

1.) DATE: <b>Mar 1, 2020</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) PROPOSED COURSE: Prefix: <b>HIS</b> Number: <b>251</b> Title: <b>History of England to 1700</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            .	
4.) COMMUNITY COLLEGE INITIATOR: <b>STEVEN LURENZ</b> PHONE: <b>480-461-7990</b> EMAIL: <b>slurenz@mesacc.edu</b>	
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.) <b>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</b> <u>Core Areas:</u> <b>Humanities, Arts and Design (HU)</b> <u>Awareness Areas:</u> <b>Select awareness area...</b>	
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): HU, H  Requested Effective date: <b>2019 Spring</b> Course Equivalency Guide  Is this a multi-section course?    Yes  Is it governed by a common syllabus? Yes	
Chair/Director: <b>Ty Welborn, History Instructional Council Chair</b> <span style="float: right;">Chair/Director Signature:</span>	

AGSC Action:    Date action taken:

Approved     Disapproved

**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

**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

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Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>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.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> 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><b>2.</b> 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>4.</b> 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><b>a.</b> 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.</p>

<b>ASU - [HU] CRITERIA</b>			
			"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)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	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)
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to developing skill in the use of a language.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to teaching skills.</li> </ul>	

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 from the Neolithic Age to the Elizabethan Age, a period that saw the building of Roman Britain, the invasion of the Anglo-Saxons and Vikings, the building of the English kingdom during the Medieval period, and the revolution of the English Reformation during the Tudor Dynasty.	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's focus on English history requires an examination of the English literary tradition, both in terms of how it shaped England and in terms of the insights it offered into the English past.	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.	The study of the English past requires consideration of human thought especially in the area of philosophical/ religious systems of thought. The beginnings with Stonehenge erected to ancestor worship to magical healing properties. With England's conversion to Christianity with the building of churches. Impact of religious thought of the Lollards and Protestantism starting with Henry VIII and the English Reformation .	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 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. The development of literary traditions begins with Venerable Bede, "Beowulf", Domesday Book, Chaucer to Shakespeare all who helped to build 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 &amp; how culture was like in England. In Module 5 students read "Utopia" Thomas More to understand More's view of Tudor England under Henry VIII. Students read Shakespeare "Richard III and shows how the play was Tudor propaganda against the plantagenet's.</p>
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## History of England to 1700

Course: <b>HIS251</b>	Lecture <b>3</b> Credit(s) <b>3</b> Period(s) <b>3</b> Load
First Term: <b>2014 Spring</b>	Course Type: <b>Academic</b>
Final Term: <b>Current</b>	Load Formula: <b>S</b>

**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)

### 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
    - 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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MCCCD Governing Board Approval Date: **9/27/1994**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

# Course Syllabus

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

**Credit Hours: 3.0**

**Course Prerequisites: Honor 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.

### **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

1. Unit Discussions
2. Student Teachback
3. Student Teachback posts
4. Journals

### **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 be attached with each assignment. The Rubric 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 to 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](mailto: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](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 universally 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](http://www.mesacc.edu/students/ears) ([Links to an external site.](#))[Links to an external site.](#)

**Important MCC Campus resource link:**

[www.mesacc.edu/helpcenter](http://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 Outline

### I Pre-Norman Britain (Module 1)

- A. The land
- B. The peoples
  - a. The early inhabitants
  - b. The Celts
  - c. Stonehenge
  - d. The Romans
- C. Anglo-Saxon Britain
  - a. The invasions
  - b. Anglo-Saxon
  - c. Birth of Christianity
  - d. Monasticism
  - e. Anglo Saxon Art/Architecture
  - f. Venerable Bede
  - g. Origins of political unity
  - h. Offa
  - i. The Danes
  - j. King Alfred
  - k. King Canute (1016-1035)

### II The Normans (Module 2)

- A. The Norman Conquest
  - a. Background/Edward the Confessor
  - b. Duke William
  - c. The eve of the conquest
- B. Norman England
  - a. The invasion
  - b. Feudalism
  - c. The peasant, village, and manor
  - d. Bayeux Tapestry
  - e. 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)

