



Wednesday 9am to 11am, room 216

Introduction

This class is a broad outline of the political, institutional, social and cultural history of Great Britain, from Henry VII (1485) to the end of the Napoleonic Wars (1815). It will be conducted entirely in the English language and requires approximately 2 hours of personal study per week, in addition to 2h of class each week.

Our weekly classes will consist of lectures on the various topics covered by the class (see schedule on page 6) as well as discussions on your reading and methodological training.

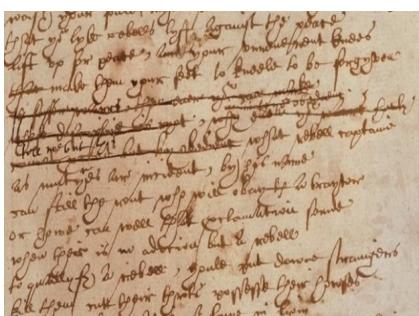
I do not expect any prior knowledge on this period as it is unlikely you would have studied it before, but I strongly encourage extra reading and am always available should you need recommendations for books and other material.



Institutional, Social, and Cultural History (1485-1815)

Civilisation britannique L1

Syllabus content:



Evaluation criteria

p.3



Class materials

p.4

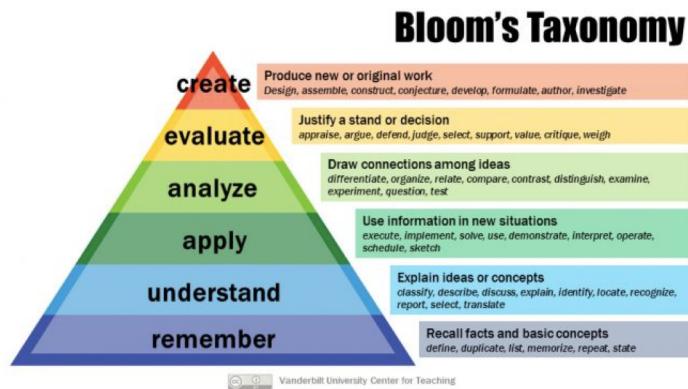


Class Schedule

p.6

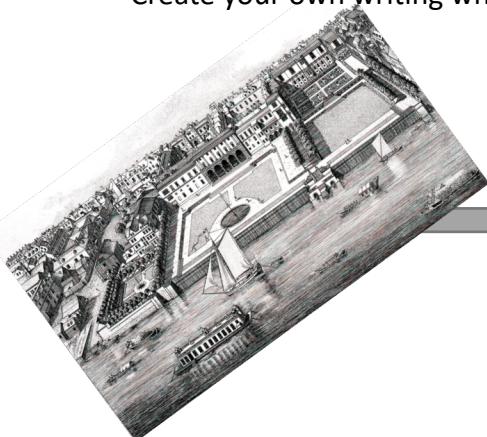
Course goals

This class is an introduction to British history and its aim is to provide you with a framework to understand the period covered and to develop your skills in historical analysis.



From the least complex to the most complex (see above right), this means by the end of the semester you should be able to:

- Recall the dates and names of important events and individuals for over 300 years of history
- Understand the fundamental evolutions in political, social, and cultural life over the period
- Apply an analytical framework to a given sequence of events.
- Analyze the intentions and various forces at work in the changes over the time studied.
- Evaluate the importance of various explanatory hypotheses about the reasons for developments.
- Create your own writing which tackles these complex questions to answer historical questions.



I am here to help you with methodological exercises and guide you in your progression towards these learning goals.

How this class will work

Outside class:

Now that you are at university, you need to get used to independent learning outside class.

To guide you in this process, I have indicated reading material which complements each week's lecture. You will complete knowledge quizzes on the reading on a shared Moodle.

I strongly recommend you spend approximately two hours per week going over your notes and doing the reading.

In class:

We will meet for two hours per week. A large part of this time will be devoted to a lecture where I will introduce key concepts and establish the basic chronology.

Every week, we will spend some time in discussion of the visual documents in this brochure.

We will also spend time on methodological exercises – either in small groups or as the entire class.

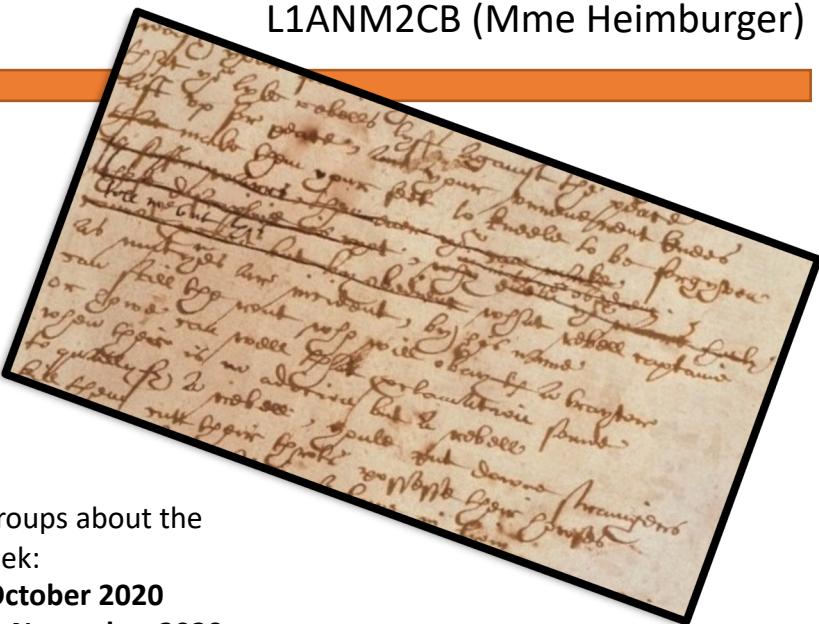


Evaluation procedure

The evaluation of your work for this class has three components:

a) Knowledge tests:

- Shared Moodle quizzes for all the groups about the chapters you have to read every week:
 - First quiz : by Sunday **11th October 2020**
 - Second Quiz : by Sunday **8th November 2020**
 - Third Quiz : by Sunday **6th December 2020**
- One in-class knowledge exam with three short questions on Wednesday **21st October 2020**

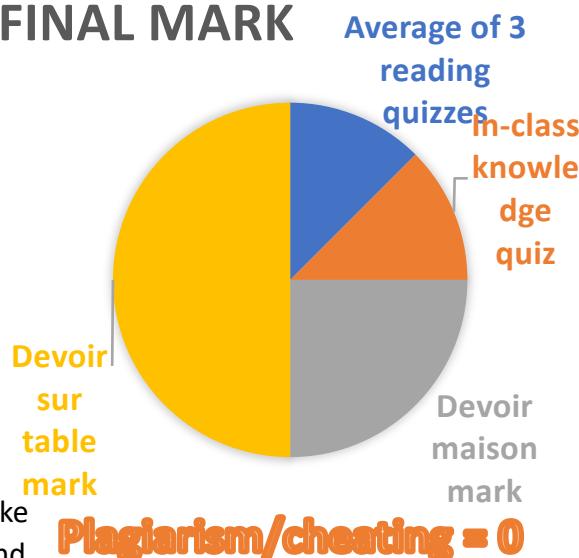


b) Devoir maison: You are required to hand in either a digital copy on the class moodle or a paper copy in class of preparatory notes for a «dissertation» (we will discuss the format in class).

