 HIST 1100W: The Historian as Detective; “The Reign of the Tudors”

**Syllabus – Spring 2025**

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

**Course and Instructor Information**

HIST 1100W: The Historian as Detective; “The Reign of the Tudors”

Credits:  3

Format:  ONLN; Synchronous

Days/Times: T/TH: 11:00-12:15

**Prerequisites:**  N/A

**Professor:** Kristen Engel

**Email:** Kristen.m.vitale@uconn.edu

**Office Hours/Availability:** By appointment. Email is my preferred method of contact. I will respond to messages within 1-2 business days.

**Course Materials**

Required course materials should be obtained before the first day of class.

Required textbooks are available for purchase through the **UConn Bookstore**: [Find Course Materials](https://uconn.bncollege.com/course-material/course-finder?catalogId=10001&langId=-1&storeId=88191),

Textbooks can be shipped ([fees apply](https://uconn.bncollege.com/customer-service#payment-delivery)).

Required Materials:

Item 1: John Guy, *Tudors: Very Short Introduction,* vol 2. Ed. 13(Oxford: Oxford University Press, 2000).

Item 2. Primary source materials and other secondary sources will be available on HuskyCT.

The University has set minimum [device requirements for all students](https://kb.uconn.edu/space/IKB/10852500927/Device%20Requirements%20for%20UConn%20Students).

Optional Materials:

Item 1. N/A

Item 2. N/A

Additional instructional materials and links to resources are available from within the HuskyCT course.

**Course Description and Objectives**

This course uses historical documents focusing on a single incident in the past to reconstruct what happened and why. We will emphasize developments of historical research skills such as evaluating evidence, explaining cause and effect, and understanding events in their larger social, political, cultural, and economic contexts.

This course focuses on the reign of the House of Tudor, the dynasty that ruled England, Ireland, and Wales from 1485 – 1603. We will delve into questions such as: how did the Tudor reign come about? What were some of the political, religious, and intellectual transformations that occurred? Why did they happen? What were the consequences of these changes throughout the realm? As we analyze such questions and uncover their answers, we will not only learn about a historical period, but we will *do* history, with an emphasis on primary source analysis and historiography. Such queries will be examined with a critical eye on both primary and secondary sources, aiding in creating an environment where we learn historical research skills through the lens of the sixteenth century.

This is a “W” course. Throughout the semester, you will write a minimum of 15 pages of revised writing that has been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. This writing will be in the form of multiple short papers throughout the semester. The class will participate in workshops and small groups to contribute to gradual writing improvement and progression over the semester. To achieve this improvement, the place of revision is crucial. Therefore, expect edits on your work (either from me or fellow students)– that is how we learn! The relationship between writing and content learning is key in this course. Please understand that you must pass the writing component to pass the course.

**Course Requirements and Grading**

**Summary of Course Grading:**

| **Course Components** | **Weight** |
| --- | --- |
| Component A | **20%** |
| Component B | **20%** |
| Component C | **25%** |
| Component D | **35%** |

Component A

Paper 1: Henry VII

3 page paper, double-spaced. Paper topics will be discussed in class.

Component B

Paper 2: Henry VIII

3 page paper, double-spaced. Paper topics will be discussed in class.

Component C

Paper 3: Edward/Mary I

3 page paper, double-spaced. Paper topics will be discussed in class.

Component D

Final paper, 6 pages double-spaced. Paper topics will be discussed in class.

\*For each paper, students will write a first draft, receive feedback from either me or fellow students,

revise the paper, and submit a final draft. Only the final draft will receive a grade, but students must

complete each stage of the process (first draft and a revised final draft) to receive a grade for the paper. (Note taken from Shoemaker syllabus, 2014).

Students cannot pass a W course unless they demonstrate satisfactory writing. Critical evaluation criteria are **conceptual clarity, innovation and development of ideas, and grammatical and mechanical correctness**.

