

**Brescia University College
School of Humanities
2019-2020**

History 3440E/4491E (530)

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 (UH 256)
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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 400th 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; weekly seminars)
Class seminars	10%	TBA
Book Review	15%	21 October (owl), short presentation 22 October
Final Response Journal	20%	(based on readings & discussions; final copy Owl due 3 Feb & in class 4 Feb 2020)
Research Essay:	30%	(Term 2: in parts:
5%		Topic Selection & Annotated Bibliography owl 25 Nov & in class 26 Nov 2019
25%		Essay (5,000 words) includes Peer Review responses & Seminar Presentation (date by lottery TBD)

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 2019-2020

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|----|--------------|---|
| 1 | 10 September | Introduction, Organization and Planning. |
| 2 | 17 September | Princess Elizabeth: valuable early life lessons |
| 3 | 24 September | Elizabeth's Leadership Style
Comparative with Mary Tudor & Mary Stuart. |
| 4 | 1 October | The Marriage Question, Courtships and Diplomacy |
| 5 | 8 October | Virgin Mary & Virgin Queen: The Cult of the Virgin Mary to the
Cult of Elizabeth |
| 5 | 15 October | Elizabeth: Representation & Self Representation:
Portraiture, Processions, Progresses & Entertainments |
| 6 | 22 October | Elizabeth and Historiography: The Traditional Elizabeth &
Revisionism (1938-Present)
<i>Short in-class presentation of your book review</i> |
| 7 | 29 October | LIBRARY VISIT: <i>Exploring Primary & Secondary Sources</i> |
| 8 | 5 November | READING WEEK |
| 9 | 12 November | Two Queens and One Isle: Anglo-Scottish Relations &
the Problem of Mary Queen Scots |
| 10 | 19 November | The Armada & the Myth of the Sea |

Topic Proposal & Annotated Bibliography (5%)
due owl 25 November & class discussion 26 November 2019

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|----|-------------|--------------------------|
| 11 | 26 November | Essay Topics & Documents |
| 12 | 3 December | Elizabethan Christmas |

HAPPY CHRISTMAS

TERM 2

14	7 January	Reel versus Real Elizabeth
15	14 January	Essex and Ireland ** Class Choice <i>Progress Report on Research</i>
16	21 January	Glorianna: The Golden Age & the Final Years
17	28 January	Uses of Elizabeth: Representation, Myth & Memory.
Final Journal Responses (20%) due owl 3 Feb & in class 4 Feb 2020		
18	4 February	Class discussion and final conclusions <i>Final Journal Responses (20%)</i>
19	11 February	Research Process Update/ Documents Showcase
20	18 February	READING WEEK
21	25 February	Seminar Presentation I
22	3 March	Seminar Presentation II
23	10 March	Seminar Presentation III
24	17 March	Seminar Presentation IV
25	24 March	Seminar Presentation V
26	31 March	Seminar Presentation VI
27	7 April	Final thoughts & Elizabethan Celebrations

No Final Exam

31 July 2019

Possible Topics

**Essex & Ireland

**Court & Courtiers

**Elizabeth's Friends

**Religious Settlement

**"Terror of the tramp"

SEMINAR DETAILS & SCHEDULE

FORMAT & EVALUATION

Attendance & Participation (25%)

Term 1:

Weekly seminars will focus on the assigned readings organized around a particular topic (see schedule). The success of this class relies on your active participation and preparation for our discussions. Students are expected to complete the readings before class, and to take notes on each article, chapter or document in preparation for our seminar discussions. In a seminar course **it is important to speak regularly and engage the issues from the readings to achieve a good grade. Attendance without effort to discuss the material will result in a poor grade.**

For seminars with a weekly theme in first term, each student/students (depending on class size) will be assigned the role as primary facilitator(s) for a specific week. They will be responsible for giving a short presentation on a topic related to the weekly readings and documents, on a subject to be determined in consultation with the professor. They will also assist the professor with the facilitation of the discussion topic by preparing a number of discussion questions arising from the weekly readings.

