

1.) DATE: Oct 1, 2020	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: HIS Number: 251 Title: History of England to 1700 Credits: 3 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
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.	
MANDATORY REVIEW: <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). 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.	
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.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Humanities, Arts and Design (HU) Awareness Areas: Select awareness area...	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHSTprefix <input type="checkbox"/> Elective Current General Studies designation(s): H Requested Effective date: 2021 Spring Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: TY WELBORN, HISTORY IC CHAIR Chair/Director Signature:	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Spring**

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:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- 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)
1. 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 and its impact on the current world. First this course examines the dominant ideologies in shaping the world from the beginnings of the Paleolithic Age to the Elizabethan Age. Second, the course examines the moral questions about monarchy, exemplified by the wartime experience in succession. Third, students will learn the conflicts between monarchy, aristocracy and common people. Finally, the course examines how the notions of monarchy and law were perceived in different countries.	In Module 1, Pre-Norman Britain, students study the influence of the Romans and Anglo-Saxons to the creation of economic and political reforms in England. In Module 2, The Normans, students use the "Bayeux Tapestry" as historical data to understand the Norman Conquest/Battle of Hastings." In Module 4, Development of the English State, students read articles and analyze the confrontation between the English and French (Hundred Years War) along with the brutal confrontation with Wales and Scotland. In Module 5, The Tudor Era, analyzes the English Reformation political, social and economic impact on England.
2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	The course focuses on the English literary tradition, both in terms of how it shaped England and in the areas of art and textual traditions in England.	In Module 1 students read certain chapters of Venerable Bede's "Ecclesiastical History of the English People" to understand the development of Christianity in England. In Module 3, students read the "Magna Carta" to understand the birth of "rights." and its importance to the U.S. Constitution.
4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	This course exams how monarchy and parliamentary theories were adapted to fit political, economic and social periods beginning with the Anglo-Saxons to the Elizabethan Age. The course also entails societal discussions about the importance of laws and religion in shaping English thinking.	In Module 2, The Normans, students study how the Norman Conquest transformed the political and social framework of England. Students read a primary writing that describes a Manor in England. Students analyze the "Domesday" book to understand the creation of the tax system in England. In Module 5, The Tudor Era, students read documents on Henry VII's contribution to the renaissance in England. Students also analyze the historical significance of the English Reformation. Students read short works of Erasmus and Thomas Cramner and their contribution to The Reformation.

<p>4d. 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 ...and who helped to shape the English identity.</p>	<p>In Module 4 students read certain stories of Chaucer's "Canterbury Tales" looking into the personality of pilgrim's on a pilgrimage & what culture was like in England. In Module 5 students read "Utopia" by Thomas More to understand More's view of Tudor England under Henry VIII. Students read Shakespeare "Richard III" and learn how the play was Tudor propaganda against the Plantagenets.</p>
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MARICOPA

COMMUNITY COLLEGES

History of England to 1700

Course: **HIS251**

Lecture **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Academic**

First Term: **2014 Spring**

Load Formula: **S**

Final Term: **Current**

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)
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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
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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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Course Syllabus

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

Credit Hours: 3.0

Course Prerequisites: Honors 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.

Course Learning Outcomes:

The objectives of this course will give students the knowledge and skills needed to comprehend the historical and cultural transformation of England. The in-depth studies of history, literature and architecture will make students understand the contribution England has had on the world today. Students will be able to think both critically and historically about how this society transformed into an Empire. The course will improve students writing, research, and critical thinking skills. Through reading primary and secondary sources, and writing essay assignments, students will develop skills in historical and cultural analysis and critical writing.

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. (below)

Unit Discussions (students research periods related to humanities/history) Topics and questions to be answered are posted in Canvas. The purpose of the Unit Discussions is to work on research and analyze primary and secondary sources critically and thoroughly. In addition to the instructor's posts, you will read and comment on the research of your peers.

Student Teachback (students research art, literature, architecture) Topics are located in Canvas. Each student is to research one of the topics critically and to show the importance of the topic to the period studied. Primary and secondary sources are to be used when completing this assignment.

Student Teachback posts (students respond to classmates research above) Students will respond on what key concepts they learned from their classmates research along with analyzing how the research relates to the period studied.

Journals (students read articles that relate to history and humanities) Students will read primary/secondary sources and provide critical thinking on how the topic impacted the events of the specific period.

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)

Canvas Links:

"Ecclesiastical History of the English People" Bede

Magna Carta

"Canterbury Tales" Chaucer

"Utopia" More

"Richard III" Shakespeare

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 universal 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 Schedule:

Module 1: Welcome and Course Introduction

Read:

- Introduction to course structure, requirements and readings.
- Course syllabus

Module 2: Birth of Britain

Introduction to Paleolithic & Neolithic England

- A. The land
- B. The peoples
 - a. The early inhabitants
 - b. The Celts
 - c. Stonehenge

Read:

[Textbook] Fred Salway, *Roman Britain* Chapter 1.