### III The Angevin Empire (Module 3)

- 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)

#### IV Development of the English State (Module 4)

- A. The 13<sup>th</sup> Century
  - a. Henry III (1216 – 1272)
  - b. Simon de Montfort
  - c. Edward as Prince
  - d. England in the 13<sup>th</sup> 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

#### V The Tudor Era (Module 5)

- 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

**Following is a selection of assignments to support the application for HIS 251 HU tag.**

***Criteria #1***

1. Students are required to do a research project during the semester. There are a variety of topics to research. When the assignment is submitted the entire class views the research and is engaged with the material by responding to the following guidelines.
  - a) What academic insight was gained from the research?
  - b) How did the topic contribute to the period discussed?

Following is “evidence of how course meets criteria”: Students use the “Bayeux Tapestry” as historical data to understand the Norman Conquest/Battle of Hastings.

**Please see attached PowerPoint on the “Bayeux Tapestry.”**

***Criteria #2***

2. Journal Magna Carta.

Students are required to read the article and links of original document by Claire Breay & Julian Harrison “Magna Carta: an introduction” (attached <https://www.bl.uk/magna-carta/articles/magna-carta-an-introduction#>) to understand the birth of “rights” and its importance to U.S. Constitution.

**Please see attachment from a student submission (Magna Carta)**

***Criteria #4a***

3. Unit Discussion: English Reformation (students research/engage in period from questions in their first post. On the second required post, students look at themes presented by class and share how they perceive the period from the discussion.)

The assessment looks at the criteria of human thought with emphasis on the analysis of philosophical and/or religious systems of thought.

Students engage in an analysis of the historical significance of the English Reformation. Students look at original material by reading short works of Thomas Crammer.

**(Example attached from Unit Discussion)**

***Criteria #4d***

4. Group Chat: “Richard III” William Shakespeare

Students read Shakespeare play “Richard III”. Group discussion is created to discuss how the play was Tudor propaganda against the Plantagenets (Richard III)

# BAYEUX TAPESTRY

A TIGHTLY WOVEN PROPAGANDA MACHINE



## ODO

....The Bishop  
...The Earl of Kent  
...The Probable

## Commissioner of the Bayeux Tapestry

THE FREQUENCY OF ODO APPEARING THROUGHOUT THE TAPESTRY CAN EXPRESS ANY OF THE FOLLOWING TO THE 11TH CENTURY VIEWERS.

- 1) THE SUPPORT OF THE CHURCH IS SYMBOLIZED THROUGH ODO.
- 2) AS THE COMMISSIONER, ODO IS ATTEMPTING TO REWRITE HISTORY AFTER HIS FALLING OUT WITH HIS HALF BROTHER WILLIAM THE CONQUEROR
- 3) IN BATTLE (UPPER LEFT) ODO IS PORTRAYED AS DEFENDING THE WILL OF THE CHURCH AS WELL AS WILLIAM. (NOTE THE MACE, NOT A SWORD)
- 4) AS THE EARL OF KENT, IT ATTEMPTS TO LEGITIMIZE HIS ACTIONS AS EARL AND SPEAKS TO HIS POWER IN ENGLAND.



# ...Sui Generis - Unique

---

- Acknowledged by historians to be part truth and part fiction.
- Large enough so that large audiences could easily view it when it was initially taken from town to town.
- Unique in so far as nothing comparable has ever been discovered like it in the world.
- Brought to Paris upon Napoleon's request to be used as an inspiration for his own desires to conquer England.
- Reads like a modern movie with the center piece conveying the major points the author wanted the audience to focus on while the upper and lower bands convey background elements which would have had meaning to the 11th century audience.

## AESOP'S FABLES AND THE BAYEUX TAPESTRY??



### THE FABLE BEING SHOWN IS THE FOX AND THE CROW:

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future.

