

[➔ Get Started](#)[📖 Syllabus](#)

Welcome to HIST 3316: History of England Since 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 **6-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.**

Course Syllabus

HIST 3316

History of England Since 1603

Instructor

Dr. Bryan Mann

Course Description

The modern English nation and the British Empire from 1603 through the modern era. (MC) (WI)

Prerequisites

This course is designed to introduce you to Britain and its history from the early modern period until present times. It is a survey, with a broad scope of subjects. Your only prerequisites are good reading habits and curiosity (or the will to get those credit hours!) Other than the required book 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 kind of 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 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 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:

- 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; and
- compare the relative importance of different categories of historical experience: economic, political, religious and social, military, etc.

Required Materials

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 Procedure

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 Stuart dynasty, beginning in 1603. From that point, the book will proceed, chapter by chapter, increasingly using the rise and fall of central rulers to punctuate the chronology. With the increase of literacy that occurred after the sixteenth century, written records of the common people proliferated. This class took advantage of that fact to include much social history: the history of people outside the traditional elites positions of leadership and wealth.

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.

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 each question 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.

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 [Correspondence Testing webpage](#).

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. You may not opt to take a 0 on an assignment just to speed up progress.

Grades will be assigned according to the following range:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

A minimum score of 60 percent in the course is necessary to pass with a D. Texas State does not use plus or minus grades.

Academic Integrity

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.

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 six 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. Your Topic will be Social Sciences and Humanities, and your Subject will be European History. 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 Texas State 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 \(SLAC\)](#).

Canvas Technical Support

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas check out the [Texas State ITAC Canvas Support](#) page.

Students Requiring Accommodations

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](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

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

Submission 1: Course Pacing Guide/Course Study Schedule

New Attempt

Due	No Due Date	Points	0	Submitting	a file upload
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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.

L1: Overview, Objectives, and Assignments

This lesson will cover the era after the powerful Elizabeth I. Elizabeth left no direct heir, so her throne and her power fell to the young King James of Scotland. Once in England, James and his descendents found a complex situation rife with both opportunity and danger.

Objectives

After completing this lesson, you should be able to:

- describe the basic class map of seventeenth-century England;
- explain the extent and limits of English national power through 1640; and
- explain the obstacles facing Stuart royal power in the same era.

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

Assignments

In *The Oxford History of Britain*, read:

- Chapter 6, “The Stuarts,” pp. 327-363.

Then, you should:

- complete Self-Assessment 1.
 - submit Assignment 1.
-

Click Next to proceed to The Follies of James I.

The Follies of James I

In complicated modern bureaucratic systems of government, the role of personality is not irrelevant but is muted by the very complexity of government machinery. Eccentricities on the part of a modern prime minister, chancellor, or president do not always have decisive force in the outcomes of government policy. In the direct-rule monarchy aspired to by the early Stuarts, the role of personality appeared to have more dramatic impact. Even so, in Stuart England it would be false to say the monarchical system had no means to compensate for a quirky sovereign if that sovereign (or those around him) could channel his quirks in politically non-destructive ways. James I signally failed to do this. His household and royal court proved no more capable or willing to curb him. Thus, in a system in which much of the authority and activity of the government literally rested in the person of the king, James' personality, his personal behavior, and the behavior of those around him did have an important (and negative) impact on the effectiveness of his rule. Moreover, the animosities, disappointments, and troubles spawned by James' eccentricities created a difficult legacy for his son and successor, Charles I.



James I (source )

(http://en.wikipedia.org/wiki/File:James_I_of_England_404446.jpg)

Our discussion here will be two-fold. On the one hand, we will take a look at the actual behavior and scandalous issues that dogged James and his court. We will also briefly survey the reaction among the propertied classes to James and his reputation. This second perspective will be important for some key reasons, as follow. (1) Though Elizabeth certainly had enemies, she only rarely found herself alienated from entire blocs of the Parliamentary classes. James did, and did so fairly early in his reign. (2) the alienation James induced directly affected his relations with Parliament and therefore his ability to fund his government. (3) while much of what angered people about James was political, critical issues were not political at all but extremely personal. On these issues (court favorites, family, spending), James was either not willing or not able to negotiate change or concession and therefore did nothing to ease the frustrations he caused.