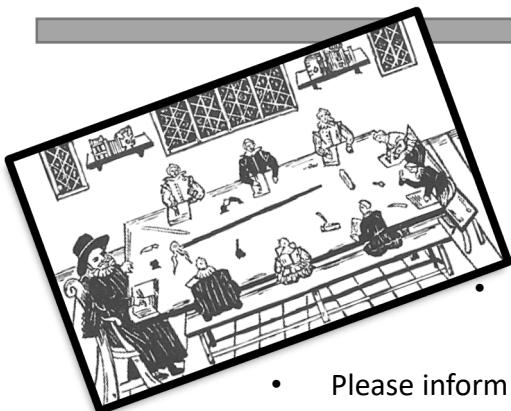
Deadline: Wednesday **18th November 2020**
(NO DELAYS TOLERATED!)

c) Devoir sur table: Your in-class examination will take place on Wednesday **9th December 2020**. It will last for 2h and will require you to answer a series of increasingly complex questions, giving examples and providing evidence.

FINAL MARK



Plagiarism/cheating = 0



Attendance rules

While the pandemic continues the usual rules for *contrôle continu intégral* are suspended. Specifically, this means:

- If you are ill and particularly if you have COVID-19 symptoms, please do not come to class and follow the official procedure
 - Please inform me of this absence if at all possible
- If you are absent for either the in-class knowledge exam or the final «devoir sur table» or if you miss the reading quizzes and/or devoir maison because of illness, the team of civilisation britannique teachers will make a judgment call on whether you need to submit extra work in order to obtain a valid final mark



Class materials:

- 1. Class notes:** You need to learn to take efficient notes and spend time going over them, completing the material and checking you have understood everything. It is up to you if you prefer to type your notes on a computer/tablet or prefer to hand-write, but I suggest you try both to see what works best for you. We will discuss note-taking in class.
 - 2. Class moodle:** This is where I provide occasional optional knowledge quizzes to enable you to check if you are up to speed, a weekly methodological exercise, copies of the text book chapters I require you to read every week, extra information, lecture slides, further reading links, video material... Check it often! <https://moodle.paris-sorbonne.fr/course/view.php?id=5277>
 - 3. This syllabus:** In addition to important information on the schedule and the evaluation procedure, this brochure also contains reproductions of visual documents which we will analyse in class and support material for the methodological exercises.



Communication policy:

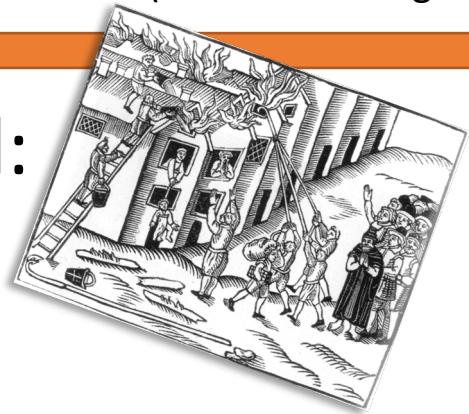
If you have a question about this class or its content, I recommend the following steps:

1. Ask a classmate. Write down the names and telephone numbers of two classmates now:
 2. Check this syllabus and/or the class moodle.
 3. If the question is not urgent and/or the answer is relevant to all students, please ask it in class. There will always be a time reserved for such questions.
 4. If your question persists, you can email me on franziska.heimburger@sorbonne-universite.fr
Please include «L1ANB2CB» in the subject line and state clearly your name and what you need me to do.

Please get in touch if you would like to specify your preferred pronouns and/or if you use a different name from that which will appear on the official register.

I highly recommend the extra tutoring sessions organised by the UFR. Details on times etc. can be found on the ENT or on <https://www.facebook.com/tutoratanglaisp4/>

Outline of topics covered:



I Introduction : The Middle Ages (1066-1485)

1° The Norman Conquest (1066) and its consequences

- a) The Conquest
- b) Feudalism
- c) The Domesday Book (1086)

2° The Angevin (or Plantagenêt) Empire

- a) Henry I (1100-1135)
- b) The Anarchy (1135-1153)
- c) Henry II (1154-1189)
- d) Richard Coeur de Lion or The Lionheart (1189-1199)
- e) Jean Sans Terre or John Lackland (1199-1216)
- f) The Magna Carta (1215)
- g) The Beginnings of Parliament (1258)

3° The Hundred Years War (1337-1453)

- a) The Beginning of the War
- b) The Age of Chivalry
- c) The Plague (first epidemic 1348-1351)
- d) The end of the war

II The Tudors (1485-1604)

Introduction: The Wars of the Roses (1455-1485)

1° Henry VII (reigned 1485-1509)

2° Henry VIII (reigned 1509-1547)

- a) The Act of Supremacy (1534)
- b) The Protestant Reformation
- c) The dissolution of the monasteries (1536-1540)
- d) Acts of Union with Wales, 1536 and 1543

3° Edward VI (reigned 1547-1553)

4° "Bloody" Mary (reigned 1553-1558)

- 5° Elizabeth I (reigned 1558-1603)
- a) The Protestant-Catholic struggle
- b) Mary Stuart, Queen of Scots (1542-1587)
- c) The Great Armada (1588)
- d) The Trading Empire
- e) The Renaissance
- f) Economic Situation (inflation, enclosure)

III The Stuarts (1604-1714)

1° James I (reigned 1604-1625)

- a) Hampton Court Conference (1604) and Gunpowder Plot (1605)
- b) James's theory of Monarchy
- c) The Age of the Household
- d) Puritanism and Nonconformism : The Authorised Bible (1611) The Mayflower (1620)

2° Charles I (reigned 1625-1649)

- a) The Caroline Court
- b) The Petition of Rights (1628)
- c) The Eleven Years' Tyranny (1629-1640)
- d) The Short Parliament (April 1640) 3
- e) The Long Parliament (November 1640-1660)
- f) Civil War (August 1642-April 1646)
- g) Execution of Charles I (1649)

3° Oliver Cromwell (head of state 1649-1659)

- a) The Commonwealth (1649-1653)
- b) The Protectorate (1653-1659)
- c) The Convention Parliament (1660)

4° The Restoration (1660)

- a) Charles II (reigned 1660-1685)
- b) Test Acts (1673 and 1678)
- c) The Great Plague and the Great Fire of London (1665-1666)
- d) Birth of political parties.
- > The Whigs
- > The Tories
- e) Habeas Corpus Act (1679)
- f) The Royal Society (1660)

5° The Glorious Revolution (1688)

- a) James II (reigned 1685-1688)
- b) William (reigned 1688-1702) and Mary (reigned 1688-1694)
- c) The Bill of Rights (1689)
- d) the Act of Settlement (1701)

6° Queen Anne (reigned 1702-1714)

IV Georgian Britain (1714-1820)

1° Emergence of the Cabinet

- a) The Political System
- b) The South Sea Bubble (1720)
- c) Robert Walpole (Prime Minister 1721-1742)
- d) William Pitt the Elder, Lord Chatham
- e) John Wilkes (1763) and the Age of Public Opinion

2° Independence of the American Colonies (1776)

3° The Beginning of the Industrial Revolution (c.1760-1815)

- a) Population
- b) Agricultural Revolution
- c) Towns
- d) Technical innovations
- e) Regional specialisation
- f) Transport improvements

4° Georgian Culture and Society

- 5° Revolution in France and the Napoleonic Wars
- 6° From England and Wales to Great Britain and to the United Kingdom
- a) Wales
- b) Scotland
- c) Ireland

Class Schedule

1

September 16, 2020

From the Norman Conquest to Magna Carta



Reading: McDOWALL David, "The power of the kings of England" in *An Illustrated History of Britain*, Harlow, Longman, 2006, p. 29-41.