**Course Schedule**

For best comprehension, do the reading before the class which it is assigned. The materials stated for a given class period are assigned for that day.

|  |  |
| --- | --- |
|  | **Henry VII** |
| T, Jan, 21 | Introductions and Syllabus |
|  |  |
| Th, Jan, 23 | *Lecture & Multimedia:* The Reign of the First Tudor King: Henry VII (1485-1509)  Guy, *Tudors*, Chapter 1: “Henry VII: Founding a New Dynasty”  **RECORDED** |
|  | **Paper 1 Topic(s):**  Henry VII’s Ascension to the Throne |
| T, Jan, 28 | **In-class Writing Workshop: Paper 1 on Henry VII** |
|  |  |
| Th, Jan, 30 | **First Draft of Paper 1: Henry VII Due Before Start of Class**  **In-class Revision Workshop: Paper 1 on Henry VII** |
|  |  |
| T, Feb, 4 | No Class: Finish Revised Draft of Paper 1 |
|  |  |
| Th, Feb, 6 | No Class: **Submit Revised Draft of Paper 1** **by 11:59 pm.** |
|  |  |
|  | **Henry VIII** |
| T, Feb, 11 | *Multimedia:* Henry VIII |
|  |  |
| Th, Feb, 13 | *Lecture:* Henry VIII: Personal, Political, and International Transformations  Guy, *Tudors*, Chapter 2: “Henry VIII: the personification of power” |
|  |  |

|  |  |
| --- | --- |
| T, Feb, 18 | Henry VIII: Podcasts and Primary Sources  Guy, *Tudors*, Chapter 3: “The Reformation and British ‘Imperial’ Kingship |
|  | **Paper 2 Topic(s):**  Henry VIII’s Personal Life **or** Religious and Political Turmoil |
|  |  |
| Th, Feb, 20 | **In-class Writing Workshop: Paper 2 on Henry VIII** |
|  |  |
| T, Feb, 25 | **First Draft of Paper 2: Henry VIII Due By 11:59 pm.**  **In-class Discussion Workshops for First Draft of Paper 2 on Henry VIII** |
|  |  |
| Th, Feb, 27 | No Class Meeting |
|  | **Edward/Mary I** |
| T, March, 4 | *Multimedia:* Edward  **Submit Revised Draft of Paper 2** **by 11:59 pm.** |
|  |  |
| Th, March, 6 | *Lecture:* Edward/Mary I  Guy, *Tudors*, Chapter 4: “Mid-Tudor crisis and the succession” & Chapter 5: “Phillip and Mary: an experiment in dual monarchy” |
|  | **Paper 3 Topic(s):**  Edwardian Religious Policies **or** Marian Political Ideals |
| T, March, 11 | **In-class Writing Workshop: Paper 3 on Edward/Mary I** |
|  |  |
| Th, March, 13 | **First Draft of Paper 3: Edward/Mary I Due Before Start of Class**  **In-class Revision Workshop: Paper 3 on Edward/Mary I** |
|  |  |
| T, March, 18 | *Multimedia:* Mary I    **Submit Revised Draft of Paper 3** **by 11:59 pm.** |
|  |  |
| Th, March, 20 | Mary, Queen of Scots; [Podcast](https://podcasts.apple.com/kh/podcast/mary-queen-of-scots-tragic-life/id256580326?i=1000427646221) |
|  |  |
| T, March, 25 | No Class |
|  |  |
| Th, March, 27 | No Class |
|  | **Elizabeth** |
| T, April, 1 | *Multimedia*: Elizabeth |
|  |  |
| Th, April, 3 | *Lecture*: Elizabeth  Guy, *Tudors*, Chapter 6: “the early Elizabethan polity” & Chapter 7: “Material Culture and the arts” |
|  | **Paper Topic 4:**  *Final Paper, Topic of Your Choice* |
| T, April, 8 | **In-class Writing Workshop: Paper 4** |
|  |  |
| Th, April, 10 | **In-class Writing Workshop: Paper 4**  **First Draft of Paper 4: Due By 11:59 pm.** |
|  |  |
| T, April, 15 | **In-class Revision Workshop of Revised Paper: Paper 4** |
|  |  |
| Th, April, 17 | **In-class Revision Workshop of Revised Paper: Paper 4, If Needed** |
|  |  |
| T/TH, April 22 – May 1 | **Meetings** |
|  |  |
| May 10 | **Final Revised Papers Due – Uploaded to HuskyCT by 11:59 pm on May 10** |
|  |  |
|  |  |
|  |  |