Students unable to attend a class are expected to inform the professor of their absence, preferably before class. If there are reasonable grounds for missing a class such as illness, the student will not be penalized. However, the professor retains the right to ask for documentation in the case of missed classes. Students who miss a class must submit an abstract note for each of the missed readings and to pose a list of questions, which they might have raised in class discussion, to recover part of their participation mark for that day. Abstracts must be submitted within fourteen days of the missed class.

Participation

- This is assessed from our weekly discussion of readings and primary sources. We will also learn to review a number of films about Elizabeth I, so that you can judge their historical value for the classroom. There will also be a brief oral review of an assigned book presented in our historiographical seminar **22 October 2019**.
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Term 2:

Participation focuses on responses to students' research, including suggestions for essay improvement, use of documentary sources, attending seminar paper discussions and responses to student drafts including peer review.

Journal Responses (20%) Final response due 3 February & in class Discussions 4 February 2020

During the first term students will take an active role in this seminar course; to ensure their success with participation marks students (for their own benefit in class discussion – point form/free format) Passport handed in every week, with a post to owl before class. Bring TWO paper copies to class: one for me, one for your annotations

After class write up a summary of your views on the class questions and other questions raised in class. This weekly after class reflection (1 page per week) will form your Final Journal (20%) Passport:

- (1) Brief responses to class readings plus
- (2) List of seminar questions for class discussion. Bring TWO Copies of your responses to class, ONE to hand in at the start of the class and the other for your own use during class, taking notes etc., which can be used to assist with journal responses:
- (3) **After each class** write a brief follow up response (**1 page max**) to something that interested you in the seminar: e.g. a theme of a discussion; respond to a film; thoughts/comments; or respond to the weekly discussion questions.
- (4) On **3 February 2020** post to **owl** your Response Journal with final comments. Our class discussion on **4 February 2020** will provide an overview of the themes to date.

NOTE on Journal. The easiest approach is to make these responses after class each week (either 1 typed sheet in a folder or in a notebook; keep these on file on your computer to hand in 28 January) It will be hard to remember the content of early weeks if you leave the journal responses to the end. This journal will provide you with a record of your thoughts and responses throughout the readings; provide an honest reflection on the course as a whole in your final response. Please ask you are unclear.

Book Review 15% (3-5 pages) 21 October 2019 (owl) & in class Brief Oral Presentation 22 October

You review a book chosen from a list of sources provided by the professor. Details will follow.

NOTE: A book review is different from a book report. A report is a factual account of the material presented by the author. A review has a critical element to it, or rather your point of view on the book. You will write a brief review, in which you analyze one of the many works on Elizabeth, identifying the author's argument, selective use or emphasis on certain evidence, the structure, aim and purpose of the book. Ask yourself, why do we need another book on Elizabeth I? Consider the strengths and weaknesses of the book; this is important since nothing is without flaws or totally marvelous.

Electronic copy 16 October plus paper copy to class

Research Essay (5,000 words) (30%)

Topic & Working Annotated Bibliography Essay (with seminar & peer reviews)

5% (Owl 25 Nov & class 26 Nov)

25% (beginning 25 February 2020)

You will research and write an essay based on one of the themes addressed in the course or any topic related to Elizabeth chosen in consultation with the professor. You may also choose to write a historiographical paper to demonstrate the way in which our perceptions and treatment of Elizabeth has changed over time. For example, Elizabeth in the 17th century, in Victorian England, or any number of the different approaches taken by authors in the 20th and 21st centuries. Students are free to choose their own topics, but must check with the professor before proceeding with detailed research.

You are producing an original piece of work, so to a large extent essays must be based on primary sources. The course text is helpful for primary sources and its bibliography. A range of primary sources will be discussed in course readings and students are encouraged to pursue

themes of interest. In addition to the range of themes introduced in the survey readings, students are encouraged to consult recent survey texts of the period, and in particular the bibliography of the course reader & the *Dictionary of National Biography*.

