



➔ [Get Started](#)

📖 [Syllabus](#)

Welcome to HIST 3315: History of England to 1603

New to the course?

Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully.*

Be sure to fill out the [Course Pacing Guide](#)

You must submit it as your first assignment before you will be able to proceed with this course.

Click [Get Started](#) to begin your course.

Returning to the course? Click **Modules** to the left and resume where you left off.

Important reminders:

- This is a **9-month, online, correspondence self-paced course.**
- **All submissions, including exams, must be completed by the course expiration date.** When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
- **You may not submit more than 2 assignments per week.**

- You may not take an exam before previously submitted assignments have been graded and returned.

**At the end of the course, you will be asked
to complete a brief course evaluation.
Your input will help improve the course.**

Meet Your Instructor

Dr. Bryan Mann

Your instructor for this course is Dr. Bryan Mann.

Bryan Mann is a historian of the Tudor/Stuart Era of British history. He received his Ph.D. from the University of Leicester in 2007. His area of specialty is in local government and militia management under the early Stuarts, but he is also interested in the English Reformation and the Tudor revolution in government. He has written about the use of newsletters and pamphlets as popular propaganda during the Thirty Years War and the English Civil War, and he is currently writing a book on militia management and military operations under Charles I. Dr. Mann has been on the faculty of Texas State since 2007.

Click Next to proceed to Correspondence Course Information.

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Click Next to proceed to Technical Requirements and Support.

Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.
-

Many users encounter fewer problems when they use **Chrome** to access **Canvas** courses.

Here's how to **get help with Canvas**:

24/7 [Live chat](#)

24/7 Phone support: 245.ITAC (4822)

[Tool-specific help](#)

Click Help in the left navigation of any Canvas course

If you are new to Canvas, click Student Guide in the left navigation of any course site to learn the basics.

Click Next to proceed to Free Tutoring Resources.

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of **standard bibliographical practice** as explained on the **Alkek Library site**.

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

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materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

Click Next to proceed to Students Requiring Accommodation Through the Office of Disability Services.

Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services \(http://www.ods.txstate.edu/\)](http://www.ods.txstate.edu/) , Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](mailto:corrstudy@txstate.edu) at corrstudy@txstate.edu of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Click Next to proceed to Tips for Success.

Course Syllabus

HIST 3315

[HIST 1315 Course Syllabus](#)

History of England to 1603

Instructor

Dr. Bryan Mann

Course Description

The development of the English nation from prehistoric times to the end of the Tudor Dynasty. (MC) (WI)

Prerequisites

This course is designed to introduce you to Britain and its history through the early modern period. It is a survey, with a broad scope of subjects including but beyond politics. Your only prerequisites are good reading habits and curiosity (or the will to get those credit hours!). Other than the required textbook and this Canvas course site, you will not need additional materials or any previous class experience.

Scope and Nature of the Course

The study of history is a two-tier activity. On the one level, it is just plain necessary to know the facts: dates and order of events, special terms, important persons, etc. These details and bits of knowledge are important but not all-important. We use them to give foundation to the second level of history study. The second level consists of interpreting and deriving meaning from the first level. Most people find the second level the more interesting so interesting, in fact, that they often hurry to do the second level before they have a sufficiently secure foundation on the first.

In this course, we will work on both levels. The assigned textbook will help you create the mental landscape of British history. You will learn the major periods of the development of Britain, the times of the various monarchs, the great battles that shaped the control of the islands, and the times of empire. In the assignments, you will also answer questions designed to lift your focus to level two. These questions and answers will become clear as you progress through the lessons, so there is not much need to discuss them here. It will be my job to set up such questions so as to give you clear guidance on how to form your discussion answers. In the assignment for each lesson, then, you will demonstrate control over the basic data by answering short answer/listing-type questions. You will then expand on that basic

knowledge by answering discussion-type questions, which are designed to lead you deeper into the facts, to the realm of analysis and interpretation.

