1.) DATE: 04/08/2012

2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: HIS  Number: 251  Title: History of England to 1700  Credits: 3

   CROSS LISTED WITH: Prefix:  Number: ; Prefix:  Number: ; Prefix:  Number: ;

   Prefix:  Number: ; Prefix:  Number: ; Prefix:  Number: ;

4.) COMMUNITY COLLEGE INITIATOR: DR. MARK KLOBAS  PHONE: (480) 423-6420

   FAX: (480) 423-6298

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

   Core Areas: Social and Behavioral Sciences (SB)  Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☐ Course Description
☐ Course Syllabus
☐ Criteria Checklist for the area
☐ Table of Contents from the textbook required and/or list or required readings/books
☐ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☐ DECHST prefix
☐ Elective

Current General Studies designation(s): SB & H

Effective date: 2012 Spring  Course Equivalency Guide

Is this a multi-section course?  ☒ yes  ☐ no

Is it governed by a common syllabus?  ☒ yes  ☐ no  District-wide course competencies/outline

Chair/Director: DR. JANICE MILLER  Ricker

Chair/Director Signature: Approval emailed to J.

AGSC Action:  Date action taken:  ☐ Approved  ☐ Disapproved
**ASU--[SB] CRITERIA**

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<tr>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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</tbody>
</table>
|     |    | - ANTHROPOLOGY  
- ECONOMICS  
- CULTURAL GEOGRAPHY  
- HISTORY | HISTORY |
|     |    | 3. Course emphasizes:  
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).  
   **OR**  
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Course Competencies, Course Outline, Syllabus (Class Schedule, Supplemental Readings List), Textbook TOC (Details given in table on pages 3 ff.) |
|     |    | 4. Course illustrates use of social and behavioral science perspectives and data. | Course Competencies, Course Outline, Syllabus (Class Schedule, Supplemental Readings List), Textbook TOC (Details given in table on pages 3 ff.) |

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 1. Course is designed to advance basic understanding and knowledge about human interactions | This course provides a basic understanding of the history of England and the English people from its beginnings to the end of the 17th century. It provides students with knowledge of the key events and broader developments taking place by using comparative analysis to study the political, social, and economic developments taking place during this period, as well as an understanding of how those developments continue to define human interactions today. | **Course description:**
History of England to 1660. Analysis of the major political, cultural, social, and intellectual, and social factors in English historical development from its earliest times till 1660.

**Course competencies:**
2. Describe the role of the Celtic people in the development of the British Isles (Outline I, III).
4. Describe the changes which took place in Britain as a result of the Norman Conquest (Outline II).
5. Describe the role of the common people during the Norman era in England (Outline II).
6. Locate on the map and describe the various geographic features and their impact on the development of the British Isles (Outline I, II, III).
7. Describe the development of the English constitutional system during the early period of English history (Outline II, III, IV).

**Class Schedule:**
Weeks 1-16 (Syllabus, pp. 3-4)

**Textbook:**
Chapters 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15
2. Course content emphasizes the study of social behavior such as that found in: History

| This course uses a variety of comparative and analytical methods to understand the development of English society and the major social trends of the period. In this way we can better understand how society and social institutions evolved into the forms they possess today, as well as how those developments exerted a broader impact on societies elsewhere. |

| Course competencies: |
| 2. Describe the role of the Celtic people in the development of the British Isles (Outline I, III). |
| 5. Describe the role of the common people during the Norman era in England (Outline II). |
| 11. Describe the factors involved in the Protestant reformation in England (Outline IV). |
| 12. Describe the changes which took place in government and society during the early Tudor era (Outline IV). |

| Class Schedule: |
| Weeks 1-16 (Syllabus, pp. 3-4) |

| Textbook: |
| Chapters 1, 6, 7, 8, 9, 12, 15 |

| Supplemental Readings: |
| Book Reviews (Syllabus, p.2) |

3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g., historical analysis).