**Grading Scale:**  
Information on grades and grading can be found on the Registrar’s site and in the catalog:

* [Registrar’s Information on Grading Scales](https://registrar.uconn.edu/grades/)

General explanation of the meaning of grades:

| **Grade** | **Letter Grade** | **Number Grade** |
| --- | --- | --- |
| Excellent | A | 100-93 |
|  | A- | 92-90 |
| Very Good | B+ | 89-87 |
| Good | B | 86-83 |
|  | B- | 82-80 |
|  | C+ | 79-77 |
| Average | C | 76-73 |
| Fair | C- | 72-70 |
| Poor | D+ | 69-67 |
|  | D | 66-63 |
| Merely Passing | D- | 63-60 |
| Failure | F | 60-0 |

**Due Dates and Late Policy**

All course due dates are identified in the syllabus. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses.  All changes will be communicated in an appropriate manner.*

**Late Policy:** late assignments will be handled on case-by-case bases. If, when, and how missed assignments (for which medical documentation cannot be required) will be handled according to the situation/case.

**Weekly Time Commitment**

You should expect to dedicate 5-8 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut’s policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](https://onlinestudent.uconn.edu/learn-more/#collapsepanel-269-1-0-07).

**Student Authentication and Verification**

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Additional Method: Blackboard Collaborate for lecture meetings.

Students who do not complete the above required authentication steps may be denied access to the course and given an incomplete. Students could lose credit if the identity of the enrolled student completing course activities and assessments cannot be confirmed.

**Virtual Classroom Guidelines**

**Class Attendance**: Regular attendance is strongly recommended. We cover a vast amount of material quite quickly, thus if you miss a class or classes, it is not the instructors’ job to brief you on what took place or to provide you with notes. Should you miss class, arrive late, or leave early, please do let me know, as a general courtesy.

**HuskyCT**: I will use HuskyCT regularly to post assignments, grades, and the like. Please be sure to check this site often.

**University Writing Center:** I encourage you to visit the University Writing Center for individualized tutorials. Their staff includes welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences who will work with you at any stage of the writing process. Expect an active discussion about your ideas, arguments, organization, analytical moves, and uses of evidence. If you want to focus on sentence-level concerns, they do that too, but they won’t proofread for you; instead, they’ll help you become a better editor of your own work. You should come with a copy of the assignment, your current draft (if you have one), and ideas about what you want to get out of a session. Tutorials are available in person and online. They run 45 minutes and are free. You can drop in or make an appointment. For details, see writingcenter.uconn.edu.

**Students with Disabilities:** The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**: The University is committed to maintaining a safe and non-discriminatory learning, living, and working environments for all members of the University community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all responsible employees (including faculty), as outlined in the Policy Against Discrimination, Harassment and Related Interpersonal Violence, are required to report to the Office of Institutional Equity any information that they receive related to sexual assaults, intimate partner violence, and/or stalking involving a student. An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information, including confidential and exempt employee resources available for support and assistance, can be found at equity.uconn.edu and titleix.uconn.edu.

**Academic Integrity**: Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism). Academic integrity is expected of all students. This means that all students are expected to present their own original work unless specifically directed to do otherwise by the professor. Academic dishonesty includes acts of cheating (e.g., copying someone else’s answer on a test or assignment), fabrication (e.g., presenting false information as factual), and plagiarism (e.g., presenting another person’s ideas as your own). It also includes assisting another in the commission of such acts. In addition, submitting the same product for credit in two different courses without the prior consent of both instructors is considered a form of plagiarism. Acts of academic dishonesty will be met with immediate consequences by the instructor and reported to the Dean of Academic Affairs, who will review them in accordance with policies stated in the College Catalogue. **Please review the library’s** [**Plagiarism Resources**](https://lib.uconn.edu/services/ask/get-help/writing/plagiarism-resources/)**.**

**Dropping or Withdrawing From the Course**: To drop or withdraw from this course, you must notify the registrar’s office in person or in writing before the deadline. You cannot drop or withdraw by simply not attending. Please refer to the Academic Calendar posted on the University’s website to find the deadlines for dropping and withdrawing from classes.

