

# HIST 3315

## History of England to 1603

### **Instructor**

Dr. Bryan Mann

### **Course Description**

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

### **Prerequisites**

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

### **Scope and Nature of the Course**

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

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

### **Course Objectives**

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

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

## **Required Text**

You must have the following textbook in order to complete this course:

Morgan, Kenneth O. *The Oxford History of Britain. Revised ed.* NY: Oxford UP, 2001. ISBN 13: 978-0-192-80135-7, or ISBN 10: 0-19-280135-X

## **Course Organization**

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

Sometimes these centralizing attempts will focus entirely on politics. Other times, the textbook chapters will explain how the progress of history is better measured in terms of economics, war, or religion, to name a few alternatives to politics. One of your jobs in each of the lessons will be to determine which category of evidence predominates and to understand why that is so.

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

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

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

## **Assignments**

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

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

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

### **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 Course Information \(.pdf\)](#) page.

### **Grading Criteria**

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

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

Midcourse Exam: 20%

Final Exam: 40%

There is no pass/fail grading option.

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

Grades will be assigned according to the following range:

A: 90–100%

B: 80–89%

C: 70–79%

D: 60–69%

F: 0–59%

Texas State does not use plus or minus grades.

### **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.

### **Scheduling Your Time**

To some extent you can set your own pace in a correspondence course, but it is important that you schedule your time effectively. You should be able to complete each lesson, along with the assignment for each lesson, in two weeks, so completing the course in four to five months is quite possible if you carefully budget your time. Remember, you have a maximum of nine

months to complete this course. Use the [Course Study Schedule](#) to help you proceed through the course effectively.

### **Faculty-Student Contact**

According to “Seven Principles for Good Practice in Undergraduate Education,” faculty-student contact is very important. Even though this is a correspondence course, I encourage you to contact me personally if you have any concerns, questions, or problems. You are welcome to e-mail me by using the Mail tool in the left menu bar. (It is important to keep all mail related to this course contained within this TRACS 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. All correspondence students have access to several hours of free online tutoring from Smarthinking for subjects ranging from grammar and writing to mathematics and Spanish. 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 \(SLAC\)](#) on the fourth floor of Alkek Library and from the [Math Lab](#) in Derrick 233.

### **TRACS Technical Support**

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

### **Students with Special Needs**

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 strive to 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](#) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.