Begin thinking about your topic immediately and select a topic in consultation with the professor. Begin gathering material for your annotated bibliography and thesis proposal due **26 November 2019**. **Annotated bibliographies with thesis proposals** and final **essays** must be submitted to the professor **in hard copy AND an identical electronic copy** must also be submitted to the course website to **Turnitin.com**, using the link provided on OWL/Sakai, where it will be checked for plagiarism.

The essay includes topic selection with **annotated bibliography (10%) due 25 November (owl) and class 26 November 2019**. **Written papers (20%)** include a **seminar presentation** (date determined by lottery) and **peer review** with written comments sent in to the professor and articulated in class during discussion of individual papers).

You do not need to write a review for any other paper presented the same week at your seminar discussion. Electronic copy of paper **must be sent to the Professor by NOON on the Friday** before the Tuesday of your allotted seminar presentation & discussion. Any failure to send an electronic copy of your essay for posting on OWL/Sakai will incur LATE penalties as it inconveniences all students. Papers will be 15-20 pages in length.

Seminars begin 25 February according to lottery

Since the discussion of papers and peer response comprises much of the second term from late February through to April some students will make presentations much earlier than others. Students have the option to resubmit their papers based on peer responses; please inform me in advance.

Essay Based Discussions

Beginning 25 February 2020 (depending on class size), the weekly meetings turn to **presentation and discussion of student essays**. Students will draw lots in the first few weeks to determine the order of presentation and due dates for their respective papers and oral presentations. In the past this has proved quite flexible for class members. The class will read the essay(s) that are due that week. Individual students will **present their research findings** in class (allotted time depends on class enrollment), and answer questions in a discussion period. Students who miss a class on their presentation date, without good grounds, will forfeit 10% of their final course grade. **The formal written essay, fully documented, must be submitted by NOON on the Friday PRIOR to the Tuesday assigned for the oral presentation**. Students will submit their assignments in electronic format to the **course website** at Western's OWL/Sakai, where they will be **checked for plagiarism using Turnitin.com**.

OWL/SAKAI

When the class is focused on student essay presentations and discussion, each **student is responsible to read (before the appropriate class) the essay(s) that will be presented that week**. The professor will "publish" the papers after they are submitted. By reading the essay(s) before class, students will have questions in mind, and **will write and submit a one-page critique of each essay's strengths and weaknesses**. These critiques must be **submitted to the Professor at owlsakai on the course website before the class begins**.

NOTE: A student presenting on a particular day is excused from submitting a critique for any other essay being discussed that day. All written assignments, including the **annotated bibliography**, must be submitted in **hard copy** to the professor, with an **identical electronic copy** submitted to Turnitin.com.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

SEMINAR READINGS

10 September Introduction, Organization and Planning.

Elizabeth I (1998) Background: Susan Doran, *Queen Elizabeth I*, (2003), Ch. 1-3.
What is the first thought when you hear the name Elizabeth I or the Virgin Queen?

NOTE: Imagine you have been employed as a historical consultant. In the first class we will view one of the movies on Elizabeth I; afterward you will write a brief response to the film from an historical point of view for a short discussion in the next class. Be honest. It is important to address both positive and negative aspects of the film. NO RESEARCH is necessary AND accessing internet sources & reviews will colour your personal response.

17 September Princess Elizabeth & Early Life Lessons

Discussion of *Elizabeth I* (1998); & Response due

Dictionary of National Biography (Online): Elizabeth I

Stump & Felch, *Elizabeth and Her Age: Part I Princess Elizabeth (1533-1558): Parentage & Infancy 3-14, 17-18; Threats & Imprisonment, 25, 30, 37-39, 40-42*

Discussion: What important lessons did Elizabeth learn in her early life? What was the Seymour affair?