**Absences from Class Due to Religious Observances and Extra-Curricular Activities:** Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University’s legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

**In Case of Inclement Weather, A Natural Disaster, or A Campus Emergency:** the University communicates through email and text message. Students are encouraged to sign up for alerts through http://alert.uconn.edu. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at http://publicsafety.uconn.edu/emergency/.

**If Problems Arise**: If you are having difficulties with the course material or any other aspect of the course or your university studies, please contact me before the problems become serious and threaten your standing in the course.

**This Syllabus is Open for Small Changes as We Proceed**. Please be patient and receptive to such alterations. In turn, I will be very receptive to what is working, what perhaps is not, and what might need to change.

Recording Lectures

Classes for this semester’s course will be conducted over HuskyCT/Blackboard Collaborate. As the host, I may record these sessions using Blackboard’s recording feature. I will let the class know at the beginning of a session if I plan to record the session. The recording feature for others in attendance will be disabled so that no one else will be able to record a session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any session, or any portion of a session, by other means. At my discretion and in accordance with University policies and guidelines, I may share one or more the recorded sessions with the class to provide students with an additional opportunity to review course content. The sharing of any recorded content without my written permission is prohibited. If you would like to ensure your likeness is not captured during an online class, please turn your camera off.

Please remember that the unauthorized recording or sharing of course content may be considered a violation of the law, University policy, and/or The Student Code.

The web-based video delivery of each class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course’s professor is prohibited.

(Student Created Videos) The videos created by students as part of this course are for sole use of the students enrolled in this course. Any other use of these videos or any pictures or derivatives of the videos without the written consent of the video creator is prohibited.

**Copyright**

*My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work.

Review these important [standards, policies and resources](https://onlinestudent.uconn.edu/learn--more/#POL), which include:

* The Student Code
  + Resources on Avoiding Cheating and Plagiarism
* [Academic, Scholarly, and Professional Integrity and Misconduct (ASPIM)](https://policy.uconn.edu/2023/07/11/academic-scholarly-and-professional-integrity-and-misconduct-aspim-policy-on/)
* Copyrighted Materials
* Credit Hours and Workload
* Netiquette and Communication
* Adding or Dropping a Course
* Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

**Student Health and Wellness**

The University of Connecticut strives to support the optimal well-being of all students. [Student Health and Wellness](https://studenthealth.uconn.edu/) (SHaW) offers a comprehensive set of services including medical care, mental health, and health promotion.

**Students with Disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or<http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Software/Technical Requirements (with Accessibility and Privacy Information)**

The University has set minimum [device requirements for all students](https://kb.uconn.edu/space/IKB/10852500927/Device+Requirements+for+UConn+Students#Computers). **NOTE:** Chromebooks do not meet the minimum requirements.

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](https://www.blackboard.com/blackboard-accessibility-commitment), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps Accessibility](https://www.google.com/accessibility/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office ([free to UConn students](https://software.uconn.edu/microsoft-products-students/)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
* WebCam

For information on managing your privacy at the University of Connecticut, visit the [University’s Privacy page](https://privacy.uconn.edu/).

**NOTE:** This course has NOT been designed for use with mobile devices.

**Help**

This course is facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). The [IT Knowledge Base](https://kb.uconn.edu/space/TL/10763764102/Student+Support) provides students with support, troubleshooting, and how-to information about HuskyCT. The [IT Knowledge Base](https://kb.uconn.edu/space/TL/10763764102/Student+Support) includes a video tour of HuskyCT.

For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the [Technology Support Center](https://techsupport.uconn.edu/). You also have [24x7 Course Support](http://www.ecampus24x7.uconn.edu/) outside of business hours, including access to live chat, phone, and support documents.

[Technical and Academic Help](https://onlinestudent.uconn.edu/frequently-asked-questions/) provides a guide to frequently asked questions for online students.

**Study Groups**

Are you interested in forming a study group with other students in the class?  There is a [study group application](https://nexus.uconn.edu/secure_per/studygroups/index.php) in Nexus that can help you get started. View this [video](https://nexus.uconn.edu/secure_per/studygroups/video.php) for more information.

**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's [Student Evaluation of Teaching (SET)](https://bpir.uconn.edu/home/institutional-research/set/), which is administered by the [Office of Budget, Planning and Institutional Research](https://bpir.uconn.edu/) (BPIR).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.