

**Brescia University College**  
**Department of History**  
**2017-2018**

**History 3440E/4491E (530) OUTLINE**

**The Virgin Queen:**

**The History of Leadership, Biography, Representation and Memory of Elizabeth I**

**Instructor:** Dr. Sara Morrison  
**Class Times:** Tuesday: 11:30-2:30 BR 14  
**Office:** Portable 5  
**Voice Mail:** 519 432 8353 ext. 28271  
**Office Hours:** Wednesday: 11.30-12.30 or by appointment  
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The best way to contact me is by email or in office hours

**Course Description:**

Often referred to as the Virgin Queen or Glorianna, Elizabeth I is the most studied Briton of the early modern period. Why is this? Scholarly interest has increased dramatically over the last twenty five years, peaking at the 400<sup>th</sup> anniversary of her death in 2003. Is the growing interest in women's and gender history responsible for this escalation of historical interest? This course will consider Elizabeth I as a leader, a woman, and a queen within the context of later sixteenth century England. Students will use primary and secondary sources including portraiture, literature and film. As a seminar course, the evaluation reflects the importance of the weekly readings and participating in class discussion; students will also be responsible for one of the weekly seminar presentations in first term. The focus in the second term changes to researching and writing an original essay on a theme or topic related to Elizabeth I.

**Course Requirements:**

Participation	25%	Ongoing (with weekly passports; seminars)
Class seminars	10%	TBA
Book Review	15%	16 October (owl), short presentation 17 October
Final Response Journal	20%	(based on readings & discussions; final copy Owl due 29 January & in class 30 Jan 2018)
Research Essay:	30%	(Term 2: in parts:
10%		Topic Selection & Annotated Bibliography owl 27 Nov & class 28 Nov 2017
20%		Essay (5,000 words) includes Peer Review responses & Seminar Presentation (date by lottery TBD)

No Final Exam

**Course Materials:**

Christopher Haigh, *Elizabeth I*, 2001.  
Donald Stump & Susan M. Fetch, *Elizabeth and her Age*, New York, 2009.  
Course Pack (CP) (Bookstore) and electronic readings.

## SELECTED LEARNING OBJECTIVES: CONTENT & SKILLS

1. Since there are no exams in the course, the focus is to develop valuable oral and seminar skills plus enhance high level research and writing skills by researching and writing an original piece of work on Elizabeth I, her leadership, issues arising from weekly themes, which may include historiography, or any aspect of Elizabethan England.  
*(Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/Social Awareness & Engagement)*
  
2. In the first half of the course students will have the opportunity to demonstrate their oral and organizational skills by assisting the Instructor in seminar discussions. Each student will have the opportunity to develop their seminar skills. Each week a student will provide a brief presentation related to assigned readings, compile a series of questions for discussion based on the assigned readings and help to lead the seminar.  
*(Communication/Social Awareness & Engagement/ Critical Thinking)*
  
3. By late September students will contribute regularly to class discussions based on an understanding of assigned readings. After each class they will write a one page reflection of the class discussion for their Response Journal, or in the case of an absence they can focus on aspects of readings. As long as students respond weekly, this Response Journal will provide an invaluable record of your developing thought progression throughout the seminar reading portion of the course. You will be surprised to see how far you have progressed by January. *(Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development)*
  
4. Students will begin searching for their research topic with assistance from the Professor and a scheduled library resources session, introducing various digital sources and databases available for early modern history. By late November they will conceptualize a scholarly essay topic based on primary sources, providing a proposal and a working bibliography. *(Inquiry & Analysis/Communication)*

From late January and during February students are engaged in the writing process, having found, analyzed and synthesized their secondary materials, which support an original scholarly research essay based on their primary sources. Students will showcase one of their primary sources in class and help with the collaborative research process within our class's historical research community. *(Inquiry & Analysis/Critical Thinking/Communication)*

The research essay will demonstrate a variety of skills: scholarly reading, comprehension, conceptualization and synthesis; clarity in writing, organization and providing a convincing argument. As an original piece of work this research essay will be based on primary sources, only using secondary sources to provide context for the student's

research. The essay will be very well supported by its bibliography of primary and secondary sources and by footnotes. (*Communication/Inquiry & Analysis//Critical Thinking*)