24 September Elizabeth's Leadership Style

Stump & Felch, *Elizabeth and Her Age: Part II Coronation & Problems of Legitimacy & Succession 73-83; 88-90, 123-27 (Coronation Speech); Speeches to Parliament & Ministers 131-2.* Larissa J. Taylor-Smith, "A Psychological Profile," *The Sixteenth Century Journal*, 15 (1), 1984, 47-72. [JSTOR] [JR]

Anon, "Elizabeth I: CEO," *Principal's Report*, April 2004, 4 (4), 3-6. [PROQUEST] [PQ]

Background: *Dictionary of National Biography* (Online): Mary Tudor & Mary Queen of Scots; C. Haigh, *Elizabeth I, Ch 1 The Throne; Ch 3 Nobility & Ch 4 The Council*

Discussion:

How well did Elizabeth I balance her role as a leader, a woman and a queen? Did she have a distinctive leadership style? (Compare: Mary Tudor & Mary Stuart)

1 October The Marriage Question, Courtships and Diplomacy

Susan Doran, "Why did Elizabeth not Marry?" (1998) [Course Pack CP]

Retha Warnicke, "Why Elizabeth I never married," *History Review*, Sept 2010, 67, 15-20. [PQ]

Susan Doran, "Religion and Politics at the Court of Elizabeth I: The Habsburg Marriage Negotiation of 1559-1567," *English Historical Review*, 104 (413), Oct 1989, 908-26. [JR]

Wallace MacCaffrey, "The Anjou Match and the making of Elizabethan foreign policy," in Peter Clark et al. (eds.) *The English Commonwealth 1547-1640: Essays in Politics and Society*, (New York, 1979), 59-75. [CP]

Natalie Mears, "Love-making and the Anjou Marriage Negotiations, c. 1578-1582," *History*, 86, 284, 442-66. [SCHOLARS PORTAL] [SP]

Stump & Felch, Marriage Question: 127-28; Part V The French Marriage Negotiations 1578-82: 266-83, 308-9; Elizabeth's Speeches to Parliament on marriage question 1559, 1566; Letter to Erik of Sweden

PRESENTER:

Discussion: Who were the Queen's suitors and how might marriage affect foreign relations? Why did Elizabeth not marry? What is the fuss all about?

8 October Virgin Mary & Virgin Queen:

Susan Doran, "Elizabeth I, Gender, Power and Politics," *History Today*, May 2003, 53 (5), pp. 29-35. [PQ]

John N. King, "Queen Elizabeth I: Representations of the Virgin Queen," *Renaissance Quarterly*, 43 (1), 1990, 30-74. [JR]

Paul J. Hammer, "Sex and the Virgin Queen: Aristocratic Concupiscence and the Court of Elizabeth I," *The Sixteenth Century Journal*, 31 (1), 2000, 77-97. [JR]

Sarah Mendelson, "Popular Perceptions of Elizabeth," in Carole Levin et al. *Elizabeth I. Always Her Own Free Woman* (2003), 192-214. [CP]

Louis Montrose, "A cult of Elizabeth?" in *The Subject of Elizabeth* (2006), 104-118. [CP]
Stump & Felch, 616-23.

Background: Haigh, Ch 2: The Church

PRESENTER:

Discussion: What do historians mean by the Cult of the Virgin Mary, the Cult of Elizabeth and the Virgin Queen? Was the Virgin Queen the Protestants' Virgin Mary?

15 October Elizabeth: Representation & Self Representation: Portraiture, Processions, Progresses & Entertainments

Mary Hill Cole, "Monarchy in Motion: An overview of Elizabethan Progresses," in Jayne Elizabeth Archer et al. *The Progresses, Pageants, and Entertainments of Queen Elizabeth I*, (2007), 27-45. [CP]

Tanya Cooper, "Queen Elizabeth's Public Face," *History Today*, 2003, 53 (5), 38-41.