**2**

September 23, 2020

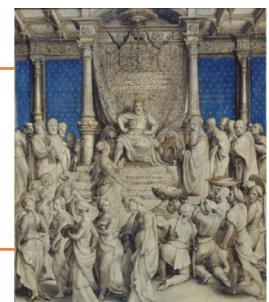
From the Hundred Years War to the Wars of the Roses

Reading: McDOWALL David, "The War of The Roses", "Scotland" & "Government and Society" in *An Illustrated History of Britain*, Harlow, Longman, 2006, p. 55-65.

3

September 30, 2020

The Beginning of the Tudor Dynasty



Reading: GUY John, "Henry's Divorce and British 'Imperial' Kingship" in Kenneth O. Morgan (ed.), *The Oxford history of Britain*, Oxford & New York, Oxford University Press, 2010, p. 268-284.

**4**

October 7, 2020

From Edward VI. to Mary I.

Reading: GUY John, "Royal Minority", "Protestant Reform", "The Problems of Female Rule" & "Counter-Reform and Crisis" in Kenneth O. Morgan (ed.), *The Oxford history of Britain*, Oxford & New York, Oxford University Press, 2010, p. 284-300.

5

October 14, 2020

The Reign of Elizabeth I.



Reading: Guy John, "The Elizabethan Settlement", "Marriage and Succession", "The Protestant Cause and the Armada" in Kenneth O. Morgan (ed.), *The Oxford history of Britain*, Oxford & New York, Oxford University Press, 2010, p. 300-317.

**6**

October 21, 2020

The Beginning of the Stuart Dynasty

Reading: LOCKYER Roger, "James I and the Church of England" in *Tudor and Stuart Britain 1485 - 1714*, Harlow, Pearson Longman, 2005, p. 262-274.

7

November 4, 2020

From Charles I to the Civil War and Cromwell



Reading: McDOWALL David, "The Stuarts: Crown and Parliament" in *An Illustrated History of Britain*, Harlow, Longman, 2006, p. 87-91.

MORRILL John, "The Civil Wars" in Kenneth O. Morgan (ed.), *The Oxford history of Britain*, Oxford & New York, Oxford University Press, 2010, p.363-372.

**8**

November 11, 2020

No class – jour férié

Reading: LOCKYER Roger, "Charles II" in *Tudor. and Stuart Britain 1485 - 1714*, Harlow, Pearson Longman, 2005, p. 392-401; p. 417-425.

9

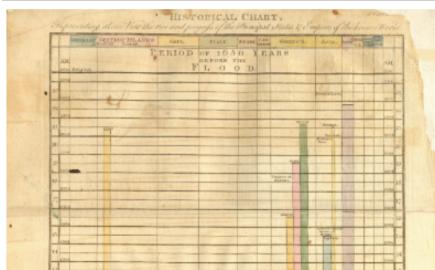
November 18, 2020

From the Glorious Revolution to the Reign of Queen Anne



Reading: LOCKYER Roger, "Population, agriculture, and the structure of Society" in *Tudor and Stuart Britain 1485 - 1714*, Harlow, Pearson Longman, 2005, p. 511-519.

"Revolution and its Repercussions" in Kenneth O. Morgan (ed.), *The Oxford history of Britain*, Oxford & New York, Oxford University Press, 2010, p. 399-409.



November 25, 2020

10

Georgian Britain

Reading: McDOWALL David, "The Political World", "Life in Town and Country" in *An Illustrated History of Britain*, Harlow, Longman, 2006, p. 107-120.

11

December 2, 2020

The Industrial Revolution



Reading: LANGFORD Paul, "Industry and Idleness" in Kenneth O. Morgan (ed.), *The Oxford history of Britain*, Oxford & New York, Oxford University Press, 2010, p. 424-438.



December 9, 2020

12

Final Exam in-class

13

December 16, 2020

Feedback on exams and final wrap-up of the class



Extract of the Bayeux Tapestry showing King Harold's death. Public domain image sourced from https://commons.wikimedia.org/wiki/File:Bayeux_Tapestry_scene57_Harold_death.jpg



Illustration from chapter CXXIX of Jean Froissart's *Chronicles* showing the Battle of Crécy. Public domain image sourced from https://commons.wikimedia.org/wiki/File:Battle_of_crecy_froissart.jpg



Solomon and the Queen of Sheba. Pen and brush in bistre and grey wash, heightened in white, gold, and oxidised silver with red and green watercolour over black chalk on vellum, 22.9 x 18.2 cm, Royal Library, Windsor Castle.. Public domain image sourced from

https://commons.wikimedia.org/wiki/File:Solomon_and_the_Queen_of_Sheba,_by_Hans_Holbein_the_Younger.jpg



PARVULE PATRISSA, PATRIÆ VIRTUTIS ET HÆRES
ESTO, NIHIL MAIUS MAXIMVS ORBIS HABET.
GNATVM VIX POSSVNT COELVM ET NATVRA DEDISSE,
HVIVS QVEM PATRIS, VICTVS HONORET HONOS.
ALQVATO TANTVM, TANTI TV FACTA PARENTIS,
VOTA HOMINVM, VIX QVO PROGREDIANTVR, HABENT
VINCITO, VICISTI, QVOT REGES PRISCVS ADORAT
ORBIS, NEC TE QVI VINCERE POSSIT, ERIT.

