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Instructor Information

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(804) 828-8577
History Dept, room 206 (813 Cathedral Pl.)
Office Hours: Mondays 1-2 pm

Course Objectives

Students will obtain key skills in quantitative and qualitative primary-source research, hone online and in-library search techniques, and improve their ability to analyze, collate, and and organize historical data. This will be accomplished in the course of exploring the key political, economic, and cultural features of England and the British Isles between 1400 and 1660.

Assignments

1. First Take-Home Essay Exam: 20%
2. Second Take-Home Essay Exam: 20%
3. Third Take-Home Essay Exam: 25%
4. Participation: 15%
5. Online Museum Project: 20%

Note that the instructor will exercise discretion in assigning a grade for participation. It will not be enough to have strong attendance to receive an excellent or above average grade. Full and active participation during the in-class discussions will be required.

Grading Scale

The following grading scale will be used to determine final grades:

- A (90%+)
- B (80-89%)
- C (70-79%)
- D (60-69%)
- F (Below 60%)

Classroom Expectations

Students are expected to attend all class meetings unless prevented from doing so by illness. Two absences are allotted to students over the course of the semester for illness. You do not need to contact me to alert me when this occurs. Anything more than two days (i.e. an extended illness or travel for college-related activities) will require a doctor's note or some form of documentation.

While in class, students are requested to turn off cell phones.

Late work will be assessed a penalty of one letter grade for each day it is late. No assignment will be accepted later than seven days after its original due date.

Texts

The following textbooks are available at the campus bookstore, with many online suppliers, and on library reserve. If you purchase these books from a source other than the bookstore, please take care to purchase the edition listed below, since this will save a lot of headaches in matching page numbers with the standard text. The best way to do this is to order using the ISBN number listed below:

- Lacey Smith, *This Realm of England, Volume 2, Eighth Edition* (ISBN 9780618001026)
- Christopher Hill, *The World Turned Upside Down* (ISBN 9780140137323, ppbk)

- Robert Bartlett, *The Hanged Man* (ISBN 9780691126043, ppbk)

There will be a number of additional readings. See the [weekly schedule](#).

University Policies on Students, Safety, and Academic Integrity

Safety: Sign up to receive VCU text messaging alerts (www.vcu.edu/alert/notify). Keep your information up to date. Know the safe evacuations route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms. Listen for and follow instructions from VCU and other designated authorities. Know where to go for additional emergency information (www.vcu.edu/alert). Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

VCU Honor System: Students are reminded of the terms of academic honesty set out by the Virginia university system Honor Code which apply to all academic work submitted for grades. Plagiarism and cheating in matters related to academic work violate this code. Recall that any use of another author's ideas or writings, in full or in part, without assigning proper credit to that source, constitutes plagiarism. All work submitted for this course must be original work. Cite all sources used for written essays carefully. If in doubt, contact me for further guidance. Know the [VCU Honor System policy statement and its purpose](#).

Students with Disabilities: If you are a student with disabilities or special academic needs, please speak with me and contact VCU Disability Support Services (907 Floyd Ave.) at (804) 828-2253 to make arrangements.

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Week 1

August 26

Topics

Course Introduction

Readings

Part 1: Creating England

Week 2

August 29, 31;
September 2

Topics

England at the end of the Middle Ages; Lancastrians and Yorkists

Readings

Realm of England, chapters 1, 3
Start *Hanged Man*

Week 3

September 7, 9

Topics

Tudor revolution in government

Readings

Realm of England, chapters 4-6
Continue *Hanged Man*

[Harris, "English Aristocratic Women"](#)

Week 4

September 12, 14, 16

Topics

Protestant Reformation

Readings

Realm of England, chapter 7
Continue *Hanged Man*

[Millar, "Witch's Familiar"](#)

Week 5

September 19, 21, 23

Topics

Late medieval and early modern English society

Readings

Realm of England, chapter 2
Finish *Hanged Man*

[McGlynn, "Proofs of Age in Tudor England"](#)

