College/Department/Unit: = HIS 552
Category: = New
Date for Council Review: = Oct. 19, 2006
Recommendation is: = Approve
Investigator: = Robert Jensen
E-mail Address = Robert.Jensen@uky.edu
1__Modifications: = None.
2__Considerations: = This was a routine investigation. I could discover no problem with the request. There was a declared need. There are two faculty to teach the course. There is a clear distinction between graduate and undergraduate requirements.
3__Contacts: =
4__Additional Information: =

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APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date March 30, 2006

   Department/Division offering course History

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number HIS 552
   b. Title* Tudor-Stuart Britain, 1485-1714
      *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Tudor-Stuart Britain
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits 3
   g. Course description
      An analysis of political, religious, cultural, and economic changes in Britain during the reign of the Tudor and Stuart kings and queens, a period when Britain became increasingly prominent in world affairs.
   h. Prerequisites (if any)

3. May be repeated to a maximum of (if applicable)

4. To be cross-listed as

   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date (semester and year)

6. Course to be offered ☒ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? ☐ Yes ☒ No
   (Explain if not annually)
   It will be offered at least every other year, according to availability of faculty

8. Why is this course needed?

   There is an enormous demand among students in History and in English for a course covering this period of history, but no courses on the books that would serve.

9. a. By whom will the course be taught? Profs. Mark Summers and Gretchen Starr-LeBeau
   b. Are facilities for teaching the course now available? ☒ Yes ☐ No
      If not, what plans have been made for providing them?
**APPLICATION FOR NEW COURSE**

10. What enrollment may be reasonably anticipated?  50

11. Will this course serve students in the Department primarily?  
   □ Yes  □ No

   Will it be of service to a significant number of students outside the Department?
   □ Yes  □ No

   Students with an interest in early English literature will be well served by this course, as will the many students with an interest in English history on campus.

12. Will the course serve as a University Studies Program course?  
   □ Yes  □ No

   If yes, under what Area?

13. Check the category most applicable to this course

   □ traditional; offered in corresponding departments elsewhere;

   □ relatively new, now being widely established

   □ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   □ Yes  □ No

15. Is this course part of a proposed new program:
   If yes, which?  
   □ Yes  □ No

16. Will adding this course change the degree requirements in one or more programs?*  
   If yes, explain the change(s) below  
   □ Yes  □ No

17. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

18. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  □ Check here if 100-200.

19. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  □ Check here if 400G-500.

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

**Name**  Gretchen Starr-LeBeau  
**Phone Extension**  7-1043
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signature]
Department Chair

[Signature]
Dean of the College

4/10/06
Date

4/12/06
Date

*Undergraduate Council

4/18/06
Date of Notice to the Faculty

*University Studies

*Graduate Council

11/1/06
Date

*Academic Council for the Medical Center

*Senate Council (Chair)

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL.

Rev 3/04
Graduate Student Requirements

In lieu of the requirements listed on the main syllabus, graduate students will be expected to fulfill the following requirements:

25% midterm examination
25% short assignments and performance in class
50% historiographical essay of 12 to 16 pages, analyzing themes in recent historical writing on the period.

Student Learning Outcomes/Teaching Objectives
Students will be able to

• Analyze historical documents from Britain from the fifteenth to eighteenth centuries;
• Explain historical developments in this period in clear, well organized prose;
• Trace political developments in Britain during this period;
• Compare religious changes in Britain to those experienced elsewhere in early modern Europe; and
• Examine conditions of life in Britain during this period.

Unforgivable Criminal Acts -- and Venial Ones

Incompletes: don't ask for one. Only under the extremest circumstances will you get it, such as your own death or nuclear war, each of which will take documentary proof.
Keeping up: Don't slack off on the reading. The book doesn't replace lectures, the lectures don't replace the book. Those who delay and cram a few nights before the exam usually rue the day.
Missed exams: you have to make it up before the others' exams are passed back. It is YOUR responsibility to contact me -- and at once, and with what I consider a legitimate excuse -- if you miss an exam. Assignments passed in late will NOT merit full credit.

These are minor matters. One thing isn't. CHEATING or PLAGIARISM IN ANY AND ALL FORMS: producing another person's work as your own without what I consider adequate acknowledgment. See also your information in "Student Rights & Responsibilities."
Anyone caught cheating FAILS THE COURSE (not just the piece of work cheated on) and will face possible suspension or EXPULSION from the university. I have done it before. I'd do it to my grandmother, if she tried it. I would certainly do it to YOU.

Queries

If you have questions, ask them; don't be afraid.