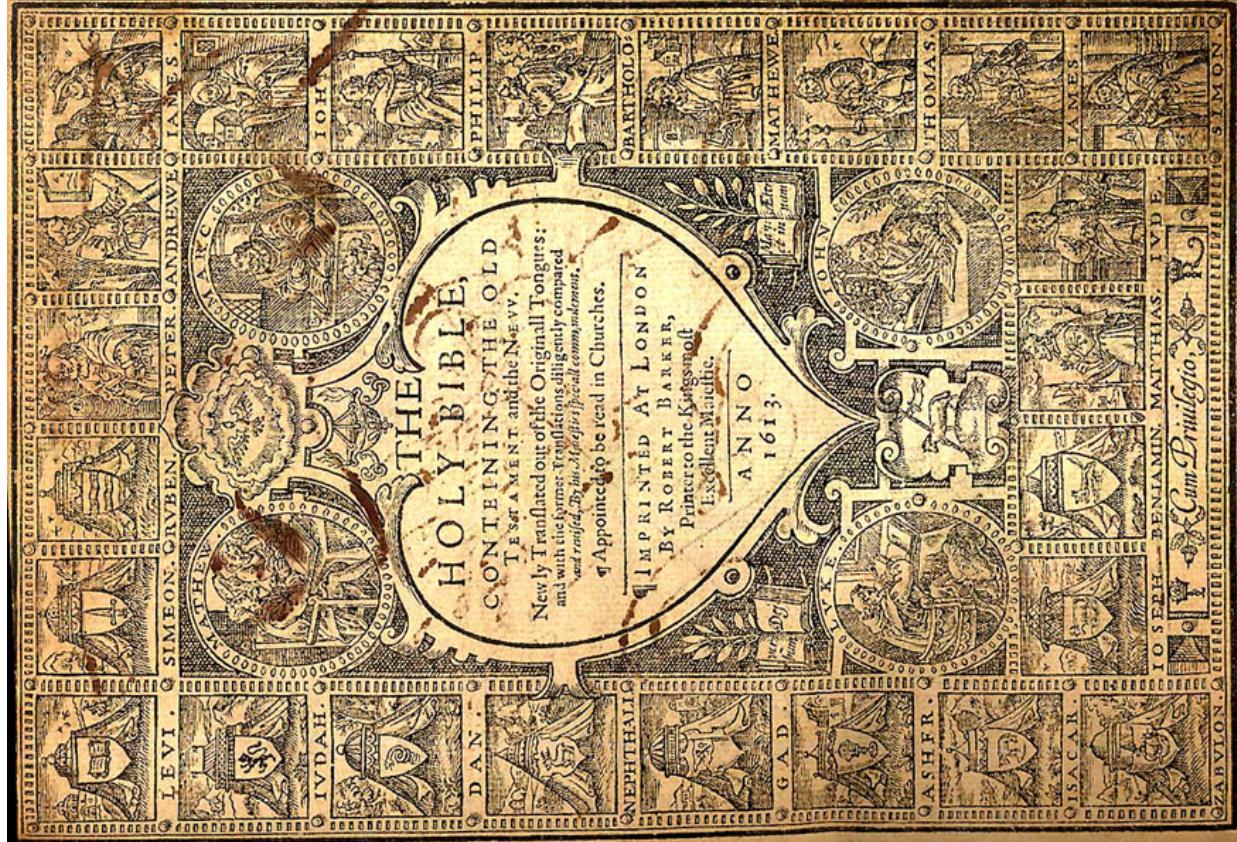
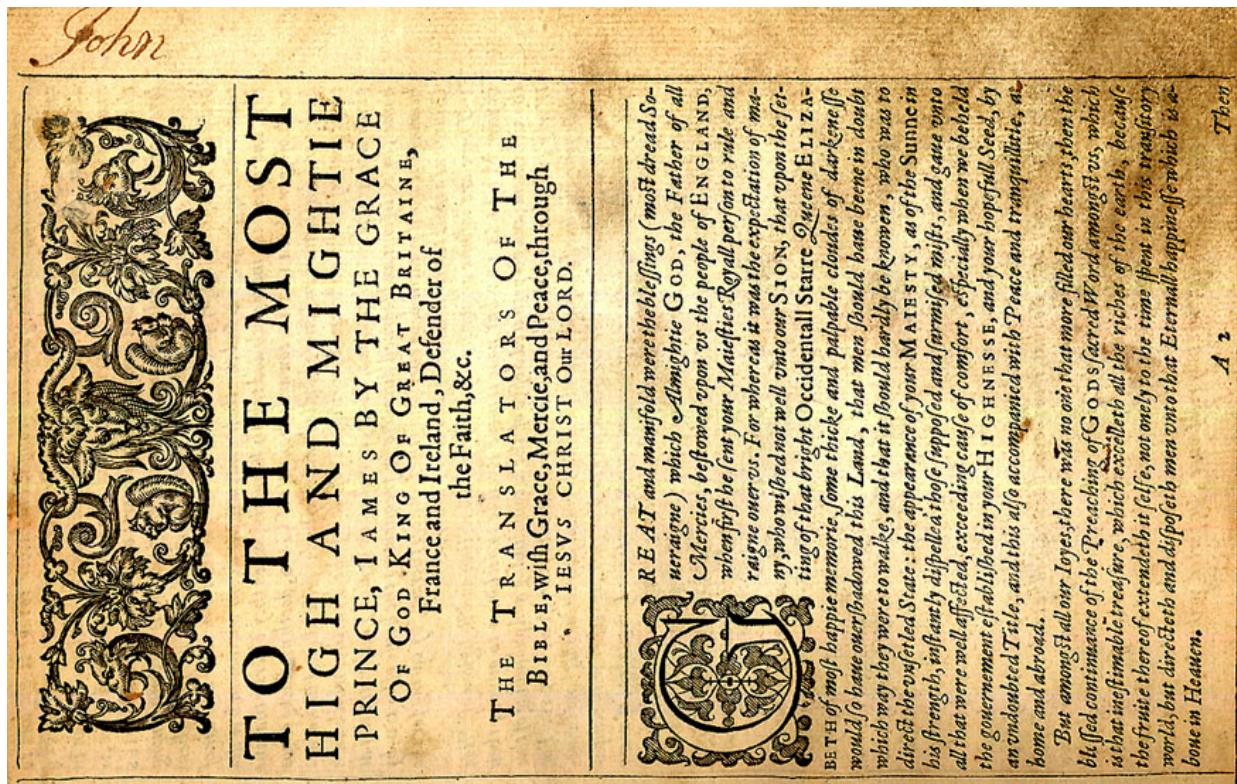
Richard Morris Esq.

Portrait of Edward VI as a child by Hans Holbein the Younger, probably 1538, US National Gallery of Art
https://commons.wikimedia.org/wiki/File:Hans_Holbein_the_Younger_-_Edward_VI_as_a_Child_-_Google_Art_Project.jpg