**WOW! THIS IS CUNNING AND ARTFULLY CRAFTED!! IT IS A TOTAL INSULT TOWARDS HAROLD'S CHARACTER. THESE IMAGES SPORADICALLY RUN ALONG THE TOP AND BOTTOM BORDER'S OF THE TAPESTRY. THE POINT THE IMAGES ARE CREATING IS THAT HAROLD IS NOT WHAT HE SEEMS. HAROLD IS THE FOX AND WILL TRY TO GET WHAT HE WANTS BY USING FALSE OR DECEPTIVE METHODS. WHAT COULD HAROLD WANT? HMMM, HOW ABOUT THE ENGLISH THRONE. USING THIS FABLE LET'S THE VIEWER KNOW THAT REGARDLESS OF THE FAIR TREATMENT SHOWN TO HAROLD IN THE MAJOR PART OF THE TAPESTRY, HE SHOULDN'T BE TRUSTED.**



## SLIDE A



- **SLIDE A:** UPON HIS ARRIVAL, HAROLD IS TAKEN PRISONER. HAROLD IS SHOWN BEING HELD BY TWO MEN AND IS PRESENTED TO THE SOLDIERS OF GUY DE PONTHEIU IN NORMANDY.

### INTERPRETATION OF SLIDE:

- 1) THE YEAR IS 1054, HAROLD IS SENT BY KING EDWARD TO NORMANDY TO SPEAK WITH WILLIAM THE DUKE OF NORMANDY FOR UNKNOWN REASONS.
- 2) THE YEAR IS 1065/1066, HAROLD LEAVES ENGLAND KNOWING THAT KING EDWARD IS NEAR DEATH. HAROLD INITIATES SUCCESSION TALKS WITH WILLIAM. THIS INTERPRETATION WOULD ALSO SIGNAL THE TIME AT WHICH HAROLD MAKES A VOW OF SUPPORT TO WILLIAM AND HIS SOVEREIGN RIGHT TO RULE ENGLAND UPON KING EDWARD'S DEATH.



- **SLIDE B:** HAROLD IS SHOWN ON HORSEBACK WITH HIS HAWK. THE FACT THAT HAROLD IS RIDING IN FRONT OF THE NORMAN SOLDIERS SHOWS RESPECT. HAROLD IS NO LONGER BEING HELD AGAINST HIS WILL.

## SLIDE B



## WILLIAM THE CONQUEROR.. THERE JUST ISN'T ANYTHING THIS GUY CAN'T DO!

SHOWN BELOW HAVING THE PRE-BATTLE FEAST OF A LIFETIME, THINGS WERE NOT ACTUALLY GOING THAT GREAT. WILLIAM HAD SEEN TO THE SECRET BURIAL OF THE DEAD WHO HAD DROWNED WHILE CROSSING THE CHANNEL. WILLIAM ALSO USED RATION CONTROL IN THE BEGINNING OF THE JOURNEY TO MAKE LATER RATIONS SEEMS LESS SCARCE.

↑ IN BATTLE, WILLIAM IS FEARLESS! HE RAISES HIS HELMET TO PROVE TO HIS SOLDIERS THAT HE IS INDEED NOT DEAD!

UPON LIFTING HIS HELMET WILLIAM IS REPORTED TO HAVE YELLED, "Look at me. I am alive and, with God's help, I shall win. What madness puts you to flight? Where do you think you can go? Those you could slaughter like cattle are driving and killing you. You are deserting victory and everlasting honour; you are running away to destruction and everlasting shame. And by flight, not one of you will avoid death'.