Week 6

September 26, 28, 30

Topics

Elizabethan England

Readings

Realm of England, chapters 8-10

Monday, September 26:

In-class discussion of readings

Week 7	Topics	Readings
October 3, 5, 7	Early modern Wales	Davies, "Colonial Wales"
	TAKE-HOME EXAM 1 DUE 11:59 pm, October 7	

Part 2: The View from Ireland and Scotland

Week 8	Topics	Readings
October 10, 12, 14	Ireland's Gaelic resurgence	Reilly, "Introduction to Ireland"

Week 9	Topics	Readings
October 17, 19	Tudor Ireland	Morgan, "Queen Elizabeth and Ireland"
		Anonymous poem, "Courtier and Rebel"

Week 10	Topics	Readings
October 24, 26	Scotland	Mason, "Scotland & Elizabethan England"
	Monday, October 24: In-class discussion of readings	

Week 11	Topics	Readings
October 31; November 2, 4	The early Stuarts	<i>Realm of England</i> , chapters 11-12
	TAKE-HOME EXAM 2 DUE 11:59 pm, November 4	

Part 3: Contested Islands, Contested Atlantic

Week 12	Topics	Readings
November 7, 9, 11	Plantation and Piracy	Beckles, "English West Indies" Andrews, "English in the Caribbean" Wormald, "Plantation of Ulster"

Week 13	Topics	Readings
November 14, 16, 18	Civil War and its causes	<i>Realm of England</i> , chapter 13 Start <i>World Turned Upside Down</i>
		Gaunt, "Peace to War"

Week 14	Topics	Readings
November 21	Interregnum and Restoration	<i>Realm of England</i> , chapter 13 Continue <i>World Turned Upside Down</i>

Week 15

November 28, 30;
December 2

Topics

In-class presentations of museums

Readings

Finish *World Turned Upside Down*

Week 16

December 5

Topics

Monday, December 5:
In-class discussion of readings

Readings

Realm of England, chapter 14-15

**TAKE-HOME EXAM 3 DUE
11:59 pm, December 5**

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Overview

This assignment is part scavenger hunt, part historical research, and part creative design. The project is intended to further students' writing skills while honing their research into the history of material culture of the 15th through 17th centuries. Students will select and research an object created during this period and produce an online history detailing that article. These histories will become part of a group collaboration resulting in an online museum (one for each group) that showcases these objects and their history.

Summary of Due Dates

End of week 5 (**September 23, 11:59 pm**): individuals must notify instructor of object selected by e-mail to england319drop@gmail.com

End of week 9 (**October 19, 11:59 pm**): individuals must send instructor bibliography of sources by e-mail to england319drop@gmail.com. By this date, you should be starting your writing and planning the basic design of your museum with group members.

End of week 15 (**November 28, 30, & December 2**): in-class group presentations of online museums

Note that there is considerably room for you to organize your time schedule. However, there is no leeway for finishing the project. It must be done by November 28th or else face a penalty of a letter-grade per day reduction for every day overdue. There will be no extensions granted.

Part 1: Scavenger Hunt

Students must start by meeting as a group outside of class to brainstorm finding objects to put in their museum. The objects can be found anywhere (inside Richmond or out), but must be subject to the following criteria:

1. They must have been created in the period 1400-1700.
2. They must have been created in England, Ireland, Scotland, Wales, or in an English colony of this time period.
3. The objects can be of two types:
 - A physical or material object of any size (i.e. something you can touch)
 - An intellectual product or creation (i.e. a something that no longer can be touched now, but was created during that time period and existed as an event, thing, or idea)

Example of an Object
(from [the V&A](#)):



16th-century Shoes

You are welcome to be as collaborative as possible with your groups, helping each other to get access to objects around the city. If anyone has any trouble getting to a location, group members may be a good resource. Let me know if you are struggling with transportation or some other barrier to finding an object, as I will have a backlog of ideas for objects on the VCU campus. This should be a last resort, however.

