



UNIVERSITY OF  
CALGARY

## Department of History

HTST 332

DEATH AND DISORDER: THE HISTORY OF EARLY MODERN ENGLAND

Winter 2021

**Instructor:** Dr. Ken MacMillan

**Email:** [macmillk@ucalgary.ca](mailto:macmillk@ucalgary.ca)

**Office Hours and Method:** By appointment only via Zoom

**Course Delivery:** Online

### Description

This course investigates key themes in the history of Tudor and Stuart England. 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 a research essay.

### Reading Material

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

Toronto: University of Toronto Press, 2020.

Digital and physical copies of this book are available for purchase or rent on Amazon.ca or Google Play. Copies can also be acquired from the University bookstore.

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

## Assessment

Method	Due Date	Weight
Critical Reflections (3)	February 10, March 10, April 7	30% (3x10%)
Death and Disorder Essay	March 31	40%
Take-Home Final Exam	April 14–17	30%

## 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 extensions must be made in advance of the due date 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.

### Critical Reflections (10% each)

These assignments involve answering the five "Discussion Questions" in *two 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 1000 words. Responses should demonstrate knowledge of the chapter, 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 midnight of the following dates: February 10 for Part I, March 10 for Part II, and April 7 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. To maximize the word count, avoid repeating the question in the reflection. 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?**

The secret killings 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 help to demonstrate that Edward and Richard were not murderers, which could have impeded their claim to the throne, but rather legitimate heirs who had a natural right 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. (104 words)

## **Death and Disorder Research Essay**

The research essay for this course should investigate one of the methods of death and disorder discussed in the textbook. It can focus on a type of death (e.g. murder, plague, suicide, childbed death), the death of an individual (e.g. the trial and execution of Thomas More) or a group of people (e.g. Jesuits during the Popish Plot), an event leading to death (e.g. the London plague of 1665), or a specific type of disorder (e.g. war or rebellion). Please feel free to discuss your topic with the instructor. 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 up-to-date sources, comprising articles, chapters in books, or books. Do not use Wikipedia, online lectures or presentations, textbooks, or works of popular history (works produced by non-academic presses). The essay should be approximately 3000 words (10 double-spaced pages), with no more than 10% above or below that limit. Please ensure that you follow the expectations in *The History Student's Handbook* regarding essay development, writing, and format, and remember to include a properly-formatted bibliography.

## **Take-Home Final Exam**

The final exam will be available on D2L by 8am on April 14 and is to be completed and uploaded to the D2L Dropbox by 11:59pm on April 17. Students will select one question from a list and answer that question in an essay of approximately 2000 words (6 double-spaced pages). The source for this assignment will be the *Death and Disorder* textbook, plus the supplemental lectures available on D2L; no additional research is required. In general, writing style will not be assessed unless it significantly impedes understanding. A prepared student should be able to complete this assignment in three 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**

Regular communication between the instructor and students is essential to the success of asynchronous (non-live) learning in online environments. Students should make use of the discussion forum on D2L to ask questions about the course material and assignments. In all such cases, use responsible digital citizenship by ensuring content is respectful and relevant. Individual questions or concerns may also be asked over email. I will normally respond to discussion threads and emails within 24 hours, Monday to Friday. I will not usually respond to questions that are answered in this syllabus, in the sample assignments, and in the discussion forums, so please review these in advance. This course requires a certain level and knowledge of technology – specifically, a computer and a reliable internet connection – in order to view lectures, supplementary materials, and external links provided on D2L, and to complete, upload, and review assessments for assignments. It is each student's responsibility to ensure sufficient technology is available, and to find appropriate resources within the University of Calgary (<http://elearn.ucalgary.ca/uofc-it-support-information/>) or elsewhere to resolve difficulties.

## Accommodation

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. Situations requiring accommodations may include, but are not limited to, ongoing or temporary illness or disability, or the need to adjust deadlines because of personal circumstances, such as child care or family responsibilities.

## Method of Online Instruction

The primary method of delivering the historical subject matter in this course involves reading one chapter per week of *Death and Disorder: A History of Early Modern England*, and engaging with the discussion questions in your critical reflections. Lectures highlighting certain aspects of the week's chapter will be uploaded to D2L each Wednesday; these brief lectures (15–30 minutes) are designed to supplement but not replace the reading material. All lectures are for the exclusive use of students registered in this course, and may not be distributed to third parties under any circumstances.

## Schedule

All reading material listed below is from Ken MacMillan, *Death and Disorder: A History of Early Modern England, 1485–1690*.

Date	Topic	Readings and Dates
Jan 13	England in 1485	Introduction, Chapter 1, pp. 3–11
Jan 20	Henry VII and Tudor government	Chapter 1 (remainder)
Jan 27	Henry VIII and Reformation	Chapter 2
Feb 3	The “Little Tudors”	Chapter 3
Feb 10	Elizabeth, the Virgin Queen	Chapter 4; CR1 due
Feb 17	<b>Term Break</b>	
Feb 24	The Early Stuarts and Absolutism	Chapter 5
Mar 3	War and Interregnum	Chapter 6
Mar 10	Restoration and Revolution	Chapter 7; CR2 due
Mar 17	The English Empire	Chapter 8
Mar 24	Order and Disorder	Chapter 9
Mar 31	Society and Culture	Chapter 10; research essay due
Apr 7	The Stages of Life	Chapter 11; CR3 due
Apr 14	Conclusion	Conclusion; Final Exam due Apr 17

**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.

**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 it 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](#).

## **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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

## **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

## **Copyright**

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](#).

## **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
- Campus Security (220-5333)

**Department of History Twitter @ucalgaryhist**

*Winter 2021*