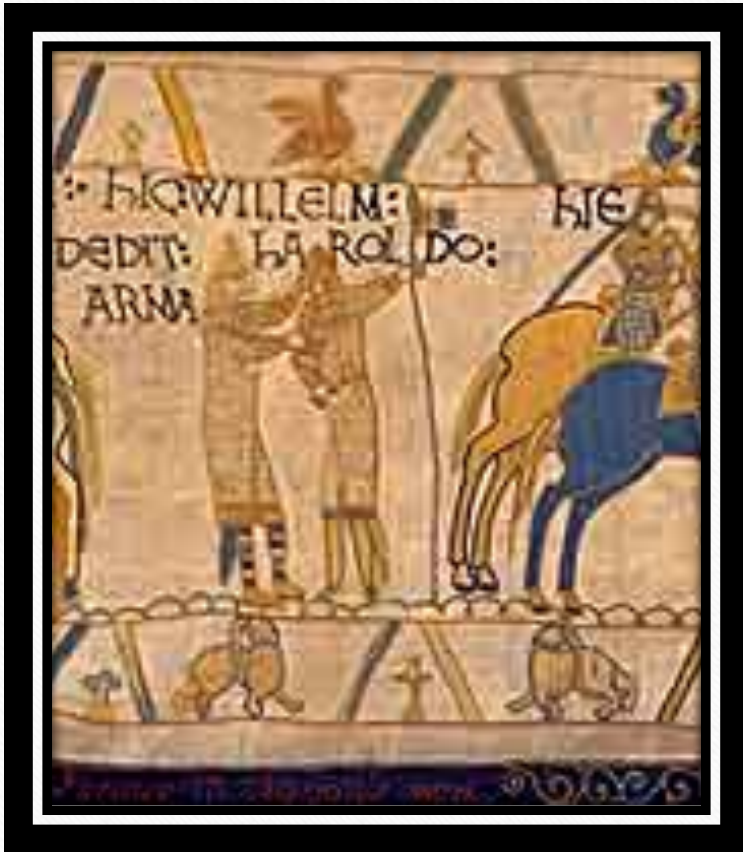


HAROLD RIDES WITH WILLIAM TO FIGHT IN BRITTANY. THE IMPORTANCE OF THIS IS PROFOUND, IT ESTABLISHES A RELATIONSHIP OF TRUST BETWEEN THE TWO MEN. THIS SCENE ALSO DEPICTS WILLIAM SAVING HIS OWN SOLDIERS FROM DANGER. ON THE FAR RIGHT, IT IS WILLIAM CARRYING TWO OF HIS MEN TO SAFETY, LIKELY TO LET EVERYONE KNOW THAT WILLIAM IS A LOYAL MAN.



THIS AND OTHER BATTLE SCENES IN THE BAYEUX TAPESTRY ARE PURPOSEFULLY DONE TO CONVEY WILLIAM'S MILITARY SKILL IN BATTLE. THIS WAS A MESSAGE TO EVERYONE WHO VIEWED THE TAPESTRY, NORMANS AND ENGLISH ALIKE.

## WILLIAM ESTABLISHES HIS POWER OVER HAROLD



THE CREATOR OF THE TAPESTRY IS DETERMINED TO REINFORCE WILLIAM'S POSITION IN RELATION TO HAROLD. IN THE SCENE TO THE IMMEDIATE LEFT, HAROLD IS SWEARING AN OATH TO WILLIAM WHILE PLACING HIS HANDS ON HOLY RELICS-PRIOR TO HIM LEAVING TO RETURN TO ENGLAND.

THE SIGNIFICANCE OF THIS SCENE IS HUGE!! CROPPED FROM A LARGER SCENE THAT INCLUDED WILLIAM AND HAROLD'S VICTORY IN BRITTANY, THIS SCENE BEGINS TO SUPPORT WILLIAM'S RIGHTFUL CLAIM TO THE ENGLISH THRONE. FOR HIS AID, HAROLD IS REWARDED BY WILLIAM (POSSIBLY KNIGHTED BY HIM). WHATEVER TRIBUTE IS PAID TO HAROLD, IT ESTABLISHES WILLIAM AS HAROLD'S OVERLORD. AS SUCH, HAROLD COULD NEVER USURP POWER FROM WILLIAM AND THEREFOR COULD NOT CLAIM THE THRONE OF ENGLAND.