Course Objectives

After completing this course, you will be able to do the following:

- identify the main geographical features of Britain and Ireland;
 - identify different cultural influences contributing to making Britain;
 - describe the experiments and evolution in British government that eventually made Great Britain and later influenced governments around the world;
 - compare the relative importance of different categories of historical experience: economic, political, religious and social, military, etc.; and
 - explain the components of modern-ness or modernity: what makes the difference between the Old World and our modern one, and when this difference first appeared.
-

Required Text

You must have one of the following textbooks in order to complete this course (either edition is acceptable):

Morgan, Kenneth O. *The Oxford History of Britain. Revised ed.* NY: Oxford UP, 2001. ISBN 13: 9780192801357, or ISBN 10: 019280135X

or

Morgan, Kenneth O. *The Oxford History of Britain. Updated ed.* NY: Oxford UP, 2010. ISBN 13: 978-0-19-857925-9

Course Organization

Our survey of Britain will focus principally on England, dealing with the important countries of Scotland, Wales, and Ireland through the lens of English contact. We will start with the years of the Roman occupation, beginning about 55 B.C. From that point, the book will proceed, chapter by chapter, increasingly using the rise and fall of central rulers to punctuate the chronology. One of the questions about Britain is why and how it became Britain. We in America frequently see far too much uniformity in our British cousins. In reality, the British Isles are and have always been very diverse in cultures and populations. Nonetheless, from the English center, monarchs and generals over the years repeated attempts to forge one kingdom and one nation. Each lesson, based upon its own readings from the textbook, assesses these attempts and relates them back to the people from whom they sprang or upon whom leaders imposed.

Sometimes these centralizing attempts will focus entirely on politics. Other times, the textbook chapters will explain how the progress of history is better measured in terms of economics, war, or religion, to

name a few alternatives to politics. One of your jobs in each of the lessons will be to determine which category of evidence predominates and to understand why that is so.

This course includes ten lessons and two proctored exams. Each lesson concludes with an assignment that you will submit for grading. After submitting Assignment 5, you will take the midcourse exam, and after submitting Assignment 10, you will take the final exam.

It will be best for you to begin each lesson by reviewing the questions you are to answer on the self-assessment and assignment for that lesson. That way, you will be alert for important topics or keywords necessary to complete the lesson. Next, simply read the assigned material from your textbook. After that, you might want to focus on the short-answer questions in the assignment, referring back to the text to make sure you have specifics right. Finally, you will tackle the discussion topics in the assignment, usually answering these questions in 300 to 500 words each.

Your exams will consist of both objective- and subjective-style questions. I'll discuss testing in a section below.

Assignments

For each assignment, you will answer two sorts of questions. Most of the questions will consist of short answers: listing, identifying, or briefly comparing important concepts and facts from the textbook chapter. The last questions will be essays, requiring a more involved response. You will be able to choose from an assortment of these essay questions, allowing you to focus on parts of the chapter that interested you the most. I will write the questions in such a way as to guide your response but not to dictate it; by that I mean that the question will have cues and ideas for your answer while leaving the actual discussion up to you. You will never have to do more than two such essay questions per assignment.

Each of the ten assignments will be worth 4 percent of your final grade for the course, so collectively, Assignments 1 through 10 will be worth 40 percent of this final grade.

To access each assignment, click the *Assignments* link in the menu bar at left. Then, choose the correct assignment and follow the instructions. You will submit each assignment as a .rtf, .doc, or .docx file.

Note: *You may submit no more than two assignments per week for this course.*

Exams

After turning in Assignment 5, you will be eligible for the midcourse exam. This exam will cover material from Lessons 1 through 5 only. This exam will be worth 20 percent of your final grade for the course. Be sure to read the Prep for the Midcourse Exam page in Lesson 5 for helpful information about doing well on this exam.

After turning in Assignment 10, you will be ready to take the final exam. This exam will cover material from Lessons 6 through 10 only. The final exam will be worth 40 percent of your final grade for the

course. Be sure to read the Prep for the Final Exam page in Lesson 10 for helpful information about doing well on your final exam.

Both exams must be taken at an approved testing site. For more information on scheduling an exam, review the <http://www.correspondence.txstate.edu/students/testing.html> page.