[Article] Andrew Jones, *The World on a Plate*

Module 3: Roman Britain

The Birth of Roman Britain, The Romans and culture in Britain

Read:

[Textbook] Fred Salway, *Roman Britain* Chapters 2,3,4.

[Article] BBC, *Viewpoint The Time Roman Britain slid into Chaos*

Module 4: The Making of England Anglo-Saxon

The Beginnings of English history and culture

- Anglo-Saxon Britain
- The invasions
- Birth of Christianity
- Monasticism
- Anglo Saxon Art/Architecture

[Textbook] John Blair *The Anglo-Saxon Age* Chapters 1,2,3,4.

Module 5: The Making of England Anglo-Saxon

Understanding late Anglo-Saxon England

Venerable Bede
Origins of political unity
Offa
The Danes
King Alfred
King Canute (1016-1035)

Read:

[Textbook] John Blair, *The Anglo-Saxon Age* Chapters 5,6,7.
Venerable Bede, *Ecclesiastical History of the English People* (assigned sections in Canvas)

Module 6: Norman England

Beginnings of the Norman Age & England under William the Conqueror

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

Read:

[Textbook] John Gillingham, *Medieval Britain* Chapter 1.

[Article] *The Bayeux Tapestry*

Domesday Book (link in Canvas)

Module 8: Angevin Empire

The building/decline of a Kingdom

- 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) *Magna Carta*

[Textbook] John Gillingham, *Medieval Britain* Chapters 2,3,4.

[Article] Claire Breay, *Magna Carta*

Magna Carta (link in Canvas)

Module 9: The Plantagenet's

War, Death and Parliament

- 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

Read:

[Textbook] John Gillingham, *Medieval Britain* Chapters 5,6,7.

[Article] Oxford Jewish Heritage, *The History of the Medieval Jews of England*

[Article] Suzanne Lewis, *Henry III and the Gothic Building of Westminster Abbey*

[Article] Pat Shipman, *Perspective: The Bright Side of the Black Death*

Geoffrey Chaucer, *Canterbury Tales* (link in Canvas, exerts will be assigned)

Module 10: The Tudor Era

The Hundred Years War

Battle of Bosworth and Henry VII

Henry VIII and the English Reformation

Elizabethan England

- 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

Read:

[Textbook] John Guy ***The Tudors***

William Shakespeare, ***Richard III*** (link in Canvas exerts will be assigned)

Thomas More, ***Utopia*** (link in Canvas selected chapters)

Examples Unit Discussion questions:

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 Domesday Book under William. (First post minimum 350 words, second post minimum 200 words)

This week we look at Henry VIII and the "Great Matter." a) What was the reason for Henry to ask for an annulment from Catherine of Aragon? What reasons were used to secure the annulment from the papacy? b) What role did Thomas Cromwell, Thomas Cranmer and the Reformation Parliament play during the English Reformation? c) What did the Anglican Church look like during the reign of Henry VIII? (First post minimum 350 words, second post minimum 200 words)

Examples Student Teachback research assignment:

Bayeux Tapestry

Discuss the importance of the Bayeux Tapestry. What was the purpose of making this tapestry? Explain two story scenes of the tapestry. In general why were tapestries made during this period?

Eleanor of Aquitaine

Discuss the importance of Eleanor of Aquitaine as queen in France (brief) and England. Brief background of her heritage and what she contributed to English history.

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.

John Wycliffe

Discuss the religious teachings of John Wycliffe. What was radical about his ideas? What group of people did Wycliffe's teachings attract? How did the Church in England respond to his ideas?

Black Death England

Discuss the impact of the Black Death on England during the 14th/15th century. How did it effect the economy and church in England? Give a brief description of ONE village/town/city and how it impacted their lives.

Henry VII

Why is Henry VII considered a renaissance king? Discuss the importance of the cloth industry during his reign. Look into commerce both foreign and domestic, during his reign.

Peter Salway

ROMAN BRITAIN

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John Blair

THE ANGLO- SAXON AGE

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John Gillingham & Ralph A. Griffiths

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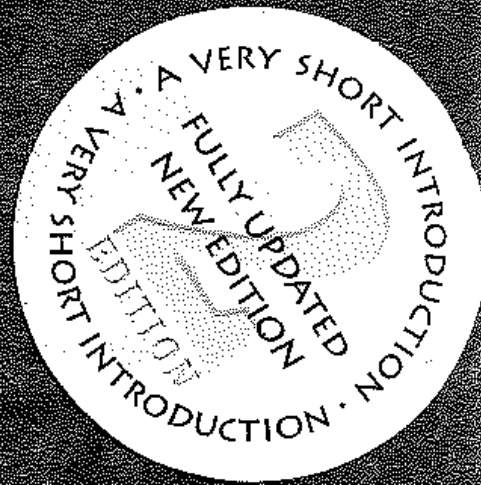
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John Guy

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