* (Oxford: Oxford University Press, 2005), excerpts, P-Web.

5/5: Glorious Revolution?

Read Secondary: Kishlansky, pp. 263-86

5/6 Partial Draft due

Week XIV: Three Kingdoms

5/10: Toleration and Union

Read Secondary: Kishlansky, pp. 287-311

5/12: Essay Workshop

5/18: Final Essay due by 5pm