## **IT WAS DIVINE RIGHT THAT WILLIAM BECOME KING!**

**HAROLD RETURNS HOME TO DISCUSS THINGS WITH THE ILL KING EDWARD. CONVERSATION IS EITHER "HAROLD, YOU GET THE THRONE" OR HAROLD TELLS KING EDWARD HE SWORE AN OATH TO WILLIAM.**

**IMAGES OF THE CHURCH ARE PURPOSELY USED TO IMPART THE CHURCH'S SUPPORT OF WILLIAM, BUT ALSO TO SHOW GOD'S WILL OF THE NEXT KING, WILLIAM**

**HALLEY'S COMET PASSED OVER, WAS USED AS AN OMEN OF ILL FATE TOWARD HAROLD AS HE PREPARES FOR THE BATTLE OF HASTINGS**

## ...BUT HOW DID IT END?

**ORIGINAL SHOWS THE ENGLISH FLEEING AFTER  
BEING DEFEATED**



**2012 WOMEN OF ALDERNEY STITCH AN ALTERNATE ENDING  
DEPICTING WILLIAM'S CORONATION ON CHRISTMAS DAY 1066**



**IT IS POPULARLY BELIEVED THAT 8-10 FEET OF THE ORIGINAL TAPESTRY WERE LOST OR STOLEN**

# The Bayeux Tapestry Seven Ages of Britain

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[ THIS IS A <5 MINUTE VIDEO, IF YOU HAVE A MOMENT ]

\* I DO SUGGEST WATCHING THIS, THE VIDEO REALLY CAPTURES THE ENORMITY OF THE TAPESTRY

**CITATIONS:**

- **SLIDES 2 AND 5: Noxon, Gerald. "The Bayeux Tapestry." *Cinema Journal* (1968): 29-35. Web. 7 Oct. 2015. <[http://www.jstor.org.ezp.mesacc.edu/stable/1224876?pq-origsite=summon&seq=3#page\\_scan\\_tab\\_contents](http://www.jstor.org.ezp.mesacc.edu/stable/1224876?pq-origsite=summon&seq=3#page_scan_tab_contents)>.**
- **IMAGES OF BAYEUX TAPESTRY ALL SLIDES EXCLUDING THE ALTERNATE ENDING: "Britain's Bayeux Tapestry - Contents Page." *Britain's Bayeux Tapestry - Contents Page*. Web. 5 Oct. 2015. <<http://www.bayeuxtapestry.org.uk/BayeuxContents.htm>>.**
- **SLIDE 9 ALTERNATE ENDING IMAGE: "Bayeux Tapestry: The Islanders Who Finished the Final Scenes - BBC News." *BBC News*. 1 July 2014. Web. 6 Oct. 2015. <<http://www.bbc.com/news/uk-england-28018096>>.**
- **SLIDE 9 THE VIDEO FROM THE BBC SHOWN HERE: [https://www.youtube.com/watch?v=EGIP-DT\\_EuE](https://www.youtube.com/watch?v=EGIP-DT_EuE)**
- **SLIDE 5: Grape, Wolfgang. *The Bayeux Tapestry: Monument to a Norman Triumph*. Munich: Prestel, 1994. 62-65. Print.**
- **SLIDE 4: Lortz, Roseanne. "English Historical Fiction Authors." : *Aesop's Fables and the Bayeux Tapestry*. 2013. Web. 7 Oct. 2015. <<http://englishhistoryauthors.blogspot.com/2013/01/aesops-fables-and-bayeux-tapestry.html>>.**
- **SLIDE 4: "The Fox and the Crow An Aesop's Fable." *The Fox and the Crow an Aesop's Fable*. Web. 7 Oct. 2015. <<http://www.taleswithmorals.com/aesop-fable-the-fox-and-the-crow.htm>>.**



## **Submission from students Magna Carta:**

In the article *Magna Carta: an Introduction*, the authors Claire Breay and Julian Harrison discuss the basics of the document. This includes what the document is, why the document was created, its contents, and both the short-term and long-term results of the document. The authors recognize the Magna Carta, or The Great Charter, as an effort made by King John to appeal to the dissatisfied barons. John Lackland was not a good king, and often involved himself in foreign affairs that demanded finances that came from a heavy tax on the people of England. Breay and Harrison explain, “The Magna Carta established for the first time the principle that everybody, including the king, was subject to the law.” Though the initial intention of Magna Carta was to appease the rebellion of the barons, the document would eventually evolve into the structure of how the royal court would interact with and serve the people.

