

1.) DATE: 9/25/19	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: HIS Number: 251 Title: History of England to 1700 Credits: 3	
<p>CROSS LISTED WITH:</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: .</p>	
4.) COMMUNITY COLLEGE INITIATOR: STEVEN LURENZ PHONE: 480-461-7990 EMAIL: slurenz@mesacc.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
<p>MANDATORY REVIEW:</p> <p><input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).</p> <p>POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</p>	
<p>AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.</p>	
<p>5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</p> <p><u>Core Areas:</u> Humanities, Arts and Design (HU) <u>Awareness Areas:</u> Select awareness area...</p>	
<p>6.) REQUIRED DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Cover Form</p> <p><input checked="" type="checkbox"/> Course Syllabus</p> <p><input checked="" type="checkbox"/> Course Description</p> <p><input checked="" type="checkbox"/> Criteria Checklist for the area</p> <p><input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books</p>	
<p>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</p> <p><input checked="" type="checkbox"/> DECHST prefix <input type="checkbox"/> Elective</p> <p>Current General Studies designation(s): HU, H</p> <p>Requested Effective date: 2019 Spring Course Equivalency</p> <p>Guide Is this a multi-section course? Yes</p> <p>Is it governed by a common syllabus? Yes</p>	
<p>Chair/Director: TY WELBORN, HISTORY IC CHAIR</p> <p align="right">Chair/Director Signature: _____</p>	

AGSC Action: Date action taken:

Approved Disapproved

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p>	<p>Syllabus weeks 1-2,5,10-11,13-15. Textbooks "Roman Britain" Ch.1,2,3 "The Anglo-Saxon Age" Ch. 1,3 ""Medieval Britain Ch. 3 "The Tudors" Ch. 3 Competencies 2,3,4,11 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</p>	<p>Syllabus Weeks 3-5, 10-11, 13-14 Textbooks "The Anglo-Saxon Age" Ch. 2,3,7 "Medieval Britain" Ch. 2,8 "The Tudors" Ch. 3. Competencies 4,5,7,11,12 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</p>	<p>Syllabus weeks 1-2, 5-7, 14-15. Textbooks, "Roman Britain Ch. 1,3 "The Anglo-Saxon Age" Ch. 2,4,5,6 "Medieval Britain Ch. 2,5,6,8 "The Tudors" Ch. 4,7. Competencies 1,2,3,6,11 supplemental materials, Unit</p>

ASU - [HU] CRITERIA			
			discussions, microteach and Journals. (see syllabus)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>Syllabus weeks 1-2,4-5,7-8,11-12,13-15. Textbooks: "Roman Britain" ch. 1-2-3. "The Anglo-Saxon Age" ch. 1-2-3. "Medieval Britain" ch. 3-4&6. "The Tudors" ch. 1-2-3. Competencies 2,3,5,7,11,12 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)</p>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. Concerns the analysis of literature and the development of literary traditions.</p>	<p>Syllabus weeks 3, 5-6,7, 11, 14-15. Textbooks: "Roman Britain" ch. 3, "The Anglo_saxon Age" ch. 2&5, "Medieval Britain" ch. 2-3, 5 & 8, "The Tudors" ch. 2&7. Competencies 4,5,9,11,12 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)</p>

ASU - [HU] CRITERIA	
	THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:
	<ul style="list-style-type: none">• Courses devoted primarily to developing skill in the use of a language.
	<ul style="list-style-type: none">• Courses devoted primarily to the acquisition of quantitative or experimental methods.
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.

Course Prefix	Number	Title	General Studies Designation
HIS	251	History of England to 1700	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	This course examines the development of English civilization from the Neolithic Age to the Elizabethan Age, a period that saw the building of Roman Britain, the invasion of the Anglo-Saxons and Vikings, the building of the English kingdom during the Medieval period, and the revolution of the English Reformation during the Tudor Dynasty.	Syllabus weeks 1-2,5,10-11,13-15. Textbooks "Roman Britain" Ch.1,2,3 "The Anglo-Saxon Age" Ch. 1,3 ""Medieval Britain Ch. 3 "The Tudors" Ch. 3 Competencies 2,3,4,11 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)
Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	The course's focus on English history requires an examination of the English literary tradition, both in terms of how it shaped England and in terms of the insights it offered into the English past.	Syllabus Weeks 3-5, 10-11, 13-14. Textbooks "The Anglo-Saxon Age" Ch. 2,3,7 "Medieval Britain" Ch. 2,8 "The Tudors" Ch. 3. Competencies 4,5,7,11,12 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)
Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	The study of the English past requires consideration of human thought especially in the area of philosophical/ religious systems of thought. The beginnings with Stonehenge erected to ancestor worship to magical healing properties. With Constantine England converted to Christianity with the building of churches. Impact of religious thought of the Lollards and Protestantism starting with Henry VIII and the English Reformation .	Syllabus weeks 1-2, 5-7, 14-15. Textbooks, "Roman Britain Ch. 1,3 "The Anglo-Saxon Age" Ch. 2,4,5,6 "Medieval Britain Ch. 2,5,6,8 "The Tudors" Ch. 4,7. Competencies 1,2,3,6,11 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)

<p>Concerns the analysis of literature and the development of literary traditions.</p>	<p>The course looks at the thinkers and writers who created an island of literacy. The development of literary traditions begins with Venerable Bede, "Beowulf", Domesday Book, Chaucer to Shakespeare all who helped to build the English identity.</p>	<p>Syllabus weeks 4-6, 10-12, 14-15. Textbooks, "The Anglo-Saxon Age" Ch. 3,6,7 "Medieval Britain Ch. 1,6,8 "The Tudors" Ch. 6,7. Competencies 3,4,5,9, 11 supplemental materials, Unit discussions, microteach and Journals. (see syllabus)</p>
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History of England to 1700

Course: HIS251	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2014 Spring	Course Type: Academic
Final Term: Current	Load Formula: S

Description: History of England to 1660. Analysis of the major political, cultural, social, and intellectual, and social factors in English historical development from its earliest times till 1660.

Requisites: None.