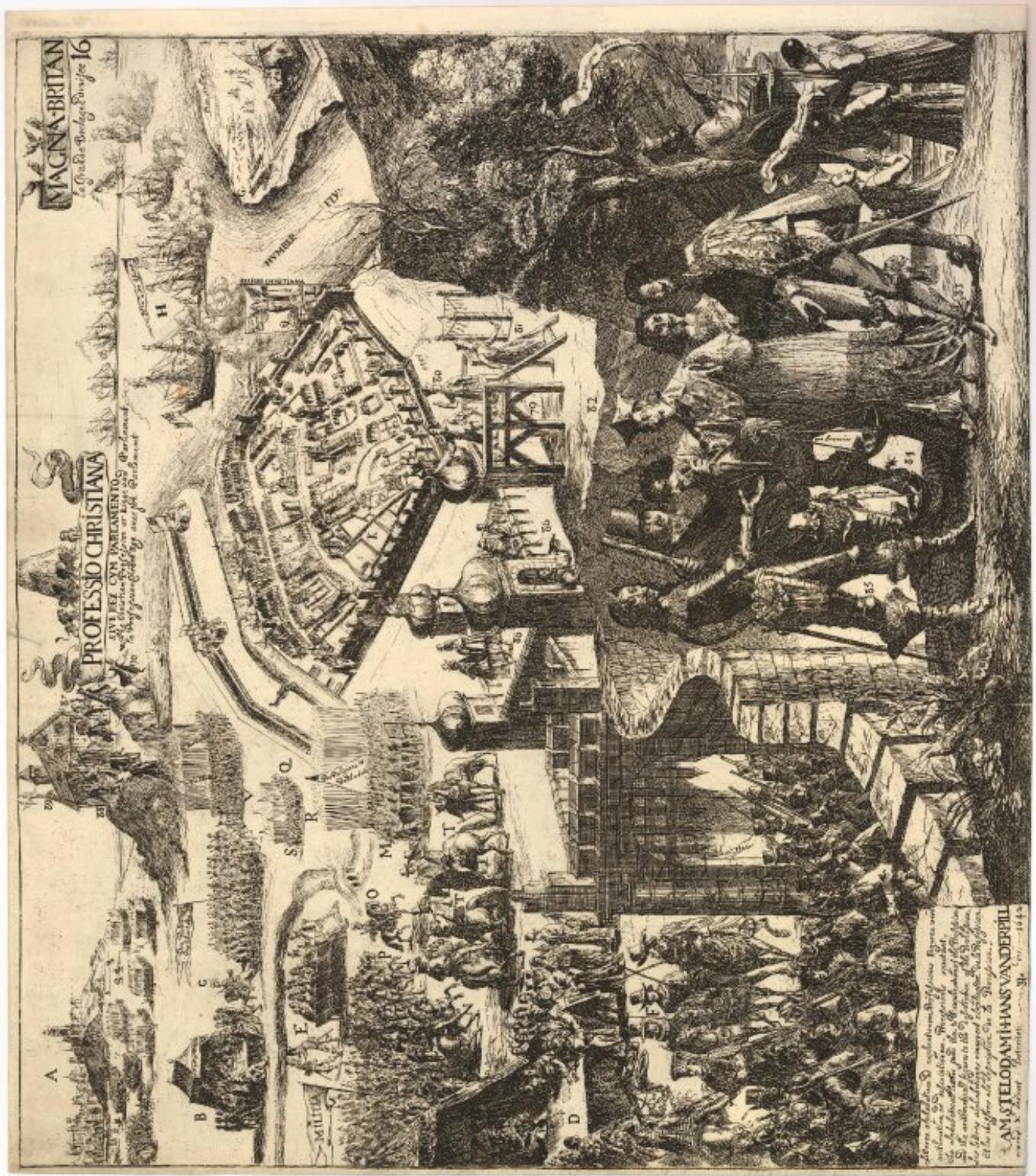


Portrait of Elizabeth I by Nicholas Hilliard. Known as the 'Pelican Portrait'.

[https://commons.wikimedia.org/wiki/File:Nicholas_Hilliard_\(called\)_-Portrait_of_Queen_Elizabeth_I_-_Google_Art_Project.jpg](https://commons.wikimedia.org/wiki/File:Nicholas_Hilliard_(called)_-Portrait_of_Queen_Elizabeth_I_-_Google_Art_Project.jpg)

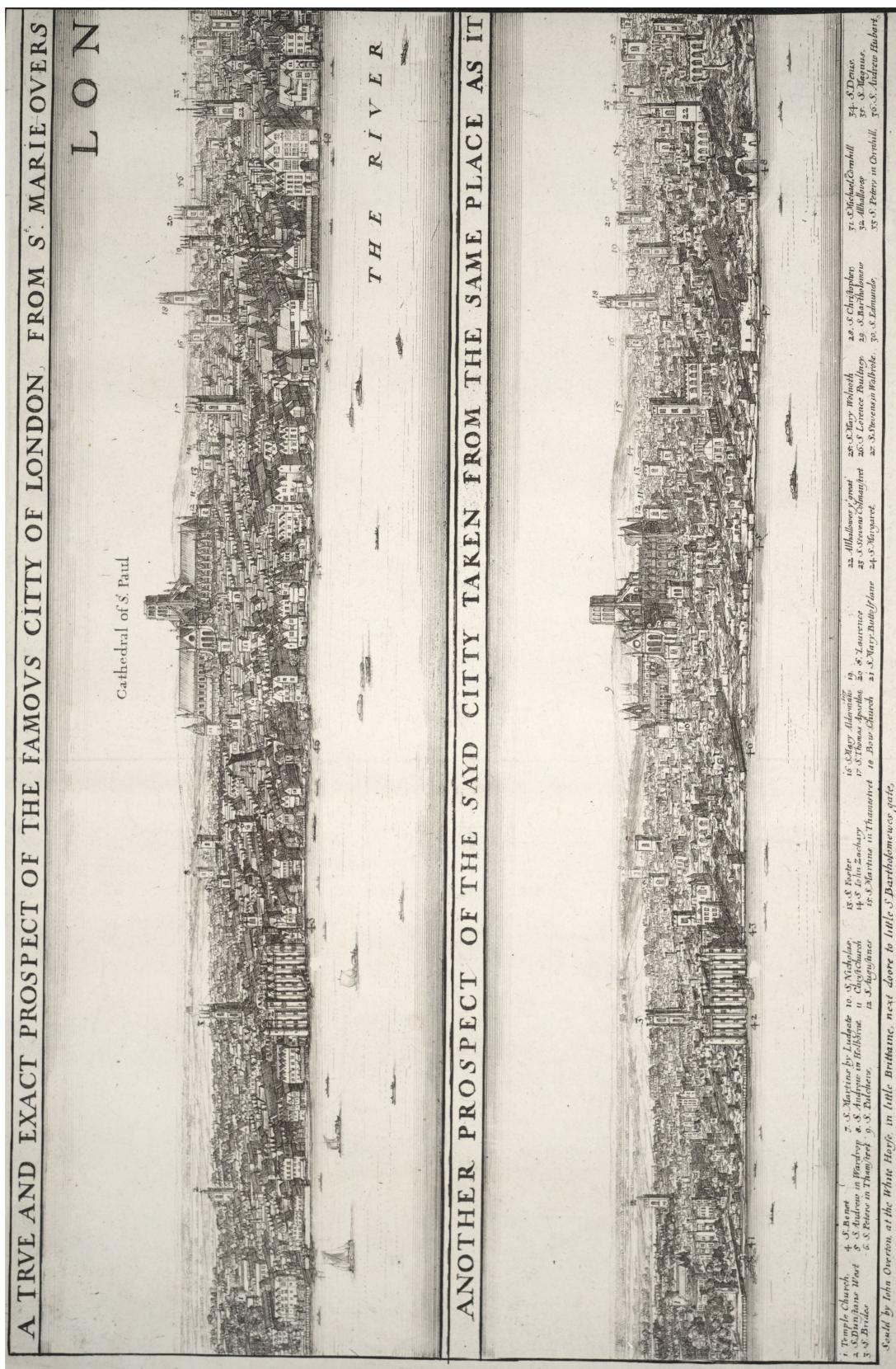


Titlepage and dedication from a 1613 King James Bible, printed by Robert Barker. Private collection of S. Whitehead. <https://commons.wikimedia.org/wiki/File:KingJamesBible1612-1613.jpg>