Grading Criteria

Your course grade will consist of weighted components from the course. I will use the following formula:

Assignments 1-10: 40% (4% each)

Midcourse Exam: 20%

Final Exam: 40%

There is no pass/fail grading option.

The average score for your midcourse and final exams must be 60 percent or better for you to pass this course. In addition, you must complete and submit all the required assignments in order to take the exams and pass the course.

Grades will be assigned according to the following range:

A: 90?100%

B: 80?89%

C: 70?79%

D: 60?69%

F: 0?59%

Texas State does not use plus or minus grades.

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Scheduling Your Time

To some extent you can set your own pace in a correspondence course, but it is important that you

schedule your time effectively. You should be able to complete each lesson, along with the assignment for each lesson, in two weeks, so completing the course in four to five months is quite possible if you carefully budget your time. Remember, you have a maximum of nine months to complete this course. Use the [Course Study Schedule](#) to help you proceed through the course effectively.

Faculty-Student Contact

According to Seven Principles for Good Practice in Undergraduate Education, faculty-student contact is very important. Even though this is a correspondence course, I encourage you to contact me personally if you have any concerns, questions, or problems. You are welcome to e-mail me by using the Mail tool in the left menu bar. (It is important to keep all mail related to this course contained within this Canvas site). My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library

Canvas Technical Support

Texas State's Information Technology Assistance Center (ITAC) provides phone and LiveChat technical support for Canvas 24 hours a day, seven days a week, 365 days a year. To take advantage of these services, visit [ITAC online](#) or call 512.245.ITAC (4822). Note also that a number of online Canvas tutorials are available from Canvas Facts.

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Syllabus (Printable)

[Syllabus](#)

Submission 1: Course Pacing Guide/Course Study Schedule

Start Assignment

Due No Due Date **Points** 0 **Submitting** a file upload

Download and add target dates to this [Course Pacing Guide/Course Study Schedule](#).

Then click Submit Assignment and attach and submit your completed document.

After you upload your document, click Next to proceed with the course.

Lesson 1: Overview, Objectives, and Assignments

This lesson examines the earliest literate records of Britain. Because Roman adventurers and colonists were the first to preserve written descriptions of Britain, the earliest British history is necessarily tied up with Roman culture.

Objectives

After completing this lesson, you should be able to:

- identify the unique features of Roman society in Britain;
- identify at least four phases in the development of Roman Britain; and
- describe the relationship between Roman rule and non-Roman Britons.

Review these objectives after completing the assignment. These concepts will likely be on the midcourse exam.

Assignment

In *The Oxford History of Britain*, read:

- Chapter 1, “Roman Britain,” pp. 1-34

Then, you should:

- Complete Self-Assessment 1.
 - Submit Assignment 1.
-

Click Next to proceed to The First Chapter in Recorded British History.

The First Chapter in Recorded British History

As you begin this course, you are just getting used to reading and using a new book, with which you are likely unfamiliar. However, let me offer you a few assurances. Our objective here is not to become detailed experts in ancient British history. Rather, in these early sections, we are principally concerned with building a good foundation for what is to come.



Portions of Hadrian's Wall, a defensive fortification begun in the second century A.D., still exist. The wall is one of the preeminent vestiges of

Roman Britain. ([source](#))

Of course, I do want you to read and become familiar with important information: key words, names of important

individuals, and basic chronological order. However, when you begin to look at the questions in the self-help exercise and assignment, I think you will see that I have kept the burdens of this first lesson within definite limits. Studies tell us that a correspondence student who does the first lesson quickly, and receives grade feedback quickly, is much more likely to finish the whole course than one who delays getting started. That sets a goal for both you and me. You need to dive in, trust me a little, complete this first lesson, and submit the first assignment as soon as possible. I promise to have Assignment 1 graded and back to you as soon as I can. You will then have an idea of the way I grade. You will also see that subsequent lessons are manageable, and you will have specific ideas about how to complete them.