Course Attributes:

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

MCCCD Official Course Competencies

1. Identify and apply names and terms commonly utilized in the study of the early period of English history (I, II, III, IV)
2. Describe the role of the Celtic people in the development of the British Isles (I, III)
3. Describe the role of the Anglo-Saxons and the Danes in the development of early England (I)
4. Describe the changes which took place in Britain as a result of the Norman Conquest (II)
5. Describe the role of the common people during the Norman era in England (II)
6. Locate on the map and describe the various geographic features and their impact on the development of the British Isles (I, II, III)
7. Describe the development of the English constitutional system during the early period of English history (II, III, IV)
8. Describe the forces which impacted the development of the Hundred Years war (III, IV)
9. Describe the causes, events, and results of the Hundred Year war (III, IV)
10. Describe the causes, events, and results of the War of the Roses (III, IV)
11. Describe the factors involved in the Protestant reformation in England (IV)
12. Describe the changes which took place in government and society during the early Tudor era (IV)

MCCCD Official Course Outline

- I. Pre-Norman Britain
 - A. The land
 - B. The peoples
 1. The early inhabitants (Windmill Hill Beaker people)
 2. The Celts
 3. The Romans
 - C. Anglo-Saxon Britain
 1. The invasions
 2. Anglo-Saxon
 3. The christian missionaries

4. Origins of political unity
 5. Offa
 6. The Danes
 7. King Alfred
 8. Re conquest of the Dane law
 9. The height and decline of English monarchy
 10. King Canute (1016-1035)
- II. The Norman/Angevim era
- A. The Norman conquest
 1. Background
 2. Duke William
 3. The eve of the conquest
 - B. Norman England
 1. The invasion
 2. Feudalism
 3. The peasant, village, and manor
 4. The Domesday book
 - C. Norman kings of England
 1. Norman monarchy
 2. William II Rufus (1087-1100)
 3. Henry I (1100-1135)
 4. Stephen (1135-1154)
 - D. The Angevin empire
 1. Henry II (1154-1189)
 2. Henry II (cont.)
 3. Legal reform
 4. The Angevin empire
 5. Richard I (1189-1199_
 6. John I (1199-1216)
- III. Development of the English state
- A. The 13th Century
 1. Henry III (1216-1272)
 2. Simonda Montfort
 3. Edward as Prince
 4. England in the 13th Century
 - B. The later Middle Ages (1272-1485)
 1. Government-the King`s law
 2. The King`s ministers
 3. War and finance
 4. Law and warfare
 5. Parliament
 - C. England and the Celtic lands
 1. The conquest of Wales
 2. The Scot`s wars of independence
 3. Ireland
 - D. Politics of England under the three Edwards
 1. Edward I and England to 1294
 2. Edward I and the war with France
 3. Edward I and England (1294-1307)
 4. Edward II and the minority of Edward III (1307-1330)
 5. Edward III and the Hundred Years war (1330-1361)

- 6. Edward III and England to 1361
 - E. The Hundred Years war and the War of the Roses
 - 1. The Age of John of Gaunt
 - 2. Richard II
 - 3. Henry IV
 - IV. The Tudor era
 - A. The Hundred Years war (1361-1453)
 - 1. England and France (1361-1413)
 - 2. The English conquest of Normandy (1413-1422)
 - 3. English power in France (1422-1453)
 - B. Rise of the House of Tudor
 - 1. Origins of the Tudor line
 - 2. Henry Tudor's rise to power
 - C. Henry VIII
 - 1. The early years
 - 2. The great cardinal
 - 3. Henry and his wives
 - D. Era of the little Tudors
 - 1. The reign of Edward VI
 - 2. Protestant changes
 - 3. The reign of Mary Tudor
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MCCCD Governing Board Approval Date: **9/27/1994**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Course Syllabus

Course Title: History of England 251 (Prehistoric - Tudor)

Credit Hours: 3.0

Course Prerequisites: Honor Program

Instructor: Prof. Lurenz

Course Description:

This course covers the major themes, developments, and events from the Prehistoric (Paleolithic) to the composition of the Tudors, death of Elizabeth I. Students will see how changes in beliefs led to changes of action, the symmetry of this thing known as "The Past."

Student Performance Objectives:

Upon successful completion of this course, the student will have met the following objectives:

1. Identify and apply names and terms commonly utilized in the study of the early period of English history.
2. Discuss the role of Rome (Roman Britain) in the development of the British isles.
3. Describe the role of the Anglo-Saxons in the early development of early England.
4. Describe the changes which took place in Britain as a result of the Norman Conquest.
5. Describe the development of the English constitutional system during the early period of English history.
6. Define the role of the Plantagenet kings
7. Describe the causes, events, and results of the War of the Roses.
8. Describe the factors involved in the Protestant Reformation in England
9. Explain why Elizabeth I reign is called the "golden age."

Minimum Technical Skills:

1. Start up a computer.
2. Find and run software programs.
3. Operate Microsoft Word and PowerPoint, and save the resulting documents.
4. Access and browse the World Wide Web.
5. Send and receive email, and attach data files to an email.
6. Save attached files from an email.
7. Download and save data files from a website.

8. Navigate and post to a web-based course bulletin board.
9. [MCC elearning link on getting started](#) (Links to an external site.)Links to an external site.
10. Canvas VPAT (Voluntary Product Accessibility Template) [VPAT link](#) (Links to an external site.)Links to an external site.

Method of Evaluation:

Successful completion of this course requires students to obtain an overall cumulative grade of 60% or higher. Rating of the student's success in completing the stated objectives of this course will be based on the following percentiles

1. Unit Discussions
2. Student Teachback
3. Student Teachback posts
4. Journals

Instructional Materials and References:

Textbook: Salway, Peter, "Roman Britain"

Textbook: Blair, John, "The Anglo-Saxon Age"

Textbook: Gillingham, John & Griffiths, Ralph, "Medieval Britain"

Textbook: Guy, John, "The Tudors"

(Texts are required)

Attendance:

In distance courses conventional attendance is not taken. However your weekly participation in discussions will count as attendance and you must participate in all required discussions to be given credit for each week.

Withdrawal Policy:

Important: If you do not complete the check-in assignments within the first week of the course, you will be withdrawn. Students who do participate for two (2) weeks consecutively cannot pass the course and will need to withdraw for non-attendance.