| This course utilizes the tools of historical analysis, quantitative analysis (cliometrics) and historiography to evaluate and interpret historical data and arguments. In this way, they learn both how historians use data to understand English history, as well as how differing conclusions can emerge from the same or similar data. |

| Course competencies: |
| 2. Describe the role of the Celtic people in the development of the British Isles (Outline I, III). |
| 5. Describe the role of the common people during the Norman era in England (Outline II). |
| 8. Describe the forces which impacted the development of the Hundred Years war (Outline III, IV). |
| 11. Describe the factors involved in the Protestant reformation in England (Outline IV). |
| 12. Describe the changes which took place in government and society during the early Tudor era (Outline IV). |
4. Course illustrates use of social and behavioral science perspectives and data.

This course uses social and behavioral science perspectives and data both in class and in the selected readings to study historical events that affected the English people and the lands they controlled from the early period of English history to the end of the 17th century. Utilizing all related material -- historical, cultural, social sciences -- students will be able to analyze and evaluate this critical period of English history in order to have a better understanding of the development of its government, economy, and society over time.

Course competencies:

2. Describe the role of the Celtic people in the development of the British Isles (Outline I, III).
4. Describe the changes which took place in Britain as a result of the Norman Conquest (Outline II).
5. Describe the role of the common people during the Norman era in England (Outline II).
6. Locate on the map and describe the various geographic features and their impact on the development of the British Isles (Outline I, II, III).
7. Describe the development of the English constitutional system during the early period of English history (Outline II, III, IV).
8. Describe the forces which impacted the development of the Hundred Years war (Outline III, IV).
9. Describe the causes, events, and results of the Hundred Year war (Outline III, IV).
10. Describe the causes, events, and results of the War of the Roses (Outline III, IV)
11. Describe the factors involved in the Protestant reformation in England (Outline IV).
12. Describe the changes which took place in government and society during the early Tudor era (Outline IV).
<table>
<thead>
<tr>
<th>Class Schedule:</th>
<th>Weeks 2-16 (Syllabus, pp. 3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook:</td>
<td>Chapters 1-16</td>
</tr>
<tr>
<td>Supplemental Readings:</td>
<td>Book Reviews (Syllabus, p.2)</td>
</tr>
</tbody>
</table>

Official Course Description: MCCCD Approval: 9-27-1994

HIS251 1994 Fall - 9999
LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load Acad

History of England to 1700

History of England to 1660. Analysis of the major political, cultural, social, and intellectual, and social factors in English historical development from its earliest times till 1660.

Prerequisites: None.

Course Attribute(s):
General Education Designation: Historical Awareness - [H]
General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies:

HIS251 1994 Fall - 9999
History of England to 1700

1. Identify and apply names and terms commonly utilized in the study of the early period of English history (I, II, III, IV)
2. Describe the role of the Celtic people in the development of the British Isles (I, III)
3. Describe the role of the Anglo-Saxons and the Danes in the development of early England (I)
4. Describe the changes which took place in Britain as a result of the Norman Conquest (II)
5. Describe the role of the common people during the Norman era in England (II)
6. Locate on the map and describe the various geographic features and their impact on the development of the British Isles (I, II, III)
7. Describe the development of the English constitutional system during the early period of English history (II, III, IV)
8. Describe the forces which impacted the development of the Hundred Years war (III, IV)
9. Describe the causes, events, and results of the Hundred Year war (III, IV)
10. Describe the causes, events, and results of the War of the Roses (III, IV)
11. Describe the factors involved in the Protestant reformation in England (IV)
12. Describe the changes which took place in government and society during the early Tudor era (IV)

MCCCD Official Course Outline:

HIS251 1994 Fall - 9999
History of England to 1700

I. Pre-Norman Britain
A. The land

B. The peoples
   1. The early inhabitants (Windmill Hill Beaker people)
   2. The Celts
   3. The Romans

C. Anglo-Saxon Britain
   1. The invasions
   2. Anglo-Saxon
   3. The Christian missionaries
   4. Origins of political unity
   5. Offa
   6. The Danes
   7. King Alfred
   8. Re conquest of the Dane law
   9. The height and decline of English monarchy
   10. King Canute (1016-1035)

II. The Norman/Angevin era
   A. The Norman conquest
      1. Background
      2. Duke William
      3. The eve of the conquest

   B. Norman England
      1. The invasion
      2. Feudalism
      3. The peasant, village, and manor
      4. The Domesday book

   C. Norman kings of England
      1. Norman monarchy
      2. William II Rufus (1087-1100)
      3. Henry I (1100-1135)
      4. Stephen (1135-1154)

   D. The Angevin empire
      1. Henry II (1154-1189)
      2. Henry II (cont.)
      3. Legal reform
      4. The Angevin empire
      5. Richard I (1189-1199)
      6. John I (1199-1216)

III. Development of the English state
   A. The 13th Century
      1. Henry III (1216-1272)
      2. Simon de Montfort
      3. Edward as Prince
      4. England in the 13th Century

   B. The later Middle Ages (1272-1485)
      1. Government—the King's law
      2. The King's ministers
3. War and finance
4. Law and warfare
5. Parliament

C. England and the Celtic lands
   1. The conquest of Wales
   2. The Scot's wars of independence
   3. Ireland

D. Politics of England under the three Edwards
   1. Edward I and England to 1294
   2. Edward I and the war with France
   3. Edward I and England (1294-1307)
   4. Edward II and the minority of Edward III (1307-1330)
   5. Edward III and the Hundred Years war (1330-1361)
   6. Edward III and England to 1361

E. The Hundred Years war and the War of the Roses
   1. The Age of John of Gaunt
   2. Richard II
   3. Henry IV

IV. The Tudor era
   A. The Hundred Years war (1361-1453)
      1. England and France (1361-1413)
      2. The English conquest of Normandy (1413-1422)
      3. English power in France (1422-1453)
   B. Rise of the House of Tudor
      1. Origins of the Tudor line
      2. Henry Tudor's rise to power
   C. Henry VIII
      1. The early years
      2. The great cardinal
      3. Henry and his wives
   D. Era of the little Tudors
      1. The reign of Edward VI
      2. Protestant changes
      3. The reign of Mary Tudor
HISTORY 251  
Scottsdale Community College, Fall 2011  
English History to 1700  
Mark Klobas, instructor

Office hours: T WTh, 12-1:30  
Room SB 149

mark.klobas@sccmail.maricopa.edu  
423-6420

TEXTBOOK  

SUPPLEMENTAL READINGS  
David Howarth, 1066: The Year of the Conquest (ISBN 0140058508)  
Christopher Haigh, Elizabeth I, 2nd ed (ISBN: 0582437547)

INSTRUCTIONAL PROCEDURES:  

Lecture: This is a course exploring English history from its origins to the Hanoverian succession. The basis of this exploration will be the lecture format, within which the instructor will provide a broad overview of the history within the context of specific questions. Lectures will be supplemented by posted outlines which correspond to the lecture, providing a visual emphasis of key points made by the instructor.

Discussion/student participation: At various points there will be a general in-class discussion of the readings for the day, with the focus on student input and observation.

REQUIREMENTS:  

Exams: There will be three exams (two midterms and a non-cumulative final) given during the semester, with each exam worth 20% of your grade for the course. Students who have an excused absence that causes them to miss an exam can make up the exam at a later date, with arrangements to be made on a case-by-case basis.

