Nature of the Course:
This course covers the time period from the end of the Wars of the Roses—the beginning of the Tudor settlement—through the transformation to the Georgian era. Within this period came some of the most formative events in British history and culture. Modern British political institutions, including a modern Parliament and the ministerial system, began to take shape; Britain began to embark on some of its first experiments with colonization that would culminate in Empire; the Protestant Reformation occurred; the theater and poetry of the age of Shakespeare emerged. But Britain was not without internal challenges: provinces versus the monarchical centre, warlords versus the king, Protestant versus Catholic, royalist versus Puritan, court versus country, and even male versus female as Elizabeth I took the throne. A scientific revolution menaced long-held beliefs in magic. Philosophers challenged the Great Chain of Being and hinted at a social contract. Externally, first the Spanish, and then the Dutch, were ready to unseat Britain from a growing role in trade and diplomacy. Would the English emerge into the 18th century as a polite and commercial people?

While exciting in its own right, consideration of these events will be enlivened by numerous site visits to palaces, country houses, and museums that relate to the topics under study. Field trips form an integral part of the class. Sites will include Hampton Court, Parliament, the Banqueting House, St. Paul’s Cathedral and other sites in London. Outside of London, a visit to Cambridge, the intellectual home of Sir Isaac Newton, will explore the impact of these events on the university town and the development of science and scholarship in the 17th C.

Textbook and readings:
Please read the textbook BEFORE you leave for England. Since it will prove impossible to teach this course in a completely chronological fashion—some venues, speakers, etc. may only be available on certain dates—some skipping around will be inevitable. If you have already read the textbook and have a basic familiarity with the narrative of the 16/17th C, some of the people, etc. then you should be able to put the pieces together even if they are presented in an irregular
fashion. I will post reading guides to the textbook to the website by May 2013 to help direct your reading to the more vital people, events, and questions.

Assignments & Grading:

**GRADUATE CREDIT**
Preparatory Thesis & Bibliography 5%
Research Paper 45%
Final Exam 25%
Diary Entries 10%
2 Book Reviews 10%
Participation 5%

**Research Paper:**
Each student will produce an 18-20 page paper. Topics must be chosen in conjunction with the Professor of Record, who will aid in the research while in London. Graduate students taking the course will be expected to utilize additional primary and secondary sources in their papers, whether accessed in London or via microfilm or electronically upon their return to the U.S.

Students should utilize a portion of their time at QMUL to determine their topic and begin research utilizing the resources available. The Research Paper will be due by September 15, 2013.

**Final Exam:**
Students will take an essay/multiple choice final exam. The material will be drawn from the readings, lectures, discussions, and site visits.

**Diary Entries:**
These will be collected periodically during the course in London. In some cases, they will simply be individual responses to the visits and lectures that the students are participating in. In other cases, they will be short responses to set questions about particular visits.

**Book Reviews.**
Graduate Students will read two monographs on particular aspects of this period, chosen in conjunction with the professor, and write book reviews, possibly reading additional materials on the subject to provide alternative perspectives. Book reviews will be due on August 31, 2013, but may be turned in earlier (or even arranged prior to visiting London).

**Participation:**
In these small classes, active participation is a valuable part of the learning process for everyone as ideas and interpretations are exchanged. Students will be expected to be involved and aware in all our activities, in and out of the classroom.

**Proposed Itinerary/Course schedule:**
This represents the “dream course.” Not all of these visits or lectures may be possible—or in this order. But this schedule does suggest the range of topics and activities that are intended for this
course in 2013. Lecture/Discussion in regular type. Guest Lectures in italic bold. Site visits in bold. Some of these events may be in combination with other program courses.

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**Site visits**

- **Arrive LHR**
- **Depart USA**
- **London walk-about**
- **QMUL**
- **Check-In @ QMUL**

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**Guest Lectures**

- **Dr. G. Wilkinson**
- **Dr. J. Robertson**

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**Site visits**

- **Queen Elizabeth**
- **Tudor Imagery**
- **Tudor/ Stuart court culture (w Shksp)**
- **Tudor – Stuart Imagery Nat’l Portrait Gallery (w Shksp)**
- **HM Tower of London**

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**Course**

- **England in 1485/Wars of Roses**
- **Henry VII & Tudor Govt.**
- **Henry VIII and the State**
- **Henry VIII and the Church**
- **Edward and Mary Tudor**
- **Queen Elizabeth**
- **Life in Elizabethan England**
- **C. Watkinson**
- **Stuart religion (w Shksp)**
- **Dr. J. Robertson Stuart court culture (w Shksp)**
- **7:30 Play @ Globe**
| AM   | MINI-BREAK | 8:30> To Cambridge  
- King’s College Chapel  
- Trinity College  
- Punting on the Cam | 9-10:30 The Armada and Ireland  
Hatfield House | 9-10:30 QMUL James I, Charles I  
Museum of London |
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|      | 10:15 Tour of  
Globe/Rose  
( w Shaksp, Theatre) | 9-10:30 QMUL Hobbes, Locke, and Political Theory in Britain | 9:45 Houses of Parl. Tour  
( w Soc, CJ, WW2) | 9-10:30 QMUL Conclusions/Review |
| AM   | 12-3 Walking tour of  
City of London  
& St Paul’s Cathedral | 3:30-5 QMUL Glorious Revn. | 12-3 Greenwich  
(Royal Observ’y, Maritime Mus., Queen’s House) | Final Exam  
Depart LHR  
Arrive USA |