Participation is defined as follows:

1. Submitting assignments on or before due dates.

2. Participating in discussions over the course of a due date.
3. Completing Journals on or before due dates.

Please Read: If you start the class and then decide to withdraw you must do one of the following:

1. Go to campus and drop the course if it is still in the drop/add period.
2. Drop the course online if it is still in the drop/add period.
3. Email me and request a withdrawal during the period when only your professor can initiate a withdraw. If your point total is above 60% you will be issued a "WP" (withdraw passing). If your point total is below 60% you will be issued a "Y" (withdraw failing). I do not assign the letter grade "F". If you fail the class a "Y" will be assigned (withdraw failing).
4. Withdraws will not be accepted during the week of final exams.

Classroom Policy:

During the semester you will have contact with me and your classmates weekly. Respect and a professional attitude are expected. **DO NOT** use the discussion threads for personal comments or messages to other students in the class. Since a lot of what you will be writing is your academic opinion about the history **RESPECT** your classmate's comments. If you disagree then argue in **academic** terms. This policy will be strictly enforced.

Online Course Netiquette:

I will strictly enforce online course Netiquette (Internet Etiquette) for this course. Students are required to be familiar with the common rules of Netiquette for the Web and therefore, use these guidelines to communicate with your professor and your classmates. Inappropriate communication can result in a student being removed from the course and a letter sent to the Dean of Students Affairs.

Here are some useful links to help learn about appropriate behavior in the online learning environment.

1. <http://studygs.net/netiquette.htm> (Links to an external site.)Links to an external site.

Academic Integrity

Cheating, plagiarism, or any other kind of breach of ethics will not be tolerated at Mesa Community College. Anyone caught committing such an act will be subject to the college's strict consequences for such acts. **Students caught cheating on an assignment could result**

in immediate termination from the Maricopa Community Colleges. As your professor I do have the right to submit your work into turnitin.com to check for plagiarism.

PLAGIARISM (the use of a source or another's idea without citing/giving credit to that source) is a form of cheating, so remember to cite ALL sources (ie. Books, internet sites, people, etc.) from which you may have obtained information, whether you directly quote them or not. You will be held responsible for plagiarized works you submit, including discussion postings, essays and any other class work.

Assignments and Grading Scale:

A weekly assignment calendar with due dates and a list of weekly assignments are provided to students to keep track of your weekly assignments. I suggest the class use the syllabus link in the navigation panel this link gives the class a timeline of all the assignments.

Grading: All assignments will be graded and recorded in the electronic gradebook inside Canvas within two weeks of the due date or usually sooner. Each week I will send out an Announcement giving feedback on the assignments and how to improve your work. Be sure to save all your assignments electronically just in case your submission did not post inside the course.

Assignment Distribution:

Unit Discussion: 30 possible points

Student Teachback Assignment: 25 possible points

Teachback Post: 10 possible points

Journals: 15 possible points

Grading Rubrics:

Rubrics will be used for all assignments required for this course and will attached with each assignment. The Rubrics is a guideline for the assignment.

ALL LATE ASSIGNMENTS ARE SUBJECT TO PENALTIES as follows:

- **Assignment turned in day after due date (1 day late): 5 pts off**
- **Assignment turned in 2-3 days past due date: 10 pts. off**

- - Assignment turned in 4-7 days after due date: 20 pts. off

Assignments will not be accepted more than 1 week past their due date.

Communication

As an instructor, it is my pleasure to help students learn. I encourage you to contact me if you have any questions. Remember, if you come across any problems, the sooner you notify me, the better we can resolve it together, especially technology problems.

Only use the Canvas email already set up for you inside Canvas to communicate with your instructor and your classmates. I check my Canvas email during the week daily. If you contact me over the weekend I might take longer to respond, but will certainly get back with you by Monday. Remember, you will need log into Canvas to use this email feature. You cannot use this email to send to another email address outside Canvas.

Important: If Canvas should go down you can still email me at slurenz@mesacc.edu .

When emailing outside of Canvas only use your school email address, I DO NOT open personal email addresses.

Link to Student Handbook for all college policies:

[Student Handbook](#) (Links to an external site.)Links to an external site.

Special Accommodations:

It is a college policy to provide reasonable accommodations to students with disabilities. Contact our MCC campus Disability Services office, 480-461-7447, for assistance with any learning challenges that you may have. If the need arises and you have filled out the required forms, the Disability Services office will contact me so I can assist with your needs. Please have this done by the first week of class so there is no misunderstanding.

Course Accessibility: This course was developed with the purpose of insuring all online instructional materials are ADA compliance and accessible to all students according to our institutions guidelines and Standard 2,3,4.

[MCC Disability Services website](#) (Links to an external site.)Links to an external site.

The LMS (Canvas) meets ADA requirements:

http://www.instructure.com/canvas_vpat (Links to an external site.)Links to an external site.

Your course learning management system is Canvas. This platform was built to meet the accessibility requirements for universally design and accessibility for online courses.

Early Alert Referral System (EARS):

Mesa Community College is committed to the success of all our students. Numerous campus support services are available to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and staff participate by alerting and referring students to campus services for added support. Students are encouraged to participate, but these services are optional.

www.mesacc.edu/students/ears (Links to an external site.)Links to an external site.

Important MCC Campus resource link:

www.mesacc.edu/helpcenter (Links to an external site.)Links to an external site.

The contents in this syllabus are "subject to change" by your instructor. Students will be notified by the Instructor of any changes in course requirements or policies in the "announcement" section of the course.

In addition students are expected to read, understand, and accept responsibility for all information and instructional documents provided.