Discussion: Student participation in class is required, with such participation worth 20% of your grade in the course. The first part of that grade (10%) will be earned by a mandatory meeting with the instructor during his office hours, to be made during the first three weeks of the semester. The remainder of the grade (10%) will be assessed based on the student’s contribution to the class discussions over the readings assigned for that day. In the discussion, students will be expected to analyze the arguments of the works they have read, and will be graded on the quality of their contribution. While participation in every discussion is not expected, students are required to be regular, frequent, and informed contributors.
**Book Reviews:** On the day that each supplemental reading (indicated in **bold**) is scheduled to be discussed, students are required to turn in a 3-4 page review of that work, which should describe the author’s argument, summarize the information used to support it, and offer the reader’s opinion of what they read. The reviews will be graded on content, organization, and grammar; the lowest grade will be dropped and the other two will each be worth 10% of your grade for the course. **NOTE:** Plagiarism will **not** be tolerated, and students found to have plagiarized their papers will be subject to the penalties outlined for plagiarism in the student handbook.

**Attendance:** Attendance will be taken at each class meeting and will be a factor in determining the final grade in borderline cases. If you miss two classes during the first two weeks of the semester, you will be automatically withdrawn from the course. If you miss more than three classes, the instructor reserves the right to drop you from the course. It is the student’s responsibility to drop the course if they stop attending class. **Absences do not relieve students of the responsibility for missed assignments and exams.** If you miss a class, it is imperative that you get the notes from a classmate.

**GRADES:** Your final grade in the course will be determined by taking the average of the three exam scores, your participation grade, and the reviews: 90=A, 80=B, 70=C, 60=D, ↓60=F. As noted above, attendance will be a factor in determining the final grade in borderline cases.

**STUDENT RESPONSIBILITY:**

Students are expected to be responsible for the information in this syllabus. Students are also expected to be responsible for the college policies included in both the college catalog and the student handbook. Finally, students are expected to contribute to a learning environment by being respectful of those around them, both in their class conduct and in class discussion.

**SPECIAL CONSIDERATIONS:**

Please advise me if you have any type of documented disability so that I may be able to assist in accommodating any special needs you may have. Special needs students may also contact Disability Resources, Room SC143, [http://www.scottsdalecc.edu/disabled/](http://www.scottsdalecc.edu/disabled/)
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August</td>
<td>22</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>24</td>
<td>British Prehistory</td>
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<tr>
<td></td>
<td></td>
<td>READ: Roberts(^2) &amp; Bisson, 1-18</td>
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<tr>
<td></td>
<td>29</td>
<td>Roman Britain</td>
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<tr>
<td></td>
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<td>READ: Roberts(^2) &amp; Bisson, 19-30</td>
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<td></td>
<td>31</td>
<td>The Decline and Fall of Roman Britain</td>
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<td>READ: Roberts(^2) &amp; Bisson, 30-32</td>
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<tr>
<td>September</td>
<td>5</td>
<td>LABOR DAY OBSERVANCE – NO CLASSES</td>
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<td>7</td>
<td>Early Anglo Saxon England</td>
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<td>READ: Roberts(^2) &amp; Bisson, 34-41</td>
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<td>12</td>
<td>The Genesis of the English Monarchy, c. 790-1000</td>
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<td>READ: Roberts(^2) &amp; Bisson, 41-64</td>
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<td></td>
<td>14</td>
<td>The Norman Conquest</td>
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<td></td>
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<td>READ: Roberts(^2) &amp; Bisson; 64-80; Howarth, 1066</td>
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<td>19</td>
<td>Norman rule and the first English Civil War</td>
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<td>READ: Roberts(^2) &amp; Bisson, 80-91</td>
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<td>21</td>
<td>EXAM #1</td>
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<td>26</td>
<td>The reign of Henry II</td>
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<tr>
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<td>READ: Roberts(^2) &amp; Bisson, 104-115</td>
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<td></td>
<td>28</td>
<td>The collapse of Angevin rule</td>
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<td>READ: Roberts(^2) &amp; Bisson, 116-120</td>
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<td>October</td>
<td>3</td>
<td>English Economy &amp; Society in the Middle Ages</td>
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<td>READ: Roberts(^2) &amp; Bisson, 93-101, 122-146</td>
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<td>5</td>
<td>English Civilization in the High Middle Ages</td>
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<tr>
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<td>READ: Roberts(^2) &amp; Bisson, 101-104</td>
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<td>10</td>
<td>Defining the English Constitution/The reign of Edward I</td>
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<tr>
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<td>READ: Roberts(^2) &amp; Bisson, 146-158</td>
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<tr>
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<td>12</td>
<td>The Plantagenet decline</td>
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<tr>
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<td>READ: Roberts(^2) &amp; Bisson, 160-177</td>
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<td>17</td>
<td>Shaping the nation: England in the late Middle Ages</td>
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<td>READ: Roberts(^2) &amp; Bisson, 172-6; 178-90; Hanawalt, The Ties that Bound</td>
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<td>READING DAY – NO CLASSES</td>
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<td>24</td>
<td>The Wars of the Roses</td>
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<td>EXAM #2</td>
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<tr>
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<td>31</td>
<td>Early Tudor England</td>
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<td>READ: Roberts(^2) &amp; Bisson, 216-244</td>
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<tr>
<td>November</td>
<td>2</td>
<td>The English Reformation, 1529-1547</td>
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<tr>
<td></td>
<td></td>
<td>READ: Roberts(^2) &amp; Bisson, 245-267</td>
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</table>