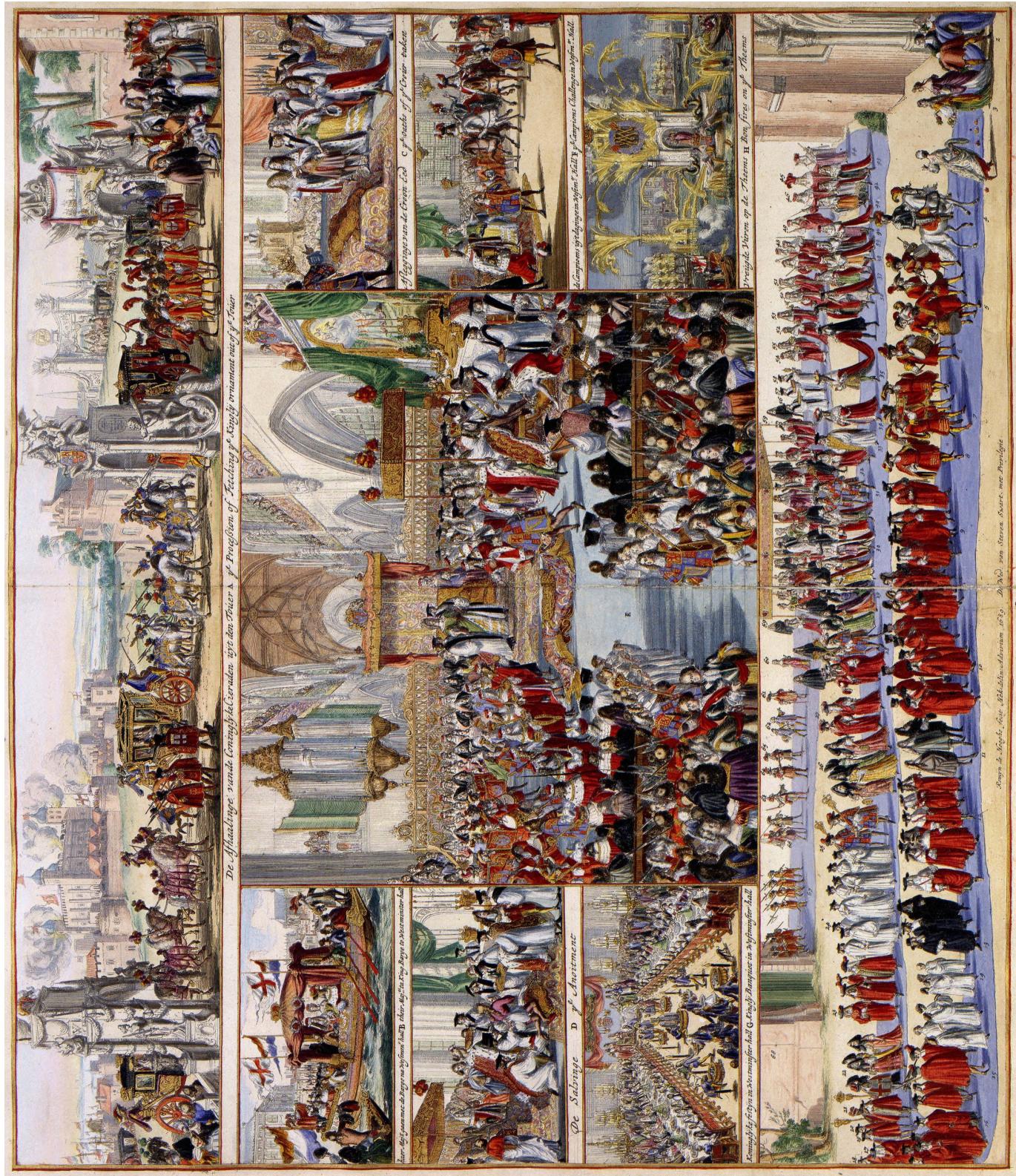


"Magna Britannia Divisa," 1642 broadside, letterpress etching, by an anonymous artist (has been variously attributed in the past). 758 mm x 920 mm. The broadside shows England on the precipice of the Civil War. Courtesy of the British Museum, London.

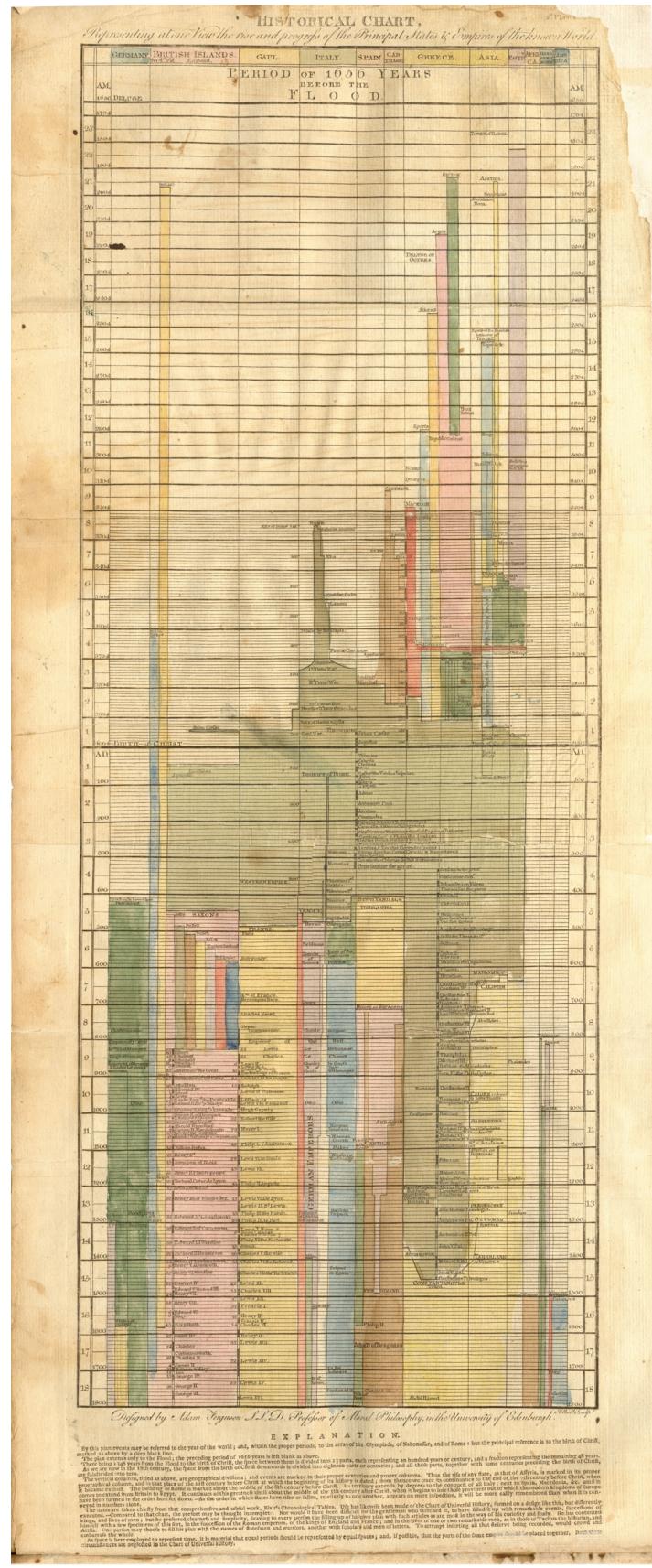
https://commons.wikimedia.org/wiki/File:Magna_Britannia_Divisa_1642.jpg