Course Outline

I Pre-Norman Britain (Weeks 1-2-3)

- A. The land
- B. The peoples
 - a. The early inhabitants
 - b. The Celts
 - c. Stonehenge
 - d. The Romans
- C. Anglo-Saxon Britain
 - a. The invasions
 - b. Anglo-Saxon
 - c. Birth of Christianity
 - d. Monasticism
 - e. Anglo Saxon Art/Architecture
 - f. Venerable Bede
 - g. Origins of political unity
 - h. Offa
 - i. The Danes
 - j. King Alfred
 - k. King Canute (1016-1035)

II The Normans (Weeks 4-5-6)

- A. The Norman Conquest
 - a. Background/Edward the Confessor
 - b. Duke William
 - c. The eve of the conquest
- B. Norman England
 - a. The invasion
 - b. Feudalism
 - c. The peasant, village, and manor
 - d. Bayeux Tapestry
 - e. The Domesday Book
- C. Norman kings of England
 - a. Norman monarchy
 - b. William I Rufus (1087 – 1100)
 - c. Henry I (1100-1135)
 - d. Stephen (1135 – 1154)

III The Angevin Empire (Weeks 7-8-9)

- a. Henry II (1154 – 1189)
- b. Henry II (cont.)
- c. Legal reform
- d. The Angevin empire
- e. Richard I (1189-1199)
- f. John I (1199 – 1216)

IV Development of the English State (10-11-12)

- A. The 13th Century
 - a. Henry III (1216 – 1272)
 - b. Simon de Montfort
 - c. Edward as Prince
 - d. England in the 13th Century
- B. The later Middle Ages (1272 – 1485)
 - a. Government – the King's law
 - b. The King's ministers
 - c. War and finance
 - d. Law and warfare
 - e. Parliament
- C. England and the Celtic lands
 - a. The conquest of Wales
 - b. The Scot's wars of independence
 - c. Ireland
- D. Politics of England under the three Edwards
 - a. Edward I and England to 1294

- b. Edward I and the war with France
 - c. Edward I and England (1294 – 1307)
 - d. Edward II and the minority of Edward III (1307 – 1330)
 - e. Edward III and the Hundred Years war (1330 – 1361)
 - f. Edward III and England to 1361
 - g. Black Death
- E. The Hundred Years War and the War of the Roses
- a. The Age of John of Gaunt
 - b. Richard II
 - c. Henry IV

V The Tudor Era (Weeks 13-14-15)

- A. The Hundred Years war (1361 – 1454)
- a. England and France (1361 – 1413)
 - b. The English conquest of Normandy (1413 – 1422)
 - c. English power in France (1422 – 1453)
- B. Rise of the House of Tudor
- a. Origins of the Tudor line
 - b. Henry Tudor's rise to power
- C. Henry VIII
- a. The early years
 - b. The great cardinal
 - c. Henry and his wives
- D. Era of the little Tudors
- a. The reign of Edward VI
 - b. Protestant changes
 - c. The reign of Mary Tudor
- E. Elizabeth
- a. Pirate Queen
 - b. The World
 - c. The Renaissance
 - d. Shakespeare

[World on a Plate \(1\).pdf](#)

Guidelines for Journal article assignment:

When completing this assignment I am looking for specifics that show you have read the article.

1. Discuss the key arguments from the reading. Academic, to respond with detail and specifics to support your argument. Critical thinking the ability to look differently and with an open mind about a subject.
2. Mention the authors in your Journal when discussing their arguments.
3. Use a minimum of two short quotes from the article, reference the page number in your Journal.
4. Minimum 175 word response excluding the short quotes. Assignment can either be submitted as an attachment or as a text entry.
5. Link to submit assignment is located in the Module.

Example of Assignment “World on a Plate”. There are total of four Journals due during the semester.

Jennifer Litten
HIS 251

Andrew Jones wrote, “World on a Plate: ceramics, food technology and cosmology in Neolithic Orkney.” In this article, Jones seeks to change the way we think about the relationship between farming and food storage and the ritualistic nature of death and the treatment of the dead. Jones considers that in the past we have viewed the development of agriculture, the use of pottery and the building of monuments during the Neolithic period in isolation from each other. Jones states, “It is argued that if we are to gain a clearer understanding of the important changes which characterize the Neolithic we need to study agriculture, monuments and material culture in combination.” (pg. 55).

Jones begins by looking Neolithic homes located in the Orkney Isles and how their layout changed over time during the period. We find that there is a mirroring between the layout of Neolithic homes, that of burial monuments and the uses of pottery. Jones states, “It is notable then that the changes in architecture are broadly coincident with the change in ceramic technology.” (pg. 59).

We find that during the early Neolithic that the consumption and storage of milk and meat from cattle is the primary use for pottery. Later in the period this has changed and now barley is more important and is stored in large pottery vessels. Jones states, "It would seem that from the earlier to the later Neolithic we observe different strategies of food preparation, consumption and storage associated with pottery; with barley acquiring more importance as a stored agricultural product." (pg. 64).

During the early Neolithic, the state of death is considered final; once the dead have been buried, there is no alternative state for their remains. However, in the later Neolithic, being dead is considered to be a transitional phase. The body is placed in the center of the tomb and once the flesh has fallen away the skulls are moved to specific 'storage' areas in the periphery of the tomb. From this there is an argument to be made for a conscious correlation between the storage of barley and that of the dead within the tomb, as if the dead are being stored for a further purpose or life after death. Jones considers this to be a certainty, "We have established a clear relationship between the social practices associated with the dead and those associated with the consumption and storage of food." (pg. 69).

As there is little evidence to suggest that barley was stored during the early Neolithic it would be sensible to suggest that the consumption of barley would be seasonal and coincide with the harvest. Pottery relating to the consumption of barley has been found within the chambered tombs in great numbers. Jones argues, "The large volume of many of these vessels suggests feasting activity at a specific juncture in the annual cycle, quite possibly around autumn or midwinter." (pg. 70). While this is a conclusion that may be drawn, equally, it is possible that the bowls were placed within the tombs as items the dead would require in the after-life. During the later Neolithic, the pottery used to consume barley is decorated in similar art to that found within the grave tombs. Jones argues, "The storage and subsequent consumption of barley in the settlement commemorates the existence of the ancestors in the passage grave." (pg. 71).

Considering the importance of the harvest to the cycle of life within the settlement, it seems reasonable that this would be the case.

In making his conclusion, Jones continues to strongly link the location of the storage vessels within the home during the later Neolithic to location of remains within the tombs. "There is a close affiliation between the two; barley is contained within large Grooved ware vessels, and the spirits of the dead are contained within skulls placed in passage graves." (pg. 72). However, equally we could consider that large storage containers full of grain are unlikely to be placed within the center of a home where a fire, used for cooking and warmth, is located. Vessels are more likely to be situated in a cooler part of the home where it does not hinder the inhabitants in the use of their property.