5. At the end of the course, Students will present the results of their research to the class in a clear and well-organized manner. Students will also respond to other students' writing, through written and oral critique. (*Communication/Self Awareness & Development*)

*Brescia Competencies: Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/ Social Awareness & Engagement/Valuing/Problem Solving*

### **Recommended Expectations and Outcomes for Third Year Classes**

- Content delivery
  - intensified detailed and conceptual knowledge of more specialized subjects
- Primary source skills
  - analyzing rhetoric
  - understanding the structure and presentation of a document
  - situating the source in relationship to other primary sources
- Secondary source skills
  - understanding and questioning author's evidence, thesis and argument
  - situating, analyzing and assessing historical works in their historiographical contexts and traditions
  - exposure to a variety of theoretical approaches to historical analysis
- Research skills
  - generating own research questions for written assignments
  - developing skills of detection and inquiry
  - combining a variety of sources (e.g., primary sources, secondary sources, oral history, works from different disciplines) in written and oral assignments
- Writing skills
  - writing effectively in longer assignments
  - integrating a wide variety of primary and secondary source materials into written work
- Participation and communication skills
  - student-led presentations and class discussions
  - self-directed learning
- Overall
  - reinforcing and refining skills developed in first and second year courses
  - devising individual explanations and interpretations
  - thinking laterally across disciplines, subjects, time, themes, regions and nations

*By mastering these universal skills you will become a very employable candidate for a broad range of professions and occupations*

## LECTURE & SEMINAR SCHEDULE 2017-2018

- |   |              |  |
|---|--------------|--|
| 1 | 12 September | Introduction, Organization and Planning.                                   |
| 2 | 19 September | Princess Elizabeth: valuable early life lessons                            |
| 3 | 26 September | Elizabeth's Leadership Style<br>Comparative with Mary Tudor & Mary Stuart. |
| 4 | 3 October    | The Marriage Question, Courtships and Diplomacy                            |
|   | 10 October   | Thanksgiving Break   |

**Book Review due 16 October (owl) & Brief Oral Presentation in class  
17 October 2017 (10%)**

- |    |             |  |
|----|-------------|--|
| 5  | 17 October  | Elizabeth and Historiography: The Traditional Elizabeth & Revisionism (1938-Present) Short in-class presentation of your book review |
| 6  | 24 October  | Virgin Mary & Virgin Queen: The Cult of the Virgin Mary to the Cult of Elizabeth   |
| 7  | 31 October  | LIBRARY VISIT: Sources and Documents   |
| 8  | 7 November  | Elizabeth: Representation & Self Representation: Portraiture, Processions, Progresses & Entertainments                               |
| 9  | 14 November | Two Queens and One Isle: Anglo-Scottish Relations & the Problem of Mary Queen Scots  |
| 10 | 21 November | The Armada & the Myth of the Sea   |

**Topic Proposal & Annotated Bibliography (10%)  
due owl 27 November & class discussion 28 November 2017**

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|----|-------------|--------------------------|
| 11 | 28 November | Essay Topics & Documents |
| 12 | 5 December  | Elizabethan Christmas    |

**HAPPY CHRISTMAS**

**TERM 2**

14	9 January	Reel versus Real Elizabeth
15	16 January	Glorianna: The Golden Age & the Final Years Research Progress Report
16	23 January	Uses of Elizabeth: Representation, Myth & Memory. <b><u>Final Journal Responses (20%) due 29 January 2018</u></b>
17	30 January	Class discussion and final conclusions
18	6 February	Research Process Update
19	13 February	Documents Showcase/Tentative Draft Essay discussion
20	20 February	READING WEEK
21	27 February	Seminar Presentation I
22	6 March	Seminar Presentation II
23	13 March	Seminar Presentation III
24	20 March	Seminar Presentation IV
25	27 March	Seminar Presentation V
26	3 April	Seminar Presentation VI
27	10 April	Final thoughts & Elizabethan Celebrations

**No Final Exam**

31 July 2017

## IMPORTANT INFORMATION

### Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE: Contact Brescia's Senior Academic Advisors.**

### Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
  - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
  - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE: Contact Brescia's Senior Academic Advisors.**
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

### Support Services

**To book an appointment with an Academic Advisor, call 519-432-8353 ext. 28266.**

*31 July 2017*

## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

#### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.