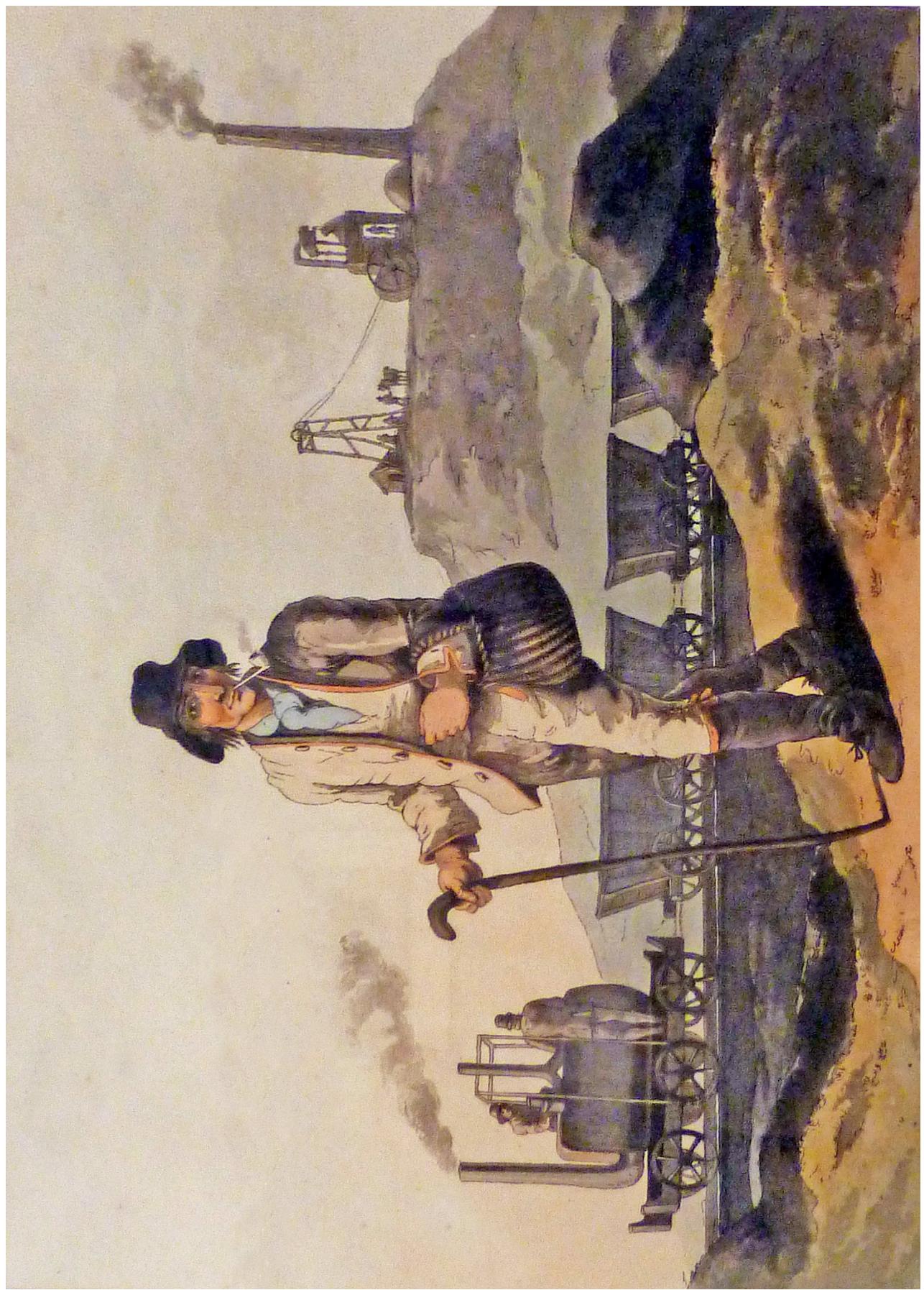
'London before and after the fire'. Engraving by Wenceslas Hollar (1607-1677), Thomas Fisher Rare Book Library, Toronto. [https://commons.wikimedia.org/wiki/File:Wenceslas_Hollar_-_London_before_and_after_the_fire_\(State_2\).jpg](https://commons.wikimedia.org/wiki/File:Wenceslas_Hollar_-_London_before_and_after_the_fire_(State_2).jpg)



Coronation of William III and Mary II. Copper engraving by Romijn de Hooghe. Royal Library of the Netherlands. https://commons.wikimedia.org/wiki/File:Atlas_Van_der_Hagen-KW1049B11_023-Alle_de_bijzondere_en_particuliere_Ceremonien%2C_geschied_in_en_omtrent_de_Krooning_WILLIAM_de_III._en_MARIA_de_II.jpeg



Timeline of history created by A. Ferguson in 1780 for his article "History" in the second edition of Britannica. Engraving by Andrew Bell.



Yorkshire miner 1814, Robert Havell aquatint after engraving in George Walkers Costumes of Yorkshire ⁸ <https://www.flickr.com/photos/28709338@N04/11470750925/>

Cornell note template

Describing & analysing visual documents

1. Physical characteristics

Size (taille): physical dimensions of original picture. A crucial part of the analysis (it differs from the reproduction)

Base (support): material on which the picture is created (wood, canvas, paper, etc.).

Medium (technique): technique used to create the picture (oil painting, black-and- white photography, video, etc.).

Origin/provenance (provenance): Place where the picture is kept (museum, library, book, etc.).

2. Caption/title

Title (Titre): Name of the picture, usually (but not always) given by the artist/picture-maker. Even *Untitled* is a significant title, which means that the artist does not want to direct the viewer's interpretation. The date accompanying a picture, usually referring to its date of production, is also a highly significant piece of information. It helps the viewer place the picture within a certain historical context.

Caption (Légende): Name, or written commentary, accompanying a picture, not necessarily given by the picture-maker.

3. Analyzing/describing the picture: the composition

Ground (Plan): Zone in the visual depth of the picture

Foreground (Premier plan): What is closest to the point of view

Middle ground (Second plan): What is "in the middle" of the depth of the field

Background (Arrière-plan): the part of a scene that appears most distant; what is behind the foreground and middle ground

Lines (Lignes): Dominant lines, either geometrical or not, linking significant objects and areas of the pictures (diagonals, etc.).

Lights and shadows (Lumières et ombres): Variation in light or darkness from one area to another.

Vanishing point (Point de fuite): in a perspective system, the point on the horizon line at which orthogonals meet.

You should pay also attention to colours (cool or warm?), and the placement of main objects or subjects: a central and/or foreground placement is usually a means of emphasis; in pictures with a narrative dimension (in Western art) the left side is often where the "story" is supposed to start, etc.

5. Looking at the picture: frame/field/point of view

Frame (Cadre): The shape that delimits the space of the picture.

Field (Champ): The portion of space that is comprised (seen) in the picture, i.e. within the frame.

Out-of-the-field, off-camera (Hors-champ): All portions of space, objects persons, facts, etc. that are not included in the field of the picture.

Point of view, vantage point (Point de vue): The place which is the optical focus of the picture; in other words, this is the (real or ideal) position of the picture maker; ideally, it is also the place where the spectator stands in relation to the picture.

High-angle view (Plongée): Field or main object seen from above.

Low-angle view (Contre- plongée): Field or main object seen from below.

Frontal view (Vue de face): Field or main object seen from the front.

Side view (Vue de côté): Field or main object seen from the side.

Useful critical vocabulary

Sourced from the Academic Phrasebank: <http://www.phrasebank.manchester.ac.uk>

Commenting on X, Smith (2003) argues: '... ...'

As Carnoy (2004: 215) states: 'there are many good reasons to be sceptical'.

As Smith argues: 'In the past, the purpose of education was to ...' (Smith, 2000:150).

In the final part of the *Theses on Feuerbach*, Marx writes: 'Philosophers have hitherto only ...'