In his concluding argument Jones states, "We should think of storage as enabling a process of memorialization which allowed the dead to be seen as signifiers of an ancestral past." (pg. 73). The storage of food being a deliberate act of remembering the deceased is not a hypothesis that I find entirely convincing despite the argument Jones has presented. However, the Neolithic people owed much to the earth and the land around their settlement. It is reasonable to suggest that just as barley grows anew from

the harvested grain, that Neolithic people would consider the lifecycle of birth and death to mirror that of the harvest, the storage, the consumption and the regrowth of their food crop.

Students are required to complete one research assignment during the semester. The Guidelines for the assignment are as follows.

Guidelines for teachback assignment:

During the semester each student is required to submit one student teachback project. Student teachback is a college research assignment on a specific topic (topics below, only one student per topic) Submit topic by **Thursday August 24**. You are only required to submit the topic not the assignment.

1. This is a college research project where you are required to use your text, files in Canvas, MCC library database and outside materials (google books).
2. I will send the class an example powerpoint, look for the PowerPoint in the Announcement link.
3. Do not copy and paste text.
4. Graphics are strongly suggested since we are all visual learners. Graphics must be related to the time period researched. **PowerPoint should be between nine (9) and twelve (12) slides, excluding cover and reference slides.**
5. Assignment must be completed in Microsoft Powerpoint and have an extension of either .ppt or .pptx

The following links from the MCC library database must be used as reference in your assignment:

a) JStor

b) History Reference Center

6. The last slide is your reference cited slide and is a must for grade! Minimum of five (5) references, not all Internet sites. The MCC library database is not an Internet source but a database.
7. When the powerpoint assignment is completed the assignment use the attachment in this link. I will view the powerpoint for accuracy and publish the powerpoint in the topic teachback post link in the Modules.
 1. Read the topics.
 2. Sign up for ONE topic: Sign up sheet/Teachback topics (Links to an external site.)

Student Teachback Topic, example attached separately.

Angevin Empire

Explain the importance of the Angevin Empire. What did this Empire contribute politically to England? Discuss three important figures from this period and their contribution.

Students are required to view submitted and post a response. This called a Student Teachback post. Guidelines and example posted.

Guidelines for submitting student teachback post:

1. Everyone is required to view all teachback powerpoints submitted by your classmates. Announcement will be posted when powerpoint has been submitted.
2. When submitting your post you are not critiquing the powerpoint but responding to the research submitted by your classmate. Use a minimum of three specific examples from the research. Be sure to answer the critical thinking question above "How did this topic impact the period of history studied" (Making of England)
3. Use two short quotes from the PowerPoint in your post (reference slide number) Incorporate the quotes into your post DO NOT just add the quotes at the end of your post.
4. Points will only be given on the academic response of the post. Relate to the research do not compare to current events when posting.
5. The author of the powerpoint is also required to make one post. Share with the class an area of your research that stood out, created the moment to reflect.
6. Complete this assignment only if your classmate submitted the assignment. If the teachback assignment was not submitted I will remove the link.

Example Teachback Post:

The student teachback PowerPoint on the Angevin Empire was a solid introduction to the historical figures, continuous disputes, and the many changes that made the time period what we know it as today. The Angevin Empire was established by King Henry II, and brought about growth and change to the territories by inheriting them, and also through conquest. He became king of England in 1154 after being the Duke of Normandy, and was able to inherit several territories through his father's death and through his marriage with Eleanor of Aquitaine. As many of his predecessors, Hailey stated, "King Henry II's main goal was to restore the royal authority" (slide 3). It is clear throughout the course of his reign that he was primarily focused on asserting his power as ruler.

Another significant figure in the Angevin Empire was Henry and Eleanor's third son, Richard the Lionheart, a name given coined due to his bravery. One of the main disputes in the empire revolved around Richard (and Henry's other sons') disagreement with how little authority they held in the territories given to them by their father. After much revolt, Hailey acknowledged the continuous dispute against him, stating, "In 1189, [Richard] again warred with his father, King Henry II, and defeated him" (**slide 4**). This was the beginning of his 10-year-long rule from 1189 to 1199 that revolved mainly around him battling France with funds left by his father, rather than actually leading England. However, he never failed to show chivalry and held other knights in high regard.

King John was the youngest son of Henry II, and was undoubtedly his favorite. After Richard was imprisoned, released, and later returned, John was crowned king. In John's rule, war with France was recommenced, and King John lost several territories in the process. John was forced to negotiate with barons who seized London. This resulted in one of the most important and substantial works in John's rule, and in history: Magna Carta. In Layman's terms, it allowed for kings to have to follow the same laws as the people and ensured feudal rights. Hailey acknowledged a new idea that Magna Carta documented, stating, "It also limited the amount of taxation on the people and limited the confiscation of the church's money" (**slide 8**). The Magna Carta set the tone for future constitutions, and still remains one of the most important documents today.

Throughout the empire, it is hard to ignore Eleanor of Aquitaine's influence. Hailey recognized that she was well-educated, spoke many languages, and most notably, inherited Aquitaine from her father. It is also to be noted that she would later separate from Henry II, most likely due to infidelity.

With all of the major figures and important changes because of the Empire, how did it shape the way we know England today? Hailey stated one of Henry's most significant changes: "Henry was the first king to put in place a system of justices, making changes to laws and royal justices" (**slide 10**). He was also able to gain more land through conquest and inheritance. Without Henry, his family, and all of the changes they put into place, England as we know it today would look much, much different.

Every week the class is required to complete a Unit Discussion that requires two posts. I have included the Guidelines for this assignment along with an example from one of the Units.

Guidelines for first Unit discussion post:

1. Minimum 350 word response.
2. Important you will not see your classmates first post until you submit your first post.
3. When researching the first Unit discussion use your text, files in the Modules and of course any outside material. When using outside material cite the references at the bottom of the post. When a topic discussion thread includes the required textbook you are required to include two short quotes from the text with page number cited.
4. When using the Internet DO NOT use wikipedia for any of your references. However it can be used as a starting point. Look toward the bottom of the page there usually are some good link sources.
5. When using your favorite search engine try the following (ex. Henry VIII.edu) by using the .edu extension it will bring up educational web sites.
6. Use the MCC library database. Two sites in particular, JStor and the History Reference Center.
7. I participate in the Unit discussions. Be sure you are looking for my post because I usually will give a different perspective on the topic.
8. I am interested in critical thinking and not a copy and paste of textbook facts. Critical thinking, the ability to look differently and with an open mind about a subject.
9. Academic responses with detail and specifics to support your argument, not personal comments!