Magna Carta originally consisted of 63 clauses, however, the current English law only recognizes three of them. The most famous of the remaining three is the one that guarantees any free man the right to a fair trial by “his equals or by the law of the land.” The authors emphasize the portion that refers to “free men,” as this included a small amount of the population in Medieval England. Peasants were not considered *free*, but rather as property of their landowners. This clause has been recognized and recreated in documents such as the American Bill of Rights and the Universal Declaration of Human Rights. The new charter also stated that the king could not demand taxation without the consensus of the people. Widowed woman could also resist re-marriage.

Surely the people of England did not desire a king who engaged in unnecessary wars and demanded heavy taxes, but John’s bad leadership was a crucial factor in the manifestation of the most popular document in history. His reign was defined by his poor military choices and harsh levies, and also his constant squabble with the church. King John rejected Stephen Langton as Canterbury’s Archbishop, despite the diplomatic favor. He was excommunicated by Pope Innocent III in 1209. Six years later John faced issues with the barons of England when he refused to meet their demands to, “to abolish all the evil customs by which the kingdom of England has been unjustly oppressed’ as stated in a charter issued in 1100 by King Henry I. His refusal caused the barons to renounce

their allegiance to him and capture the city of London, forcing him to negotiate. The document was drafted and agreed on in June of 1215, and the barons renewed their allegiance to the king.

The short-term effects of the Great Charter were not as expected. A civil war broke out when the Pope declared the document illegitimate and disgraceful to the England court and its citizens. The barons elected Prince Louis of France to replace John. He accepted the barons' offer and invade England in 1216, but was deceased before the war was concluded. The barons failed, but the Magna Carta was reignited when King Henry III took the throne when he was nine years old. Henry created a revised draft of the document in order gain the support of the barons, and in 1225 drafted another revision.

Breay and Harrison explain, "Magna Carta is sometimes regarded as the foundation of democracy in England." Long-term, the document prevented the king from demanding heavy taxes, but also allowed Parliament to "approve the granting of taxation." Although the majority of the clauses found in the original Magna Carta have been repealed over time, the document, as the authors explain, is symbolic in the fact that it created a foundation that prevented tyrannical rulers and granted the people rights and liberties. This document not only impacted the future of English history, but also on nations around the world.

## First Post: English Reformation

Henry VIII's "Great Matter" was that of his first marriage. Henry VIII married the widow of his brother Arthur, Katherine of Aragon in 1509. Given that she was the widow of Henry's brother, dispensation was required from the pope for Henry's marriage to proceed. While Katherine would become pregnant seven times during their marriage, only one child survived past infancy, Mary.

Henry believed he had myriad reasons to request an annulment of his marriage to Katherine from the pope. First, Henry was in dire need of a male heir to carry on the Tudor dynasty established by Henry's father, Henry VII. Compounding this problem was that his wife was now beyond her childbearing years. Henry felt increasing pressure as his Queen aged to provide an heir for the realm. Henry was not in favor of female succession and believed that *"a woman successor was a recipe for a fresh civil war..."* (Pg. 31), thus seemingly barring his living daughter from the throne. While Henry did father an illegitimate son with Bessie Blount, *"Henry still lacked a legitimate son, a matter of vital concern for a dynastic monarchy."* (Pg. 31). Second, Henry had fallen for one of his queen's ladies, Anne Boleyn and perhaps believed this younger wife would prove to be more successfully fecund and provide a son. Additionally, Henry *"...came to believe that his marriage to Katherine was 'incestuous' and 'unnatural', and that the papal dispensation allowing him to marry his brother's widow in the first place had always been flawed thereby taking the argument out of the realm of matrimonial law into that of hypersensitive papal power. For if the pope's dispensation was invalid, it must have been because a successor to St. Peter had made a mistake or had no power to devise such instruments in the first place, making the pope no better than any other human legislator who had exceeded his authority."* (p. 31-32). Thus, the seeds for the Reformation are sown.

