

History 5A
History of Early Britain
Fall 2009

Section #2345

M. and W. 11:15-12:40; Room: SOCS 206

Instructor: Dr. Florence M. Baker

Office: SOCS 202C

Office Hours: M. and W. 1:00-3:00; T. 2:00-3:00; and by appointment

Phone: (310) 660-3593 x3750

E-mail: fbaker@elcamino.edu

Course Web Site: <http://www.elcamino.edu/faculty/fbaker/History%205A/index.htm>

1. Course Description

This course deals with the political, economic, social and cultural development of Britain from earliest times to the 17th century. In examining the origins and growth of Britain we will focus on the emergence of common law and representative government from which Anglo-American liberties were derived and the laying of the foundation of the British Empire as England evolved from a frontier outpost of European civilization to holding a central position in the world based upon maritime and commercial supremacy. Cultural development through the English Renaissance and Baroque periods will also be explored.

2. Course Overview

The purpose of this course is to assist you in acquiring the resources and analytical skills needed to better understand, evaluate and appreciate British history. Class materials include lectures, presentations, videos and assigned readings that will provide you with a basic framework of information. Secondary and primary sources such as documents will be analyzed through class discussion, short homework assignments and the writing of essay exams. The completion of a short research project will introduce you to the variety of materials available in pursuing historical inquiries and give you the opportunity to practice history.

3. Required Texts

Stanford E. Lehmberg and Samantha A. Meigs. *The Peoples of the British Isles: A New History From Prehistoric Times to 1688*. Third Edition. Chicago: Lyceum Books, Inc., 2009.

Chose one of the following:

Gies. *Life in a Medieval Castle*. NY: Harper & Row, 1974.

Gies. *Life in a Medieval Village*. NY: Harper Perennial, 1990.

Hanawalt. *Growing Up in Medieval London: The Experience of Childhood in History*. NY: Oxford University Press, 1993.

4. Course Objectives

Upon completion of the course, students will be able to:

1. Discuss the importance of geographical location and features to Great Britain's development.
2. Identify the earliest inhabitants of the British Isles and discuss the significant characteristics of each culture.
3. Evaluate the impact of the Roman occupation on the development of British culture and society.
4. Discuss the contributions of the Anglo-Saxons, Vikings and Normans to the political, social and cultural development of Britain.
5. Assess the significance of the Angevin or Plantagenet monarchs' reigns to Britain's political development.
6. Identify the Lancastrian and Yorkist monarchs and explain their roles in the Hundred Years War and the War of the Roses.
7. Evaluate the successes and failures of the Tudor monarchs in establishing royal, nation-state absolutism in England.
8. Analyze the evolution of the Protestant Reformation in Tudor England.
9. Compare and contrast the political and philosophical positions of the advocates of divine right absolutism and parliamentarianism during the Stuart period.
10. Assess the main issues in the struggle between Anglican supremacists and Protestant dissenters in Stuart England.
11. Discuss significant cultural developments through the English Renaissance and Baroque Period.
12. Assess the motivations of and roles played by the government and private interests in the expansion of England's colonial and commercial empire in the sixteenth and seventeenth centuries.

5. Student Learning Outcomes

1. Upon completion of History 5A, students will identify and explain major social, economic, political and cultural themes in the History of Early Britain in a course exam or written assignment.
2. Given a primary or secondary source relating to the history of the Early Britain, students will accurately identify the source and apply appropriate historical methods to explain what the source reveals about its historical context.
3. Given primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural life in the history of Early Britain, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

6. Assessment: Course Requirements and Evaluations

Your performance in the class will be assessed in three ways:

1) In-class work that includes small group discussions and projects. Your participation in these activities is required and assignments will be assessed to determine your understanding of course material and your progress towards achieving course goals, but a grade will not be given to each assignment.

2) Three take home written essay assignments of about 4 pages each, typed and double-spaced. These assignments will require an analysis of course material including primary and secondary source documents. They will be evaluated and graded according to the following criteria:

Answer ----- Did you answer the question assigned? All parts?
Evidence ---- Are your statements supported with evidence from class materials such as readings and lectures?
Analysis ---- To what extent does your essay demonstrate your use of critical thinking? Is there depth to your analysis? Is your argument presented logically and convincingly? Does it show your ability to synthesize diverse material and concepts?