Guidelines for second Unit discussion Post:

Since you are required to read your classmates ideas (posts) you cannot make the second post until I have submitted my second post. If you make your second post before I post my second it will be factored in as your first post.

I mentioned in my welcome letters that we are a learning community. This means we learn from each other. Your earlier history was taught nationalistically and here we look at the history from different perspectives. The second post is your concluding remarks about the topic.

1. Read your classmates first post along with my first and second posts.
2. Minimum 200 word response
3. Was there a constant theme in the discussion?
4. What different ideas were brought out in the discussion?
5. How do you now perceive this period after reading the posts submitted and from your research?
6. When submitting your second post reply to your first (original) post. DO NOT create a new message!
7. You cannot make a second Unit discussion post until you have submitted your first post.
8. The thirty (30) points for the Unit discussions are the combination of both posts.

Important DO NOT put these questions in your post. Use these questions to help prepare when writing your second post.

Unit discussion: England under William the Conqueror

32 unread replies.4040 replies.

Research the castles built during the reign of William the Conqueror. Why did William commission these castles? Give two examples of castles and a brief description of the castles. Explain feudalism and why did William bring feudalism to England? Discuss the Norman church under William. (First post minimum 350 words, second post minimum 200 words)

First Post:

The castles commissioned by William the Conqueror were at the heart of his reign. The idea of castle-building started immediately after Norman arrival in England. Considering that prior to 1066 castles were not notorious in England and now their relics that we still admire today are scattered all about the country, it was a pretty big feat. It is rumored, according to modern estimates, that William built anywhere from 500 to 1,000 castles in total. They were built to eliminate any rebellious thinking by Anglo-Saxons who were not happy about the recent Norman conquest of England. They were used to protect from any Anglo-Saxon uproar, and from those who had adverse feelings toward the outcome of Hastings and wanted to disparage his rule. Castles were used to be a tangible, visible warning to the English people. In today's reflection of the period, however, historians acknowledge that the castles' roles went beyond protection from Saxons. They were also places of refuge and supply for pillaging Norman soldiers. The sight of them alone was enough to establish that William was there to stay, and allowed the people to see who was truly in control.

One of William's commissioned castles that stands out in English history is Pevensey Castle located in east Sussex. Pevensey came from humble beginnings where it was originally a Roman fortress in the 4th century, and later became the landing spot for William and his army in 1066. This peninsula is considered to be where the Norman conquest began, since it is where William navigated when taking a victorious excursion. It was a temporary shelter and hiding place for his troops. While it was not built up from the ground by William, its pre-built, ancient walls were extended to be a developed castle made of flint and clay. It still exists today with run-down towers, settled in the Sussex countryside, after withstanding years of war.

Perhaps one of William the Conqueror's greatest works is known as the White Tower in the Tower of London. Dating back to 1066, William again used this piece of architecture as another way to assert his power. Immediately following William's coronation in 1066, William ordered the assembly of the wooden castle. The White Tower was made primarily of limestone, but he did not trust English stone, so he transported some in from France. He also brought along Norman laborers to construct it. The castle was three stories high and enclosed the Norman Chapel, St. John. It continued to be developed by William's successors for years, and was later transformed into a place of incarceration for famous prisoners. It was, back in William's days, a recognizable demonstration of his power.

BBC articulates, "William used the methods of control that he was most familiar with: castles and the feudal system". Feudalism, by definition, is "a social system existing in medieval Europe in which people worked and fought for nobles who gave them protection and land in return". While William probably would have looked over all of England by himself if he could, it was physically impossible. He had to leave England for long periods of time, and insisted that the people stayed faithful to him in those times and needed a way to govern while he was away. The feudal system, in Layman's terms, is a ladder of leadership and was basically an agreement between the statuses. William lent land to barons, or nobles, that they could use as long as they paid homage and taxes to him. If they showed any signs of betrayal, their newfound land and means would be gone. The land was then given to the knights who passed it on to the peasants, who performed the labor on the land. This obviously left William at the top of the ranks, overseeing everything in his kingdom, and had total control over his people. It is no surprise that

this system was harsh and authoritative, since he had to ensure loyalty and present full control of those who opposed him.

With the throne came the chance to claim authority over the church; William was already off to a great start the church after he received support from Pope Alexander II in the Battle of Hastings. Few leaders had as great of an impact on the future of the church in England than William, and he was not hesitant to assert his religious rule over the church. William alleged that there was an established practice where a ruler was in charge of protecting his church, and that he was accountable for the faith of those under his rule. English bishops and abbots were soon driven out and replaced by Normans to bring “greater structural coherence”. One of the most notable changes he made was naming Lanfranc, a Benedictine monk who helped organize the church, as the Archbishop of Canterbury in England. William discarded the other religious hierarchy, and left Lanfranc as the single Archbishop. As stated by William Shirley of LaGrange College, “The hierarchy of the Anglo-Norman Church in England was simple: God at the very top, followed by William.” William’s ideas of how to rule the church were continually challenged, and researchers argue to this day on whether his rule brought more harm or good to England. While his religious reforms may have not always been positive, his impact on the church is often overlooked by the castles and military, even though it was extensive. Shirley expands on this idea, stating, “We must remember that William’s church reform may be the most understated achievement of his life”.

William’s reign was one of change and discontentment, and was arguably one of the most important leaders in English history. He is often regarded in a negative light, and was definitely not the popular choice of the people he ruled, but it is hard to ignore how much his rule alone shifted the way England came to be.