First we should remember at least a few examples of the sorts of behavior that really bothered people

about James. James himself was a notable eccentric. He was slovenly and unclean even by the standards of his day. It was said he feared cleaning himself. He rarely went about without armor protection around his chest and abdomen, despite the ridiculous bulging it caused under his clothes. When he spoke, he was frequently awkward, had trouble getting all his words out, and could even drool. He had a penchant for heavy drinking and an even greater penchant for spending money. He ran up a bigger debt in peacetime in the first few years of his reign than Elizabeth had done in over a decade of war with Spain. Despite the personal foibles, James was not hesitant to enunciate his own theory of the divine right of kings. He described himself as a direct lieutenant of God. It was difficult for people who actually met James to reconcile his personal image with that of the divine-right monarch he described himself to be.

His court was rife with scandal. James, despite his marriage to Queen Anne and their children together, was actively homosexual. He favored young men and teenage boys. Over the course of his reign, courtiers discovered that bringing an attractive young man in provocative dress to court might likely earn one the attention and conversation of the king. It was darkly rumored that providing more than conversation would earn royal favors of gratitude. It is certainly true that on at least two occasions, court factions presented James with young male lovers in order to win favor with the king. The first, Robert Carr, caught James' fancy at a tournament. Welcomed into the royal entourage and into James' bed, Carr became a viscount and distributed much patronage on James' behalf. Carr eventually fell from power in a sordid sex and murder scandal involving his marriage to Lady Frances Howard and the death of the poet/politician Sir Thomas Overbury. The second, and more powerful and successful "favorite," was George Villiers. The so-called "Protestant interest," a court faction including the Archbishop of Canterbury, several earls, and the ill-fated Overbury himself, had introduced Villiers to James in 1614. James was smitten and for the last decade of his life doted on Villiers, supplying him with money, titles, and immense political power. That James and Villiers were active lovers is little in doubt: James called Villiers "sweetie," "sweetheart," and "wifey" and reportedly kissed him passionately on the lips in front of bystanders. The two often retired for the night together. That James' obsession with Villiers hurt him politically is also not in doubt.

Unlike Elizabeth before him, who faced mostly sporadic domestic resistance when she faced any at all, James fomented a bitterly anti-court subculture among the gentry and sections of the aristocracy. From the beginning, his budgetary troubles and his seemingly prodigal spending caused predictable uproar among those classes who would most feel the weight of royal taxation and exactions. However, the sexual license notorious at the court, the very bitter factional infighting, and the personal scandals surrounding James also created a general belief that the court was toxic, a political and moral wasteland that decent people would avoid if at all possible. True, people still went to court to seek the necessary favors and permissions from their royal master. However, common opinion among much of the gentry (and this was no longer limited to the Puritans) held that James' court life had slipped beneath contempt and that God might likely judge England severely if a housecleaning did not come soon.

This general subculture of fear and rejection was an important reality. For the first time in a long time, people of the politically active classes began to wonder whether the monarchy was functional under such a man. These propertied critics were by no means yet ready for rebellion, but a seed of doubt now lay in the soil of many minds. It later germinated during the reign of Charles I. Many people dealt with the problem by using the “evil councilor” thesis, which held that the king was generally worthy but had suffered corruption at the hands of “bad advisors” and “corrupt sycophants.” The conclusion still tended to the idea of exerting some outside control or reform on the court. All of this suspicion and revulsion seeped into political arguments between James and his Parliaments. The textbook documents several clashes between James and Parliament. When you read about these, keep in mind the context of the king’s personal liabilities in the eyes of members of Parliament. The atmosphere surrounding James made political give-and-take even more difficult.

Click Next to proceed to Self-Assessment 1.

Assignment 1

Start Assignment

Due	No Due Date	Points	100	Submitting	a file upload
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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.

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.

Part I: Short Answer Question (30 points total)

Answer all four questions.

1. List at least three reasons for the English population fluctuations between 1600 and 1650.
2. List at least three qualities that set the peerage and the gentry apart from the rest of English society.
3. Describe at least four characteristics of the English army in the seventeenth century.
4. Describe at least four beliefs James I held about kingship and his powers.

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

Answer any two. Each answer should be between 300 and 500 words.

1. What major developments in early Stuart-era society had the greatest impact on English life?
2. What were the limits on the power of early Stuart kings? In which areas were these kings most likely to exert power successfully?

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 Assignment 1, you may proceed to Lesson 2.

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

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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**.

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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

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Students should then notify the [Office of Distance and Extended Learning](#) 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.

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.