Sachs concludes: 'The idea of development stands today like a ruin in ...' (Sachs, 1992a: 156).

As Smith (2013: 320)	notes: '...' argues '...' writes: '...' observes: '...' points out: '...' reminds us: '...'
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According to Smith (2003), preventative medicine is far more cost effective, and therefore ...

As noted by Smith (2003) X is far more cost effective, and therefore ...

Smith (2013)	offers proposes suggests argues for	an explanatory theory for each type of irrational belief.
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Smith (2013)	argues claims suggests maintains concludes points out	that	preventative medicine is far more cost effective, and therefore better adapted to the developing world.
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The term 'X' was first used by ...

The term 'X' can be traced back to ...

Previous studies mostly defined X as ...

The term 'X' was introduced by Smith in her ...

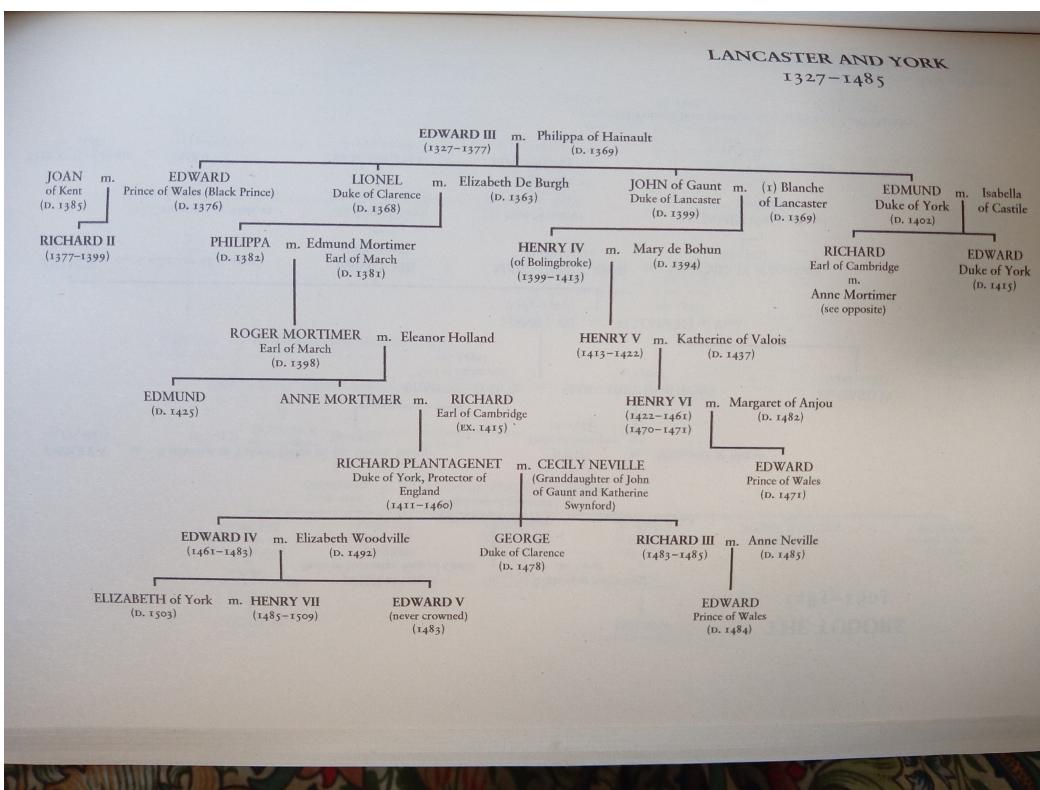
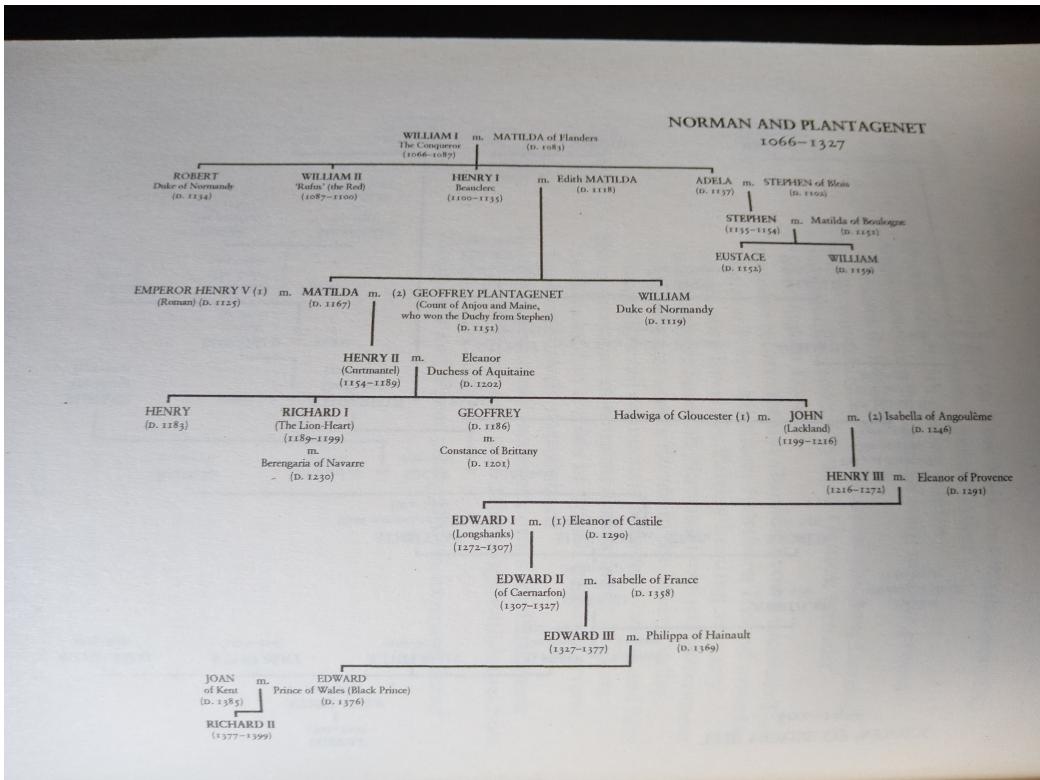
Historically, the term 'X' has been used to describe ...

It is necessary here to clarify exactly what is meant by ...

This shows a need to be explicit about exactly what is meant by the word 'X'.

A university is	an institution	where knowledge is produced and passed on to others
Social Economics may be defined as	the branch of economics	[which is] concerned with the measurement, causes, and consequences of social problems.
Research may be defined as	a systematic process	which consists of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.
Braille is	a system	of touch reading and writing for blind people in which raised dots on paper represent the
This definition	includes ... allows for ... highlights the ... helps distinguish ... takes into account ... poses a problem for ... will continue to evolve. can vary depending on ... was agreed upon after ... has been broadened to include ...	
The following definition is	intended to ... modelled on ... too simplistic: useful because ... problematic as ... inadequate since ... in need of revision since ... important for what it excludes. the most precise produced so far.	

The subsequent royal houses (taken from Kenneth Morgan, *The Oxford History of Britain*, Oxford, OUP, 2010, pp. 767-781



The subsequent royal houses (taken from Kenneth Morgan, *The Oxford History of Britain*, Oxford, OUP, 2010, pp. 767-781)