Expression - Is your essay coherent, well-organized and written with clarity? Is your use of grammar and spelling correct?

3) A short research paper of about 6 -7 pages, typed and double-spaced. In addition to the above criteria, the quality and use of your research materials and proper formatting of notes and bibliography will be evaluated in determining your grade.

4) A short oral presentation based on your research paper.

Grades are based on the letter system as follows:

A - Excellent > indicates that assignment/course requirements have been met and a mastery of assignment/course objectives
B - Good > indicates that assignment/course requirements have been met and an above average proficiency of assignment/course objectives
C - Satisfactory > indicates that assignment/course requirements have been met and an average proficiency of assignment/course objectives
D - Less than satisfactory > indicates that not all assignment/course requirements have been met and only a partial proficiency of assignment/course objectives
F - Fail > indicates that few assignment/course requirements have been met and little or no proficiency of assignment/course objectives.

7. Distribution of Grades

Class Participation -----	10% (attendance, discussions and short assignments)*
Midterm Exam -----	20%
Character Paper -----	15%
Research Paper -----	30%
Oral Report -----	5%
Final Essay -----	20%

* Participation grade is based on attendance as follows: 1- 2 absences = A; 3-4 absences = B; 5 absences = C; 6 absences = D. Also note: two late arrivals to class = one absence.

8. Student Presentations

If you have a special interest in or experience with a subject related to this course and would like to present a short presentation to the class, please let me know.

9. Course Policies

- < In accordance with the college's policy on attendance you are expected to attend class regularly, to arrive in class on time and to remain for the duration of the class. You may be dropped from the class if you miss more than three class meetings.
- < **Cell phones, pagers, etc. are to be turned off and put away during class meetings.**
- < Only course related materials are to be on your desk during class meetings.
- < Disruptive behavior, such as habitually arriving to class late or leaving class early, or talking during class will not be tolerated and will result in being suspended from class.
- < Dishonest behavior, such as cheating and plagiarism, will not be tolerated and will result in being suspended from class and a written report will be made to the appropriate College authorities requesting further disciplinary action. Please see the El Camino College Catalog for examples of cheating and plagiarism that include:
 - Representing the words, ideas or work of another as one's own in any academic exercise (plagiarism), including the use of commercial term paper companies [and such study aids as Cliff Notes and Spark Notes].
 - Copying or allowing another student to copy from one's paper or answer sheet during an examination [this includes for credit and graded assignments completed outside of the classroom].
 - Falsifying or attempting to falsify attendance records and/or grade rosters.

History 5A: History of Early Britain
Schedule of lecture topics, assignments and exams (Fall 2009)

Week

1

2

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10

11

12

13

14

15

16

Date

8/31

9/7

9/14

9/21

9/28

10/5

10/12

10/19

10/26

11/2

11/9

11/16

11/23

11/30

12/7

12/14

Topic

Introduction to Britain and Its Earliest People

Monday: Labor Day - No Classes

Roman Britain

Friday: Last Day to add Classes

Anglo-Saxon England

Anglo-Saxon England

Norman England

Henry II and the Angevin Empire

The Age of the Plantagenets

Wednesday: Midterm Exam due

Lancaster and York

Medieval British Society

Wednesday: Character Paper due

The Earlier Tudors

The Later Tudors

Friday: Veterans Day - No Classes

Tudor Britain

Friday: Last day to drop with a "W"

The Early Stuarts and the English Revolution

Wednesday: Research Paper due

Thursday-Friday: Thanksgiving - No Classes

Restoration and the Glorious Revolution

Early Modern British Society and Culture

Monday: Final Exam due

Monday and Wednesday: Oral Reports

Readings

Ch. 1, pp. 3-13

Ch. 1, pp. 13-20

Ch. 2, pp. 21-32

Ch. 2, pp. 32-48

Ch. 3, pp. 51-59

Ch.3, pp. 59-74

Ch. 4

Ch. 5

Ch. 6

Ch. 7

Ch. 8

Ch. 9

Ch. 10

Ch. 11

Ch. 12