Redemption Option

If you make a botch of the midterm, don't panic! On Thursday in the last week of classes, at 3:30 in the afternoon, you'll have a second chance -- the Redemption Option. It is the equivalent of the botched exam; whatever grade you earn, for better or worse, wipes out the original.
Readings
Susan Brigden, New Worlds, Lost Worlds: The Rule of the Tudors
John Morrill, The Oxford Illustrated History of Tudor and Stuart Britain
William Shakespeare, Measure for Measure
Garrett Mattingly, The Armada
Terry Deary, The Terrible Tudors (CD)
Christopher Hill, The World Turn’d Upside Down
Keith Wrightson, Earthly Necessities: Economic Lives in Early Modern Britain, 1470-1750
Conrad Russell, A Crisis of Parliaments
Lawrence Stone, The Family, Sex and Marriage in England, 1500-1800
Victor Stadtler, ed., A Political History of Tudor and Stuart England: A Sourcebook

Calendar of Lectures
Introductory: Bosworth, 1485
A Tour of the Islands
England and the World, 1485-1502
Lords of State: Governance in Three Cold Climates
Henry VII: Spiderman and the Pretenders, 1485-1509
Henry the Ate & the Cloth of Gold
Great Divorce
Making an English Reformation, 1532-47
The Outer Limits: Scottish Wars and Irish Kings
Tom and Ed’s Totally Excellent Reformation, 1547-53
Mary England?
Gloriana: the Heart and Stomach of a King?
The Elizabethan Re-Settlement: Religion, 1559-81
The Rise of Puritanism: from Knox to Scrooby, 1559-1621
Balancing Acts: Unstable World, Unstable Politics
“Beggars’ Banquet: Dutch Courage, 1568-87
A Protestant Wind, 1588
The English Renaissance
Beyond the Pale: Ireland and a New England in a New World
Fin de Siecle: or, Gratuitous Essex and Violence
Wisest Fool in Christendom
Gunpowder, Treason & Plot: the Conspiratorial Mind-Set
Church, By Law Established: Laud and Order
Lions of the Law: Bacon and Coke
The Social Pyramid: When Fortune Turns the Wheel
Husbandmen: The Hungry Sheep Look Up, and Are not Fed
A Blessed Revolution: Charles and the Blue Water War
Petition of Right
Personal Rule: The Absolutism that Failed
Root and Branch, 1637-1642
A World Turned Upside Down: Ideology of a Revolution
History 552: Tudor-Stuart Britain, 1485-1714

Office: 1729 Patterson Office Tower
Office Hours: Monday, Wed., 10:00-10:45, and any other time my door happens to be open, which is often. Drop by!
Phone: 257-3037
e-mail: msumm2@pop.uky.edu

What This Course is About

“The proudest nations kneel at her command,
She terrifies all foreign-born rascalions,
And holds the peace of Europe in her hand
With half a score invincible battalions.”

So sang Utopia’s princess, in a Gilbert and Sullivan operetta. She meant it in praise of England, which had just improved paradise into something antipodeally English. It was satire, of course – but in 1714, many an English patriot would have taken it in good earnest. Under two dynasties, it had gone from civil war to a pound-jangling potency as far as the courts of Muscovy and the palaces of the Moghuls; it had moved from the narrow superstitions of the Middle Ages to the narrow superstitions of the Age of Reason. How had it come to be? Why had France gone to absolutism and Britain lurched towards a limited monarchy? How had the chains on men’s consciences been broken and forged anew? How in so many ways had it become a Britain almost (but not as much as we might think) recognizable from our own time? And how far, in two centuries had the lives of those people changed, for whom a bad crop was more fearsome than a bad king?

All this, the course will try to teach, and with it the feel of a time. It may be confined within the reign of the Tudors and the Stuarts, but this will be more than a course on Kings & Things. Obviously, the issues that this course will cover go to the heart of recent scholarship’s concern with class, gender, and inclusion. Not least, it will see Britain, not just the England of old-fashioned book-learning; the rise into one of a place as a player on the world stage can make no sense, unless we keep our eyes on the Greater Britain – Scotland, Ireland, Wales, and, eventually, the empire overseas. We need to see, too, how far Britain was not simply a set of islands standing apart, but the victim and beneficiary of the intellectual, social and military changes on the Continent itself. What made Edinburgh no second Geneva, and London no Paris – much less a second Rome? How far did England impose its own culture on the many beings they ruled, and how far were England’s children, sent abroad, able to keep intact the “cake of custom”?

Just because it asks worthwhile questions, though, is no reason why this course shouldn’t be kind of fun.

How Your Grade is Apportioned

20% midterm examination
20% five-to-ten page paper, about which more later on
20% short assignments and performance in class
40% final examination --

This totals, I hope, 100%
New Model England: the Civil War
Crommonwealth, 1649-1659

Restoration: Return of the King
Samuel Pepys’ England
A Poor Man and a Tinker: John Bunyan’s England

The Sin King: A New Morality for the Age of Reason
Popish Plots: Persecution, Paranoia, Power
James and the Giant Orange, 1685-88

Glorious Evolution: Towards an Atlantic Constitution, 1689-1701
Thy Wars Brought Nothing About
East Indiamen: Empire by Joint Stock Company

A Famous Victory
Long Leave the Queen, 1714