Take a digital photo of the object to load into your online museum. Please abide by any rules stipulated by the owner of any objects you find (for example, not to use flash photography). If you are having trouble getting access to a digital camera, let me know and we can also work out an alternate plan.

Be creative and resourceful...

Part 2: Research

Once you have your object, you need to select an angle through which to approach research that object. You aren't necessarily looking for the exact history of that particular item, but a history of that item generally in the context of Tudor or Stuart England/Ireland/Scotland/Wales/Colonies. For example, if you were to find a 16th-century dress, you might research the history of that particular dress and its owner. But you might instead research the history of dresses in that time period and the social class or gendered expectations of those who wore them. Or you might research the history of dressmakers in that century. Remember, every object has its producer, owner, and audience/user.

Don't overdo it. Selecting one or two angles/approaches to your object will be more than enough to produce material for your online descriptor.

To conduct this research, **you must find a minimum of six sources, of which at least four must be scholarly articles or books.** Any online sources utilized must also be scholarly and high quality. Assemble your sources into a bibliography to submit as an attachment by e-mail.

Here is a very basic example of an object and its history in an online museum. Your information must be much longer and detailed (a minimum of 3,000 words--this will be a strictly kept minimum), but it gives you an idea of what you are aiming for: [Cassiobury Park Turret Clock at the British Museum](#) (c. 1610)

Part 3: Design

Although each student is responsible for their own object and research, and will be graded only on the quality of their individual writing, design, and presentation, each group must produce one online museum to showcase their objects. While there is leeway for how this is done as long as the group produces an online website, the preference, to accommodate all technical skills and to ensure a more equitable share of design, is for groups to select a free website host from among the following options:

www.sites.google.com (recommended)
www.yola.com
www.wordpress.org
www.blogger.com

Each of these sites features fairly straightforward webpage creation for free. You will need to create a new account and make sure that all group members have access. Don't use your own personal details to create a site (for example, you might want to create a group museum name to enter as the account name).

You'll also want to agree on a basic design for the online museum. Remember that simple designs are almost always successful, whereas complex designs often create huge headaches. At the minimum, the website need a main entry page with links to separate individual page(s) for members' write up of their objects. Don't forget to include your image of your object on your site. Again, be creative...

It is recommended that individuals write up their histories in Microsoft Word, polish them, and then come back to the group near the beginning of November to put them up on the site. Again, rely on your groups to put together a coherently-designed, high-quality online museum to showcase your information.

A few requirements for the museum:

1. Write ups must list where the object was found, an approximate date of its creation, and information about its creator, owner, etc. This is what is known as 'provenance'.
2. Write ups must be polished writing with **citation, formatted according to Chicago style.**
3. Try to make your objects' page (or pages) as interactive (but functional) as possible, using hyperlinks, photos, and other web style elements.
4. Write ups must, above all, be historical in their approach and mindful of setting the object into the context of its time. The goal is not only to describe the object, but rather a facet of Tudor or Stuart England as revealed by that object.

A [style sheet and grading rubrik is available here](#). Please follow it closely.

Part 4: Presentation

The week the online museum is due, group members will give a brief presentation of their website to the class. Each member must have a share in speaking to present their own objects, and each group will be allotted 15 minutes to present.

Grading

This assignment is worth 20% of the final grade. A score will be assigned based on the quality of the individual's write up, the creativity and craftsmanship of their product, the quality of the design of the website (a reflection of a group's success in collaboration) and on the student's quality of presentation.

The write up should be:

1. Detailed, and not general
2. Well-researched
3. Have properly-formatted sources of a high quality
4. Accurate in terms of historical facts
5. Have proper punctuation, grammar, and be well copy-edited

Websites should be:

1. Functioning properly
2. Uniform in style--select a design for the group's museum and stick to it
3. Creative in its approach without losing credibility and sophistication

Presentations should be:

1. Smoothly delivered and informative
2. Mindful of the time limit