Anna Riehl, "Portraiture: The Painted Texts of Elizabeth's Faces," in *The Face of Queenship. Early Modern Representations of Elizabeth I*. (2010), 123-172. [CP]

Julia Walker, "Bones of Contention: Posthumous Images of Elizabeth and Stuart Politics," (London, 1998), 252-76. [CP]

Alison Sim, "The Royal Court and Progresses," *History Today*, 2003, 53 (5), 49-52. [PQ]
Stump & Felch, 192-5, 222-6; Accession Day 321-30; Court, 737-69.

Background: Haigh, Ch 5 The Court

PRESENTER:

Discussion: What was the importance is iconography in Elizabeth's reign and how reliable is portrait evidence?

Book Review due owl 21 Oct; class discussion 22 Oct 2019

**22 October Elizabeth & Historiography:
The Traditional Elizabeth & Revisionism (1938-Present)**

Haigh, *Elizabeth I*, Bibliographical essay.

Brief Oral Presentations on book chosen for review (TBA Instructions to follow)

29 October Library Visit: Sources and Documents

Think about your research topic ahead of time. Library visit and use of early modern databases

Essay & seminar dates assigned

5 November READING WEEK

**12 November Two Queens and One Isle: Anglo-Scottish Relations &
The Problem of Mary Queen Scots**

Susan Doran, "Revenge her Foul and Most Unnatural Murder? The Impact of Mary Stuart's Execution in Anglo-Scottish Relations," *History*, 2000, 85 No. 280 589-612. [SP]

Anne McLaren, "Gender, Religion and Early Modern nationalism: Elizabeth I, Mary Queen of Scots and the Genesis of English Anti-Catholicism," *American Historical Review*, 2002, 109 (3), 739-767. [JR]

Michael Lynch reviews recent scholarship on Mary Stuart: *Scottish Historical Review*, 88(1), 2009, 172-4. [CP]

Stump & Felch, Part III: Mary Queen of Scots, Rebellion and Discontent 1567-1571: 137-57, 168-70. Also Mary's correspondence with Elizabeth [CP]

Background: Susan Doran, *Elizabeth* Chapter 5; *Dictionary of National Biography*, Mary Queen of Scots (**Online**); Haigh, Ch 6 The Parliament

PRESENTER:

Discussion: Why did so many English protestants hate and fear Mary Queen of Scots, and yet were willing to accept, and even love, Elizabeth I? Compare leadership roles of Elizabeth and Mary Queen of Scots. Although the two never met, imagine a meeting based on your knowledge and their correspondence.

Topic Selection & Annotated Bibliography due 26 November 2019

19 November The Armada and the Myth of the Sea

Cynthia Behrman, "The Victorian Myths of the Armada," in *The Victorian Myths of the Sea* (Ohio, 1977), 77-90. [CP]

David Cressy, "The Spanish Armada," *Bonfires and Bells*, 1989, 110-29. [CP]

Susan Frye, "The Myth of Elizabeth at Tilbury," *The Sixteenth Century Journal*, 23, 1992, 95-114. [JR]

Janet M. Green, "'I My Self': Queen Elizabeth's oration at Tilbury Camp," *The Sixteenth Century Journal*, 28 (2), 1997, 421-45. [JR]

Stump & Felch, Part VII, 373-83, 390-7, 402-8; Tilbury Speech (1588)

Background: Haigh, Ch 7 The Military

PRESENTER:

Discussion: In what ways have historians and others used the Armada to shape national memory? What is the Tilbury myth? How convincing is the historical evidence for the Tilbury myth?

26 November Essay Topics & Documents

Showcase your topic and a documentary source.

Topic Selection & Annotated Bibliography due 25 November on owl & class 26 November

3 December Festive Celebrations Elizabethan Style

Food, music and entertainment....

In groups students prepare a brief presentation on a festive theme. Suggestions might include Elizabethan music, games, Christmas celebrations, New Years plays or rituals, recipes and food.

