**Course Number:** EUH 3501  
**Course Title:** History of England 1485–1714  
**Prerequisite(s):**  
**Course Credit:** 03  
**Course Hours:** 03  
**College:** College of Arts and Sciences  
**Department:** Department of History & Political Science  
**Required Text(s):**  
**Supplies:**  
**Faculty Name:** Dr. Kyle Eidahl  
**Term and Year:** Spring 2008  
**Place and Time:** Monday, Wednesday & Friday 1:25–2:15  
**Office Location:** 404 Tucker Hall  
**Telephone:** (850) 599-3390  
**E-mail:** kyle.eidahl@famu.edu  
**Office Hours**  
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**Course Description**

The course covers the Tudor-Stuart period in English history from 1485–1714. The main emphasis will be on examining the development of the modern British state. The course will also contrast developments in Europe with those in Great Britain during the same period.

**Course Purpose**

To help students understand the transformation of England from a medieval kingdom to a modern state. Students will also understand the relationship of England to the early development of the United States.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
**DIVERSITY**

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5, 6, 7 | I: 3 |
| CF: 1.2 (S, D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 7 | I: 3, 8 |
| CF: 1.3 (S, D) | Accept and foster diversity. | F: 5, 6 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5, 6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

**TECHNOLOGY**

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4, 12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1, 4, 10, 12 | I: 6, 7 |

**VALUES**

- **CF 3**
- Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2, 5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11, 6 | I: 9, 10 |
| CF: 3.3 (S, D) | Show respect for varied (groups) talents and perspectives. | F: 5, 6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3, 9 | I: 5, 9 |
CRITICAL THINKING

• CF 4

Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 4, 7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2, 7 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F: 1, 4 | I: 1, 8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5

Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 7, 9 | I: 7 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.7 (S, D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5, 9 |

Overall Goals of the Course

The students will develop:

1. An understanding of the historical factors and forces that shaped the development of early modern England.
2. An appreciation for the importance of the Tudor and Stuart dynasties in shaping English history.
3. An understanding of the development of democratic institutions in England and Early America.
5. An understanding of the importance of Henry VIII’s break with the Catholic Church and the impact of Protestantism.
7. An understanding of the importance of empire to the development of England.

Specific Behavioral Objectives

The students will:

1. Understand the political, cultural, and social nature of late medieval England.
2. Understand the origins and impact of the War of the Roses.
3. Understand the importance of the reign of Henry VIII.
5. Understand and appreciate the Elizabethan period.
6. Understand the causes and issues leading to the English Civil War.
7. Understand why the Stuart Dynasty was recalled and how the English monarchy evolved under the later Stuarts.
8. Understand the importance of the Glorious Revolution and Parliament.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. **CRITICAL THINKING**
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4. **ETHICS**
The professional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

HUMAN DEVELOPMENT AND LEARNING
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher plans instructional activities.

KNOWLEDGE OF SUBJECT MATTER
8.1 The professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE)
Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of Geography
   3. Identify physical and cultural features (e.g., communities, language, political and economic institutions).
   4. Analyze and interpret geographic information from maps, charts, and graphs.

2. Knowledge of Economics
   1. Analyze how scarcity and opportunity cost impact choices about how to allocate resources.
   3. Analyze the role of supply and demand in coordinating consumption, production, and distribution in a market system.
   5. Analyze the role of government in market and nonmarket economies.
   6. Apply the principle of comparative advantage to local, state, national, and international trade.

4. Knowledge of World History
   4. Differentiate between the Middle Ages, Renaissance, and Reformation periods.
   6. Identify the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
   7. Identify the causes, events, consequences, and significant individuals associated with the Age of Exploration and global civilization.
   8. Evaluate the causes, events, consequences, and significant individuals associated with the development of the nation-state and capitalism.
   9. Assess the Industrial Revolution in terms of cultural, political, and economic effects in both Western and non-Western civilizations.
  11. Assess the growth of nationalism and its impact on the world’s social, political, and geographic development.
  14. Identify major world religions and ideologies and their impact on world events.

5. Knowledge of American History
   1. Analyze the direct relationship of the Age of Exploration on the colonization of the Americas, including its impact on African, Asian, European, and Native American peoples.
   2. Analyze the cultural, political, and economic developments of the Americas during the Colonial Era.

6. Knowledge of Social Science and its methodology
   2. Identify social science concepts (e.g., culture, class, technology, race, gender).
   6. Evaluate and interpret examples of primary source documents to show historical perspective.

Topical Outline
I. Social, Economic and Political Factors during the Tudor Period
II. England in the late 15th century
III. Henry VII
IV. Henry VIII
V. Henry VIII – Break with Rome
VI. Edward VI & Mary I
VII. Elizabeth I
VIII. Elizabethan and Jacobean Age
IX. James I
X. Charles I
XI. English Civil Wars
XII. Post War Settlement
XIII. Cromwellian England
XIV. The Restoration – Charles II
XV. James II and the Glorious Revolution
XVI. End of the Stuart Dynasty

Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

Course Evaluation

Grading

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Course Policies

Attendance Policy:
Roll will be taken every class period. If you come late, you will be counted as absent. After Four absences your grade will be dropped by one letter. After four absences you will receive an “F.”

You are responsible for material missed due to absence.

Students With Disabilities:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

Academic Honesty:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:

(a.) Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as if it were one’s own.
(b.) Using the views, opinions, or insights of another without acknowledgment.
(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association:
http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

Family Educational Rights & Privacy Act (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student’s rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

**Tentative Course Calendar**

- February 25: Exam #1
- April 18: Final Paper.
- April 24: Final Exam