Henry VIII eventually secured an annulment of his marriage to Catherine of Aragon, but he had to create a schism with the Catholic Church to do so. When Pope Clement VII denied Henry papal dispensation to annul his marriage, Henry broke from the Catholic Church. Pope Clement VII was essentially a captive of the Holy Roman Emperor, Charles V, having recently occupied Rome, and who just so happened to be Catherine's nephew. The pope would not dare to unseat the emperor's aunt from her place. Henry married Anne Boleyn in secret in January 1533 at Greenwich Palace, while Henry was still lawfully married to Catherine. Parliament began steadily throwing off the yoke of Rome and Henry's newly installed Archbishop of Canterbury, Thomas Cranmer announced the annulment in May 1533. Shortly thereafter, Henry declared himself *"Supreme Head of the English Church."* (Pg. 35).

During the Reformation, Henry VIII dissolved and looted the Catholic monasteries with the assistance of Thomas Cromwell. Thomas Cromwell secured *"appointment as Henry's (lay) Vicar-General and Viceregent (or deputy) in Spiritual Affairs"* (pg. 37), now wielding most the power to settle church matters as well as *"attempting to settle the faith and doctrines of Henry's new Church of England."* (Pg. 37). Cromwell spearheaded the destruction of the shrine of England's only saint, Thomas Becket, as

well as the removal of Becket's name, and the pope's from "as many books and manuscripts as could be tracked down." (Pg. 37). Cromwell worked in tangent with Thomas Cranmer, Archbishop of Canterbury to print and "disseminat[e] tracts and translations with a decidedly reformist spin." (Pg. 38). Thomas Cromwell was also involved in publication of the complete English Bible in 1535, which he dedicated to Henry. Cromwell's suppression of the monasteries increased as he began to attack the larger houses of worship. This caused revolts in Lincolnshire and Yorkshire, where "mass protests involving as many as 60,000 people that were ruthlessly crushed by exemplary public hangings..." (Pg. 39). "The Reformation in England was at its outset political rather than doctrinal. The avarice and tyranny of the Church officials had galled the limbs of the laity." (The Divorce of Catherine of Aragon, pg. 6). In the end, Cromwell's suppression of the monasteries netted the royal coffers lands valued at 132,000 pounds per annum, together with jewels and precious metals worth approximately 75,000 pounds.

After Archbishop Thomas Cranmer resolved the King's Great Matter, he set himself to contributing to and establishing the liturgical development of the Church of England. Cranmer had "been pressing for an authorized translation of the Bible, and it was in no small part due to his influence that Coverdale's "Great Bible" of 1539 was published and that in the following year a copy of it was ordered, by Royal Injunction, to be set up in every parish Church." (History Today). Cranmer also contributed the preface, so it is commonly known as "Cranmer's Bible."

During the Reign of Henry VIII, the Anglican Church remained essentially Catholic. Henry only advanced reformation because it served his personal interests in the moment; that of the dissolution of his marriage to Catherine of Aragon. Henry was a devout Catholic, so while his ministers and Archbishop went about truly attempting religious reform, he desired to retain most of the elements of Catholicism. Henry's conservatism lead to a slow pace of actual reform. Those religious reforms that were put into action by Cranmer would be eventually solidified under the future reign of Henry's daughter, Elizabeth I.

### **Works Cited:**

Guy, John. *The Tudors: A Very Short Introduction*. Oxford University Press, 2013.

Prof Lurenz, Steve. The King's Great Matter, Catherine of Aragon

### **Second Post: English Reformation:**

#### **Second Post: Comedy of Errors**

#### **Great Matter**

The "Great Matter" I would argue was Henry VIII concern for the succession of the throne. We mentioned in our first post that Catherine had given Henry only a daughter,

Mary, and there was no hope Catherine would again bear a child. This put the succession in jeopardy and most important threatened civil war after the death of Henry. From our readings this semester only once had a Queen sought to rule England, Matilda in the 12th century, and her reign led to anarchy and war. Henry thought of putting his bastard son, Henry Fitzroy on the throne. But this also posed dangers, best solution was to seek a legitimate son by a new marriage.