In this lesson, we will look at the earliest phase of the Roman occupation of Britain. Many people outside of Britain are not aware of the fact that the Romans ruled there for nearly 500 years. Yet, for five centuries from just prior to the birth of Christ to the early Middle Ages, Roman ways in law, town life and even the military dominated southern Britain. The Romans left a legacy of this rule in architecture, forts, and roads. Yet the cultural legacy of Rome in Britain is slight: English language, Germanic law and government, new place names, and new forms of community all replaced those of Rome.

Our first objective, then, is to find out just what was Roman about Roman Britain. How did the Romans come to rule there, and how did they rule? One key to these questions is the town. The Romans were particularly good at creating so-called “urban empire.” We have to be careful because to our minds, the word “urban” brings up images of modern mega-cities like Los Angeles or New York. Applied to the Roman era, “urban empire” simply means that the Romans based their power on a network of towns and trade centers, rather than on dispersed agricultural settlements. Of course the Romans farmed, and of course food production was the major occupation and preoccupation of their society. But the workings of order, taxes for the government, law enforcement, the courts, and military power all centered upon settled habitations in towns, camps, and cities. Part of understanding Roman Britain is seeing where these structured communities arose and by what means the Romans kept them going. Part of understanding the end of Roman Britain is seeing the reasons these communities quit working as they once had.

At the same time, we want to remember the non-Roman peoples of Britain. After all, prior to the first arrival of Roman explorers under Julius Caesar, human beings had inhabited Britain for millennia. These varied first Britons emerged from cultures far older and radically different from that which the Romans brought to the island. Who were these first peoples? How did they relate to people on the mainland of Europe? We know for certain that in the face of Roman incursions, the first Britons reacted violently, seeking to cast out the foreigners who transgressed their shores. They certainly understood that the Romans posed a threat to their independent way of life. Such Celtic Britons maintained contact with kindred people in Gaul (modern-day France) and had heard of Roman conquest there. In fact, they had abetted the Romans’ enemies in Gaul; we know the Britons offered Gaul this aid because Caesar tells us he first went to Britain to cut that aid. What began as a Roman raid to alter the balance of power in one military campaign instead opened a whole new chapter, the first chapter, in recorded British history.

Click Next to proceed to Self Assessment 1.

Assignment 1

Start Assignment

Due No Due Date **Points** 100 **Submitting** a file upload

File Types rtf, doc, and docx

Complete this assignment and attach it here as a .rtf, .doc, or .docx file. Your document should have 1-inch margins and use 12-point Times New Roman font.

This assignment marks the first time you will produce work for grading by me, meaning that we are now going to begin learning to communicate. Doing so takes time and a little trial and error. I promise to have Assignment 1 graded and back to you as soon as I can. You will then have an idea of the way I grade. You will also see that subsequent assignments are manageable, and you will have specific ideas about how to do them.

I also want to remind you that each individual assignment is only 4 percent of your total grade. You must complete all the assignments in order to take the exams and pass the course. However, if you happen to struggle, any one assignment grade by itself cannot harm you. Only a long-term pattern of low assignment grades can do so. Remember, as you progress through this course, I am available, primarily by e-mail, to answer your questions and concerns.

Part I: Short Answer Questions (30 points total)

Answer all four.

1. List at least four reasons for Boudicca's Rebellion.
2. List at least five common features of a Roman town in Britain. What functions did Roman towns in Britain fulfill?
3. List at least three examples or characteristics of Emperor Hadrian's building programs in Britain.
4. List and describe at least three changes in Roman governance in the era of Septimus Severus.

Part II: Discussion-Essay Questions (70 points total)

Answer any two. Each answer should be between 300 and 500 words (70 points total)

1. Why did Julius Caesar go to Britain? What was his legacy there?
2. By what means did the Romans finally conquer Britain? What changes did they make upon the

3. After the Roman conquest of Britain, how assimilated did Britons become to Roman rule? How assimilated did Romans become to their subject peoples?

Honor Code: As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

By submitting this assignment, you pledge to uphold the principles of honesty and responsibility as outlined in the official [Texas State University Honor Code](#).

When you have completed and submitted Assignment 1, you may proceed to Lesson 2.