



UNIVERSITY OF  
CALGARY

## DEPARTMENT OF HISTORY

HTST 330

DEATH AND DISORDER: EARLY MODERN ENGLAND, 1485–1690

Fall 2021

**Instructor:** Dr. Ken MacMillan

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**Office Hours:** Online by appointment only

**Class Format:** Online and asynchronous

### Description

This course investigates key themes in the history of Tudor and Stuart England, circa 1485–1690. Although this course serves as a general introduction to the history of early modern England, it focuses in more detail on an overarching theme of the period, namely death and the disorder with which it was closely related. Everybody who lived in this period experienced a great deal more exposure to death than most of us do today. Death was caused by assassination, murder, execution, suicide, disease, war, massacre, torture, riot, witchcraft, and childbirth, in addition to a number of other causes. The spectre of death was so prevalent that early modern artwork and literature made it a central theme. In a nation obsessed with order, the threat of death was a common method used by the English state and church to ensure that society did not descend into disorder.

### Learning Outcomes

Participants in this course will have the opportunity to:

- Gain a broad understanding of the major events in early modern England;
- Learn about the causes and consequences of death and disorder during this period;
- Actively engage with the textbook and lectures in critical reflections;
- Enhance skills in research, writing, and organization through an individual research project.

### Reading List

MacMillan, Ken. *Death and Disorder: A History of Early Modern England, 1485–1690*.

Toronto: University of Toronto Press, 2020.

Physical copies of this book are available for purchase from the University bookstore or Amazon. Digital copies are available for purchase on Amazon, Google Play, and the publisher's website.

*The History Student's Handbook: A Short Guide to Writing History Essays* (D2L)

## Assessment

Critical Reflections (3 x 15%)	Oct. 7, Oct. 28; Dec. 2	45%
Death and Disorder Research Project	Nov. 25	35%
Take-Home Final Exam	Dec. 7–10	20%

## Grading Policies

All assignments are to be submitted to the D2L Dropbox by 11:59 pm on the due dates. Please do not email assignments. Assignments will be given percentage grades according to the Department of History's approved table. Late assignments may be penalized 3% per day. Requests for extension must be made in advance of the due dates and will not normally exceed one week. Please note that assignments submitted late, whether or not they were granted an extension, will not normally be accompanied by feedback. Additional grading policies are available on the course D2L site.

### Critical Reflections (15% each)

These three assignments involve answering the five discussion questions in *three chapters* from *each part* of *Death and Disorder: A History of Early Modern England, 1485–1690*. Each response should be approximately 100 words, which means that each assignment, in its entirety, will be about 1500 words. Responses should demonstrate knowledge of the chapter and lectures, and contain critical reflection and historical empathy. No additional research is required for these assignments. Assignments should be submitted to the Dropbox on D2L by 11:59 pm of the following dates: October 7 for Part I, October 28 for Part II, and December 2 for Part III. Please note that although these reflections can be less formal in style than essays (for example, the use of the pronoun "I" and contractions are fine), they should otherwise be structurally and grammatically correct and free from spelling errors. Here is an example of a strong critical reflection (using a question that is not in the textbook):

**What value did the secret rather than public killings of Henry VI and the princes in the Tower serve in Edward IV's and Richard III's quest for the throne?** They helped to ensure that the regicides did not upset the great chain of being and the idea that the king was chosen by God. Secrecy could demonstrate that Edward and Richard were not murderers, which could have impeded their claim to the throne, but rather legitimate heirs who had natural rights of succession. Public killings might also have turned the dead kings into martyrs and encouraged people to avenge their deaths and overthrow the new king. Killing them in private was less likely to rally people to this cause, because it left uncertainty about their cause of death.

### Death and Disorder Research Project

The research project for this course should investigate one of the methods of death and disorder discussed in the textbook. It can focus on a specific type of death, the death of an individual or a group of people, an event leading to death, or a specific type of disorder. You are not required to use primary sources for this assignment, but they may be used if desired. Secondary research should consist of at least eight relevant and recent (the majority of sources should have been written after 2000) sources, comprising books, chapters in books, or academic monographs.

Although it will be grounded in argument and evidence, your research project can take the form of one of the following:

- A research essay of about 2500 words (8 pages);
- A PowerPoint or Slides presentation of 10–15 content pages (words and images);
- A fictional play, short story, or biography of about 2500 words (8 pages);
- A podcast or video of approximately 8–10 minutes;
- Another medium approved by the instructor.

In some cases, the medium will be determined by the subject matter. For example, if you wish to examine torture devices used in early modern England, a presentation or a video might be preferable to an essay. Likewise, if you wish to examine the death of an individual, you might prefer to write a short story. Regardless of your medium, you are expected to upload the project (in the case of a poster, each content page and the handout; in the case of a podcast or video, a link to the presentation and a copy of the handout) to D2L by 11:59 pm on the due date, together with a complete and correctly formatted bibliography of sources, about which see *The History Student's Handbook* for guidance on proper citation format. *Do not submit paper copies or email assignments.*

### **Take-Home Final Exam**

The final exam will be available on D2L on December 7 and is to be completed and uploaded to the D2L Dropbox by 11:59 pm on December 10. Students will select one question from a list and answer that question in an essay of approximately 2000 words (6 double-spaced pages). In general, writing style will not be assessed unless it significantly impedes understanding. A prepared student should be able to complete this assignment in two to hours. Please note that extensions cannot be granted on this assignment; if you are unable to complete it in the allotted time, you will need to seek formal deferral of term work.

### **Learning Technologies**

Students will require access to a computer and reliable internet connection to view lectures, complete assignments, upload assignments to the D2L Dropbox, and review materials and feedback on D2L. Students who wish to make use of online office hours will require a camera and microphone.

### **Course Format and Schedule of Readings**

This course is offered asynchronously online; there are no required meeting times. One lecture of approximately 25 to 50 minutes will be uploaded each Tuesday and should be viewed during that week. All reading material comes from *Death and Disorder: A History of Early Modern England*. This reading material will also be used for the critical reflections and the final exam.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Sep. 7	Introduction, England in 1485	Intro; Chapter 1, pp. 3–11
Sep. 14	Establishing the Tudor Dynasty	Chapter 1, remainder

Sep. 21	Henry VIII and Reform	Chapter 2
Sep. 28	Protestants and Catholics	Chapter 3
Oct. 5	Elizabeth, the Virgin Queen; <b>CR1 due Oct. 7</b>	Chapter 4
Oct. 12	Early Stuart Absolutism	Chapter 5
Oct. 19	War and Interregnum	Chapter 6
Oct. 26	Restoration and Revolution; <b>CR2 due Oct. 28</b>	Chapter 7
Nov. 2	Exploration, Trade, and Empire	Chapter 8
Nov. 9	<b>Reading week – no lecture upload</b>	
Nov. 16	Order, Authority, and Obedience	Chapter 9
Nov. 23	Elite and Common Culture; <b>D&amp;D project due</b>	Chapter 10
Nov. 30	The Stages of Life; <b>CR3 due Dec. 2</b>	Chapter 11
Dec. 7	Conclusion; <b>final exam distributed</b>	Conclusion

### **Inclusiveness, Accommodation, and Copyright**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances. All material in this course, including but not limited to lectures and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

### **THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES**

#### **Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

### **Program Advising and Student Information Resources**

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

### **Writing**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

### **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to [the Student](#)

[Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

### **Research Ethics**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental

student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Department of History Twitter @ucalgaryhist**

*Fall 2021 (in-person)*