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Second Post:

As we continue to discuss each week, I find it striking seeing which things that we commonly come across in our research, as well as things we have different viewpoints on. Perhaps the most constant theme I saw in this week’s discussion was just how central castles were to William’s reign. We could all mostly agree that William used his castles for many different reasons, but the main reason was to pronounce his authority to the people. Prescott T. brought this together, stating, “To King William, Castles were not only a good way to not only defend his land but to also leave a footprint of jurisdiction and domination across the English Isle. Castles gave William a sense of security and stability throughout his Kingdom, which at the time, was a necessity”. It is accurate that it *was* a necessity at the time, since William’s unpopularity from the people was taxing on his rule, and he needed to make sure the people knew that they were, in fact, under him. The Tower of London was the one castle that showed recurring importance in the discussion. It was widely agreed that the Tower of London was meant to be a focal point in the eyes of the people, and was used as another way for William to assert his power. Another idea that was present in the discussion was just how much William wanted to retain the power in every aspect of English life possible. The easiest way for him to do this was through Feudalism. Annika H. acknowledged William’s reasoning for this, stating, “In this system there was no argument the King had ultimate power. That is the likely reason why William brought it to England. He had always wanted ultimate power”. It was hard to miss, in my own personal research, that William was set on being *the* ruler. He was even willing to fight an entire battle and write an entire survey of his people’s lives in order to obtain it to the highest degree! It was clear to all of us that William was willing to go to great lengths in order to declare his authority to the people, no matter how disliked he was to them.

One new idea that I found myself reflecting on was written by Makayla J., where she stated, “The church during this time was greatly impacted by William. Though the changes that did occur were made in such a way to not start riots. William was smart enough to hold onto any traditional values during the changes”. It’s easy to view William as a tyrant whose unquenchable thirst for power allowed him to act absurdly, but William was quite clever in his own right. As Makayla said, he was able to reform the church in such a way that he did not leave as much of a trace, and I had never thought about this previously. He didn’t make such massive changes at once, but he more so included subtleties that would not have been as noticeable to the people over time. He did make *a lot* of changes, but I never noticed in my research just how strategically this was done. Jennifer L. also brought a different perspective about the church that I had not previously recognized that supported Makayla’s idea, stating, “The church was one of the few places where Anglo-Saxons had been permitted to retain, or were awarded, positions of high office following the conquest”. Even though William’s pursuit

for power manifested itself in every aspect of his rule, the church was the one place where anyone was even remotely able to maintain any sort of power.

I found myself pondering over a lot of different ideas in this week's discussion. It feels as though with every time period that passes, more and more changes are made. With each period, I tell myself, "this is the time when everything changed!", but I've been thinking that during this period, more so than others. William immediately wanted to establish himself as the supreme ruler, and made sure to implement his rule in every single possible aspect that he could. He reformed the church, brought the idea of castles that we see all across England today, and even instituted a new social system in England. The entire discussion truly revolved around our Professor's overarching question: Was William a protectionist or controller? In my mind, he was possibly a little bit of both in his own right. He wanted to protect his newfound territory as well as his rule, but it's hard to ignore the fact that he was a bit of a tyrant. I definitely have a new view of who William was, and definitely have switched over to "team Harold". We do, however, have William to thank for the endless volumes of castles in England that we can still fawn over today.

Angevin Empire

HAILEY CHENAUSKY

Importance of the Angevin Empire

- ▶ King Henry II established the Angevin Empire, improving the growth of the territories, through inheritance and conquest.
- ▶ King Henry's three sons planned to overthrow him because they wanted power over the Angevin Empire.
- ▶ The economy plummeted during Henry's oldest son Richard's reign, as he spent most of his money on his crusades.
- ▶ When his youngest son gained control of the Angevin Empire, most of the territories Henry had gained, were lost.
- ▶ The Magna Carta was created and played a huge role in the laws and rights of the people of the Angevin Empire.



King Henry II

- ▶ 1154, he became the King of England, and established the Angevin Empire.
- ▶ 1150, before he was king, he was the Duke of Normandy, and then later inherited Anjou, Maine, and Touraine through the death of his father.
- ▶ 1152, Henry II married Eleanor of Aquitaine, which gave him the power over Aquitaine, Poitou, and Auvergne.
- ▶ King Henry II's main goal was to restore the royal authority.



King Richard I

- ▶ Richard was the third son of King Henry II and Eleanor of Aquitaine.
- ▶ Richard and his two brothers, Henry and Geoffrey disliked the lack of authority each of them had, so they revolted against their father in 1173-1174.
- ▶ 1183, Richard went against the same brothers that helped during the revolt against their father.
- ▶ 1189, he again warred with his father, King Henry II, and defeated him.
- ▶ King Richard I ruled from 1189-1199.



Richard I continued...



- ▶ King Richard was more interested in crusading and holdings in France, than actually governing England.
- ▶ He drained the economy (funds), left by his father, to help fund with his crusades.
- ▶ Because of his many crusades, he was known for his courage and bravery on the battlefield.
- ▶ Richard was nicknamed the "Lionheart" for his bravery.
- ▶ He displays chivalry and upmost respect to his fellow knights.