TERM 2

7 January Reel versus Real Elizabeth

Thomas Betteridge, "A Queen for all Seasons: Elizabeth I on film," in S. Doran & T.S. Freeman (eds.), *The Myth of Elizabeth*, (2003), 242-59. [CP]

Renee Pigeon, "'No man's Elizabeth': The Virgin Queen in Recent Films, in D. Cartmill et al. (eds.) *Retrovisions: Reinventing the Past in Film and Fiction*, (London, 2001), 8-24. [CP]

David Grant Moss, "A Queen for Whose Time? Elizabeth I as Icon for the Twentieth Century," *Journal of Popular Culture*, 2006, 39 (5), 796-816. [SP]

Consider visual sources

PRESENTER:

Discussion: Which one of the "screen queens" is closest to the real Elizabeth and why?

What is the relationship between historical research and popular culture? Does film have a place in the classroom?

14 January Essex and Ireland: Class Choice

Progress Report on Research

Discussion: What role did Essex play in Ireland? How was he received by Queen Elizabeth?

What was the English view of the Irish in the late sixteenth century?

Possible Topics

**Court & Courtiers

**Elizabeth's Friends

**Religious Settlement

** "Terror of the Tramp"

**Poor Laws

21 January Glorianna: The Golden Age & the Final Years

David Cressy, "Queen Elizabeth of Famous Memory," *Bonfires and Bells* (1989), 130-140. [CP]

Katherine Duncan-Jones, "'Almost always smiling': Elizabeth's last Two Years," in Elizabeth H. Hageman et al., *Resurrecting Elizabeth I in Seventeenth Century England*, (2007), 31-47. [CP]

Paul Hammer, "The Last Decade," *History Today*, 2003, 53 (5), 53-9. [PQ]

Scott L. Newstock, "'Turn thy Tombe into a Throne.' Elizabeth's death rehearsal," in Annaliese Connolly & Lisa Hopkins (eds.) *Goddesses and Queens: The Iconography of Elizabeth*, (2001), 169-90. [CP]

Stump & Felch: *The Golden Speech* (1601), 503-7, 516-20, 524-30.

Background: Susan Doran, *Elizabeth I* (2003), Chap 6; Haigh, Ch 8 The People

CLASS I:

Discussion: Was there an Elizabethan "Golden Age"? How important is myth and memory (individual and collective) in understanding the life and afterlife of Queen Elizabeth I?

28 January Representation, Myth and Memory: Bias of History & the uses of Elizabeth

John McGurk, "William Camden: Civil Historian or Glorianna's Propogandist?" *History Today* 38, (4) 1988, 47-53. [WORLD HISTORY COLLECTION]

Patrick Collinson, "Elizabeth and the verdicts of history," *Historical Research*, 75 No. 194, 2003, 169-491. [SP]

D.R. Woolf, "Two Elizabeths? James I and the late Queen's famous memory," *Canadian Journal of History*, 20 1985, 167-91. [EbscoHost]

Haigh, *Elizabeth I*, Conclusion.

Stump & Felch: Part X1: Remembering Elizabeth & Early Accounts of the Queen (1577-1848), 636-44.

CLASS II:

Discussion: How have historians used Elizabeth I? Is Biography a lesser form of History? What are some of the Uses of Elizabeth? The role of William Camden, Sir Robert Naunton & others.

Final Journal responses due on owl 3 Feb; paper copy 4 Feb

4 February	Discussion and Final Journal Conclusions
11 February	Research Progress Tentative Draft Essay date; Draft Exchange & Peer comments
18 February	READING WEEK
25 February	SEMINAR I
3 March	SEMINAR II
10 March	SEMINAR III
17 March	SEMINAR IV
24 March	SEMINAR V
31 March	SEMINAR VI
7 April	Final Thoughts & Elizabethan Celebrations

NO FINAL EXAM

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 2019

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfill the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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.