\(^2\) Texts for Roberts & Bisson are both required and recommended, but you need only choose one.
The Reformation in Flux
READ: Roberts$^2$ & Bisson, 269-285

Elizabeth Regina
READ: Roberts$^2$ & Bisson, 287-304; 321-324; Haigh, Elizabeth I

Tudor society and culture
READ: Roberts$^2$ & Bisson, 307-321

Early Stuart England
READ: Roberts$^2$ & Bisson, 326-334

Charles I and the decline of royal rule
READ: Roberts$^2$ & Bisson, 334-349

The English Civil War
READ: Roberts$^2$ & Bisson, 334-349

The English Republic
READ: Roberts$^2$ & Bisson, 364-378

The Stuart Restoration
READ: Roberts$^2$ & Bisson, 380-400

December

5
The "Glorious Revolution"
READ: Roberts$^2$ & Bisson, 400-410

7
The end of the Stuart era
READ: Roberts$^2$ & Bisson, 411-439

FINAL EXAM: Monday, December 12, 1:30-3:20
A HISTORY OF ENGLAND
VOLUME I
PREHISTORY TO 1714
FIFTH EDITION

Clayton Roberts  David Roberts  Douglas R. Bisson
CONTENTS

PREFACE xi

CHAPTER 1 THE LAND AND THE PEOPLE 1
The Earliest Inhabitants 4
The Neolithic Revolution 6
The Early Bronze Age 8
Stonehenge 10
The Late Bronze Age 13
The Celts 14
Further Reading 17

CHAPTER 2 ROMAN BRITAIN: 55 B.C.E.—450 C.E. 19
Hadrian's Wall 22
The Roman Town 26
The Countryside 28
The Collapse of Roman Rule 30
Further Reading 33

CHAPTER 3 ANGLO-SAXON ENGLAND: 450–1066 34
The Conquest of Britain 34
The Conversion to Christianity 38
The Creation of the English Monarchy 41
Alfred the Great and His Successors 45
Anglo-Saxon Government 47
The Structure of Society 50
Open Fields and Royal Boroughs 52
Monasticism and Learning 59
The Survival of the English Monarchy 64
Further Reading 66
CHAPTER 4  NORMAN ENGLAND  67
The Conquest of England  67
Feudalism  73
Domesday Book and the Manors of England  77
The Norman Church  80
The Machinery of Government  83
Tyranny and Anarchy  87
Further Reading  91