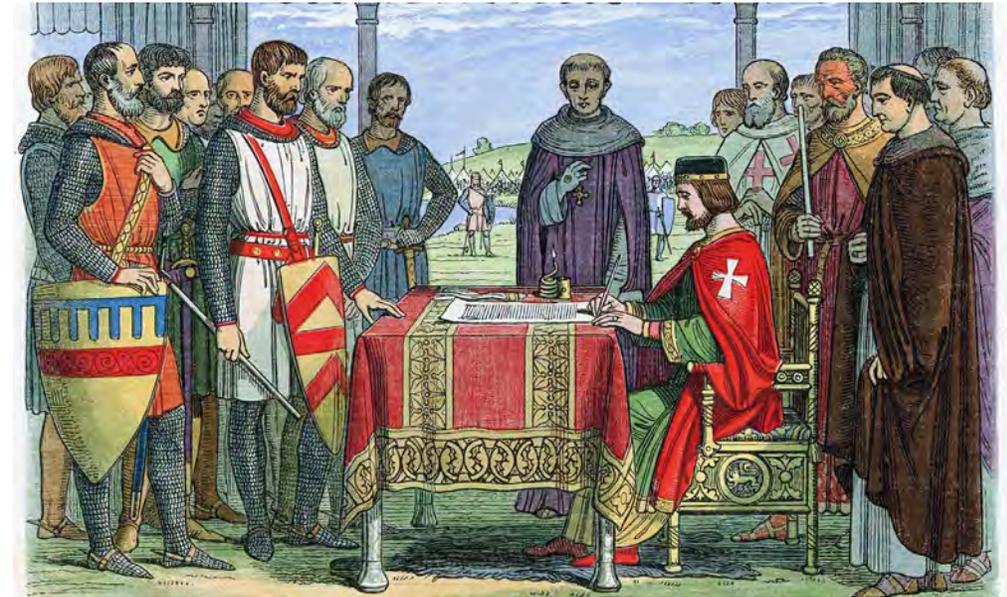
King John

- ▶ King John was the youngest and favorite son of Henry II.
- ▶ When King Henry died and Richard became king, John was left with titles, lands, and money, but not any power.
- ▶ 1190, Richard recognized his nephew, Arthur, as heir.
- ▶ Three years later, Richard was imprisoned in Germany, Arthur was put into power, that's when John tried to take over, but he failed.
- ▶ 1194, Richard returned, and he and John reconciled when Arthur was captured by Philip II.
- ▶ In 1196, since Arthur was captured, Richard named John heir.
- ▶ In 1199, Richard died and John became king.
- ▶ King John was most famous for signing the Magna Carta.



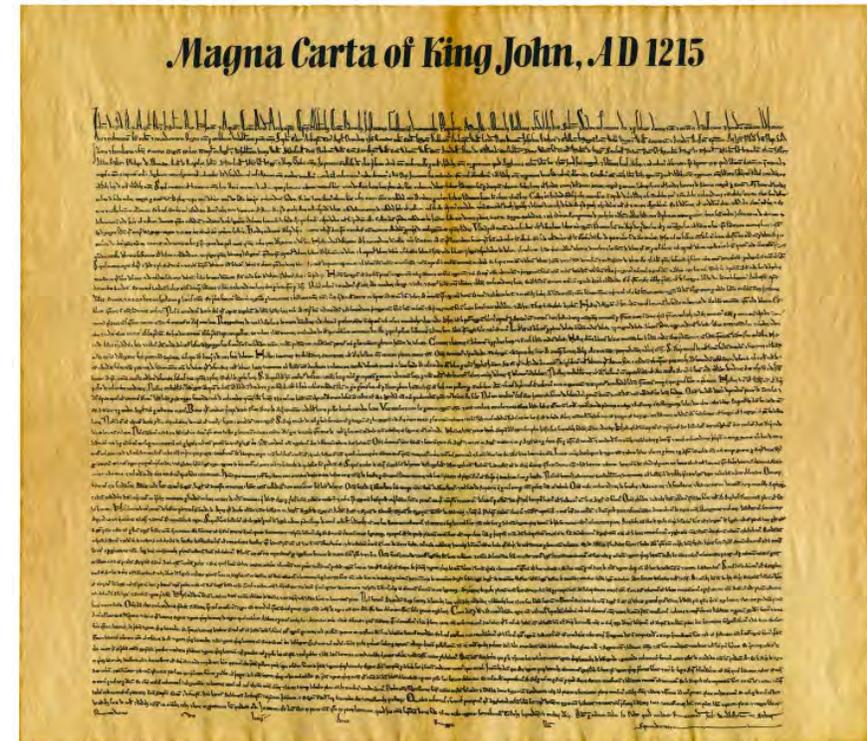
King John Continued...

- ▶ War with France was renewed, due to John's second marriage.
- ▶ A rebellion broke out, and John was ordered to appear in front of Philip II of France and when he failed to do so, it started a war.
- ▶ By 1206, John lost Normandy, Anjou, Maine, and parts of Poitou.
- ▶ He tried to win back these lands but needed money to do so, therefore, left his government to become harsh and efficient in a financial standpoint.
- ▶ Civil war broke out in 1215 when rebels seized London, so John was compelled to negotiate with these rebels.



Magna Carta

- ▶ The Magna Carta was created in 1215, and later altered in 1216, 1217, and 1225.
- ▶ It limited royal power, ensured feudal rights, and restated English law.
- ▶ It also limited the amount of taxation on the people and limited the confiscation of the church's money.
- ▶ It was the first formal document stating the monarch was under the law as his people.
- ▶ Rights of the individuals of the Empire were to be upheld.
- ▶ The Magna Carta served as the foundation for the English system of common law.
- ▶ It was the first written constitution in European history.



Eleanor of Aquitaine

- ▶ She was well educated by her father, William X, Duke of Aquitaine.
- ▶ She was educated in literature, philosophy, and multiple languages.
- ▶ She inherited Aquitaine after her father's death, when she was 15.
- ▶ She was considered by many to be very powerful, it led to a lot of men to want her as their wife.
- ▶ She was married once before she married Henry II in 1152, when she then became the queen of England.
- ▶ King Richard I and King John were her sons.
- ▶ When Henry II's sons revolted against him, Eleanor supported her sons plans, and for this she was arrested and imprisoned.
- ▶ She later separated from Henry II, the reasons are unclear, but most say it is because of his unfaithfulness to her.



Contribution politically towards England

- ▶ During the reign of Henry II, the start of the Angevin Empire, he gained more land politically.
- ▶ He gained land through marriage of Eleanor of Aquitaine, the death of his father, and through conquest.
- ▶ Although, towards the end of King John's reign, he lost a lot of the land that King Henry II obtained.
- ▶ Henry was the first king to put in place a system of justices, making changes to laws and royal justices.



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Peter Salway

ROMAN BRITAIN

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THE ANGLO-SAXON AGE

A Very Short Introduction

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John Gillingham & Ralph A. Crutten

MEDIEVAL BRITAIN

A Very Short Introduction



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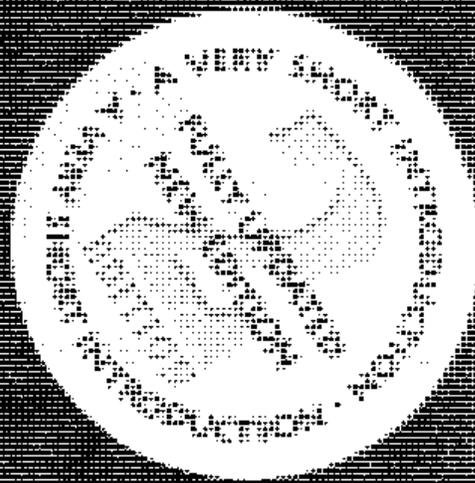
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