## **Parliament**

No man, even a king like Henry, could carry through by himself so great a revolution as removing an entire kingdom from obedience to Rome. To accomplish it, Henry needed the support of his subjects, particularly the more powerful ones who sat in Parliament. Henry won that support by exploiting the strong anticlericalism in England and the ordinary person's disgust at the power, wealth, privileges and corruption of the clergy. Henry summoned parliament and allowed the House of Commons to attack clerical abuses.

## **Thomas Cromwell**

Henry's harassment of the Church increased when he brought Thomas Cromwell into the inner circle of his councilors. Cromwell pushed the various acts discussed in my first post that helped break the financial ties with Rome and convinced Henry of the dissolution of the monasteries.

The doctrine of royal supremacy signaled the destruction of the monasteries. Cromwell saw the monasteries as a potential danger to the new ecclesiastical regime. Those in the monasteries and nunneries lived by their own rules, they were exempt from secular discipline and advocated papal authority Henry and Cromwell deemed it necessary that monks and monasteries, nuns and nunneries should go.

The destruction was financially lucrative, the land was worth "two million pounds" and was nationalized. With the destruction of the monasteries Henry became one of the richest sovereigns in European history, if the land would have remained nationalized, he and his heirs might have been assured a sufficient income, free of parliamentary purse string. However the monastic lands passed out of the hands of the crown. Country gentlemen who served the Tudor dynasty well profited, also included in this list were merchants, lawyers and well-to-do yeoman farmers were all quick to purchase monastic estates from a government which faced bankruptcy.

## **Thomas Cranmer**

Lutheran cells in England was at Cambridge, where scholars, most notably Thomas Cranmer, met at the White Horse Tavern (only a blue plaque designates where it stood) to discuss the new ideas coming from Germany. Two forces caused these ideas to spread beyond groups like Cranmer's groups, the Bible and the printing press. It was a dedicated Cambridge scholar, William Tynsdale, who produced the first New Testament in English. With the printing press Cranmer believed that the Bible could not only be

read in the parish church, but could be purchased even by an artisan. From the “Great Matter” comes the great religious revolution.

### **The Anglican Church under Henry VIII**

In May 1539 parliament was called upon to define the Anglican Church. The first time in history, the faith of Englishmen was decided upon by the authority of the “sovereign national state.” It might have been called the Anglican Church but it still looked very Catholic in many ways:

- a) accepted transubstantiation
- b) celibacy of the clergy
- c )private masses
- d) confession

All these points had been issues of growing controversy, but accepted by a realm which was still conservative. Another reason for the Church still looking Catholic, Henry was alarmed by thought of diplomatic isolation. With the danger of no alliance, Cromwell created an alliance with the Lutheran princes of Germany with the marriage of Anne of Cleves in Jan. 1540. Anne of Cleves was Henry’s fourth wife, the marriage lasted from Jan. 1540 – July 1540. The marriage was declared never consummated and as a result she was not crowned queen consort and became Henry’s “loving sister.” Thomas Cromwell paid with his head for having arranged the marriage with Anne of Cleves.

Peter Salway

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A Very Short Introduction

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THE ANGLO-SAXON AGE

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John Gillingham & Ralph A. Crutts

# MEDIEVAL BRITAIN

A Very Short Introduction



Oxford University Press

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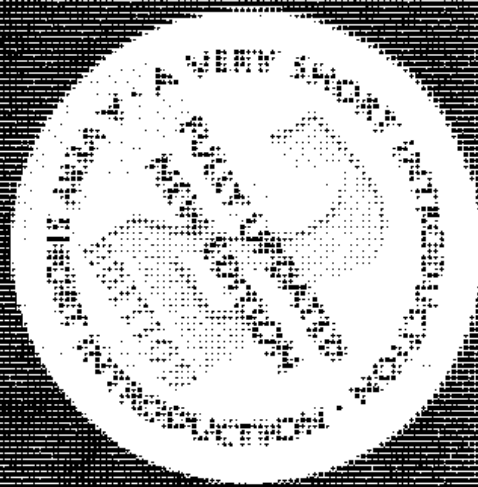
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John Guy

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