CHAPTER 5  THE ANGEVINS  93
The New Agriculture  93
Wool, Trade, and Towns  98
The Twelfth-Century Renaissance  101
The English Common Law  104
Henry II and the Church  108
The Angevin Empire  111
Wales, Ireland, and Scotland  113
Richard I and King John  116
Magna Carta  118
Further Reading  120

CHAPTER 6  THE THIRTEENTH CENTURY: 1216–1307  122
Barons and Knights  122
Manor and Village  126
Town and Guild  132
Bishops, Priests, and Friars  134
The Cathedral  136
The University  143
Henry III and the Provisions of Oxford  146
Edward I and Statute Law  149
Wales, Gascony, and Scotland  151
The Origins of Parliament  155
Further Reading  158

CHAPTER 7  WAR AND CRISIS: 1307–1399  160
Edward II and the Barons  160
Edward III and the Hundred Years' War  164
The Evolution of Parliament  169
The Transformation of the Manor  172
The Impact of the Black Death  174
The Peasants' Revolt  176
John Wyclif and Lollardy  178
The Emergence of an English Nationality  180
CHAPTER 8  LANCASTER AND YORK: 1399–1485  191

Henry IV and the Foundations of Lancastrian Rule  191
Henry V and the War in France  193
Henry VI and the Decline of the Monarchy  196
The Wars of the Roses  199
Edward IV and the Restoration of Royal Power  202
Depression and Economic Change  205
Late Medieval Culture  208
Richard III and the Fall of the House of York  212
Further Reading  214

CHAPTER 9  THE REIGN OF HENRY VII: 1485–1509  216

Engrossment and Enclosure  219
Industry: Urban and Rural  222
Commerce: Foreign and Domestic  224
The Consolidation of Power  226
The Revival of Royal Power  229
The New Learning  233
Medieval and Modern  235
Further Reading  237

CHAPTER 10  WAR AND REFORMATION: 1509–1547  239

War and Diplomacy  241
The Divorce  245
Parliament and the Break with Rome  248
Resistance and Rebellion  251
The Dissolution of the Monasteries  254
The Tudor Revolution in Government  256
Scotland and France  260
The Growth of Protestantism  262
Further Reading  267

CHAPTER 11  PROTESTANT AND CATHOLIC: 1547–1558  269

Somerset and Reform  269
Ket's Rebellion  272
The Economic Crisis of 1551  274
The Ascendancy of Northumberland  276
The Accession of Queen Mary  279
The Return to Rome  282
The Spanish Connection  284
Further Reading  286
CHAPTER 12  ELIZABETHAN ENGLAND: 1558–1603  287

Elizabeth and the Church  287
Elizabeth and Scotland  289
The Catholic Threat  292
The Puritan Threat  294
Economic Recovery  295
The Voyages of Discovery  297
The War Against Spain  301
Elizabeth and the Government of England  304
The Rise of the Gentry  307
Yeomen and Husbandmen  311
Beggars and Vagabonds  313
The Ascendancy of London  314
The Elizabethan World Picture  317
Postlude  321
Further Reading  324

CHAPTER 13  EARLY STUART ENGLAND: 1603–1640  326

The Accession of James I  326
James and the Law  329
Government by Court Favorites  332
Charles I and the Arts  334
Charles I and Parliament  338
The Eleven Years of Prerogative Government  341
Economic Depression  343
The Expansion of England  345
Further Reading  349

CHAPTER 14  THE ENGLISH REVOLUTION: 1640–1660  350

The Causes of the English Revolution  351
The Failure of Reform  354
Roundheads and Cavaliers  358
The Rise of Independency  362
The Commonwealth  364
The Triumph of Property  367
Overseas Expansion  369
The Search for Consent  371
The Restoration  376
Further Reading  379

CHAPTER 15  RESTORATION AND REVOLUTION: 1660–1689  380

The Scientific Revolution  381
Causes and Consequences  385