

**Brescia University College  
Department of History  
2014-2015**

**History 3440E (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 BR 19  
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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 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	30%	Ongoing
Book Review	10%	14 October 2014 (3-5 pp) due in class
Response Journal	20%	(based on readings & discussions; Final response due 20 January 2015)
Research Essay:	40%	(Term 2: in parts: 10% Topic Selection & Annotated Bibliography (25 November 2014) 30% 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.

## FORMAT & EVALUATION

### Attendance & Participation (30%)

#### 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 **14 October 2014**.

#### 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 20 January 2015

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) will hand in every week:

- (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** (9 Sept 2014- 13 January 2015) 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 **20 January 2015** hand in your Response Journal with final comments. Our class discussion 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 20 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 10% (3-5 pages) 14 October 2014**

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.

### **Research Essay (5,000 words) (40%)**

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

**10% (25 November 2014)**

**30% (beginning 24 February 2015)**

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 17<sup>th</sup> century, in Victorian England, or any number of the different approaches taken by authors in the 20<sup>th</sup> and 21<sup>st</sup> 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 **25 November 2014**. **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 2014**. **Written papers (30%)** 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 20 pages in length.

### **Seminars begin 24 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 24 February 2015 (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.

### **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*

## **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.
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.
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.

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.

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

5. 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.
6. At the end of the course, Students will present the results of their research to the class in a clear and well-organized manner.

## **LECTURE & SEMINAR SCHEDULE 2014-2015**

1	9 September	Introduction, Organization and Planning.
2	16 September	Princess Elizabeth: valuable early life lessons
3	23 September	Elizabeth's Leadership Style Comparative with Mary Tudor & Mary Stuart.
4	30 September	The Marriage Question, Courtships and Diplomacy
5	7 October	Virgin Mary & Virgin Queen: The Cult of the Virgin Mary to the Cult of Elizabeth
6	14 October	Elizabeth and Historiography: The Traditional Elizabeth & Revisionism (1938-Present)

**Book Review & Brief Oral Presentation (10%) due 14 October 2014**

7	21 October	LIBRARY VISIT: Sources and Documents
8	28 October	Elizabeth: Representation & Self Representation: Portraiture, Processions, Progresses & Entertainments
9	4 November	Two Queens and One Isle: Anglo-Scottish Relations & the Problem of Mary Queen Scots
10	11 November	The Armada & the Myth of the Sea
11	18 November	Reel versus Real Elizabeth
12	25 November	Essay Topics & Documents

**Topic Proposal & Annotated Bibliography (10%) due 25 November 2014**

13	2 December	Elizabethan Celebrations
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**HAPPY CHRISTMAS**

**TERM 2**

14	6 January	Gloriana: The Golden Age & the Final Years Research Progress Report
15	13 January	Uses of Elizabeth: Representation, Myth & Memory.
16	20 January	Discussion and final conclusions <b><u>Final Journal Responses (20%) due 27 November 2012</u></b>
17	27 January	No Class
18	3 February	Research Process
19	10 February	Tentative Draft Essay date; Peer comments
20	17 February	READING WEEK
21	24 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

## No Final Exam

## SEMINAR READINGS

### 9 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.

### 16 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? (Compare: Mary Tudor & Mary Stuart) Did she have a distinctive leadership style?

**30 September      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?

**7 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?

**14 October      Elizabeth and Historiography:****The Traditional Elizabeth and Revisionism (1938-Present)**

Haigh, *Elizabeth I*, Bibliographical essay.

Brief Oral Presentations on book review (Instructions to follow)

**Book Review due 14 October November 2014**

## 21 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

## 28 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?

## 4 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.

### **11 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?

### **18 November 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?

### **25 November            Essay Topics & Documents**

Showcase your topic and a documentary source

### **Topic Selection & Annotated Bibliography due 25 November 2014**

### **2 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

### 6 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?

### 13 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.

<b>20 January</b>	<b>Discussion and Final Conclusions</b> <b><u>Final Journal responses due 20 January 2015</u></b>
<b>27 January</b>	<b>No Class</b>
<b>3 February</b>	<b>Research</b>
<b>10 February</b>	<b>Tentative Draft Essay date; Draft Exchange &amp; Peer comments</b>
<b>17 February</b>	<b>READING WEEK</b>

<b>24 February</b>	<b>SEMINAR I</b>
<b>3 March</b>	<b>SEMINAR II</b>
<b>10 March</b>	<b>SEMINAR III</b>
<b>17 March</b>	<b>SEMINAR IV</b>
<b>24 March</b>	<b>SEMINAR V</b>
<b>31 March</b>	<b>SEMINAR VI</b>
<b>7 April</b>	<b>Final Thoughts</b>

**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 2014*

## 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 on medical grounds 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. 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 under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, 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. All documentation is to be submitted to an Academic Advisor.

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 statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/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, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). 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.

### 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.

#### **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 Academic Rights and Responsibilities in the Western Academic Calendar.

#### **6. PREREQUISITES AND ANTIREQUISITES**

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 prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html) . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwoom/mentalhealth/> for a complete list of options about how to obtain help.

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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.