

England, Ireland, Wales and Scotland experienced revolutions in the first half of the seventeenth century that abolished monarchy and hereditary aristocracy, and carried out the first judicial execution of a monarch in European history. England was re-constructed as a republic, then with Scotland became the United Commonwealth of Great Britain, then declined into a military dictatorship, and finally invited a king back. In 1688, however, the Glorious Revolution deposed that king's successor and declared Britain a strictly constitutional monarchy. This course will explore what motivated ordinarily obedient British subjects to take up arms against their rulers. The prose and dramatic works of Milton and Marvel; letters and speeches of Cromwell; political treatises of Hobbes and Locke; and works of many lesser-known authors of diaries, autobiographies, sermons, statutes, and letters will illumine the issues. The focus will be on how law, politics, and religion interacted in the onset of war and defining of settlement, but with an eye to the larger social and cultural setting in which revolutions happened: this is also an era of both witch craze and scientific revolution, puritanism and the slave trade, the near-destruction of London by fire and plague and its re-birth as the capital of a commercial empire. The paintings of Reubens and van Dyck, the architecture of Inigo Jones and Christopher Wren, and music from Byrd to Purcell will serve as primary sources, along with texts.

Books at Penn Book Center

David Smith, *A History of the Modern British Isles, 1603-1707*

JP Kenyon, ed, *The Stuart Constitution* (selections)

David Cressy, ed, *Religion and Society in Early Modern England* (selections)

Ian Gentles, *Oliver Cromwell: God's Warrior & the English Revolution*

Thomas Hobbes, *Leviathan*

John Locke, *Second Treatise of Government*

* indicates documents on Canvas; assignments in square brackets are optional

Date Topic/Readings

15 Jan **Introduction**

20 Jan **Conditions of life/social structures**

Smith, ch 1, sec 1-3

*Graham, *Her Own Life*, [Intro], ch 1, 4, 8 (Clifford, Cavendish, Thornton)

*1. Social background documents (Wilson, Stow, Essex inventories, Navigation Act, Scottish Education Act, Bruce mine; Hutchinson autobiographical fragment)

22 Jan **The witch craze**

*1. Social background documents (Witchcraze)

WRITE: no more than 2pp deducing from the cases you've read why the witch craze happened in 17C Britain. Note what sorts of people were charged, by whom, who prosecuted, and what the initial impetus was. (This need not be a polished essay; it's rather an exercise in using primary sources to sort out what's really going on in early modern communities.)



- 27-29 Jan **Politics, law, and government of the multiple realm (1603-25)**
 Smith, ch 1, sec 4-7; ch 2, sec 1, 5
 *2. Multiple Realm 1 documents:
 Ireland: Gavelkind 1606, Ulster Plantation, Letter from the Palesmen 1612
 Scotland: 1609 JP Act, Glasgow Assembly 1610, Dundonald session minutes
- 3 Feb **Structures of Government**
 Kenyon, it. 4 (James, 1610), 5 (Manwaring), 11 (James to 1604 Parliament) 14 (Commons 1621), 16 (Carleton 1626), 141 (Book of Orders)
- 5 Feb **James VI, parliaments, and the law**
 Smith ch 2, sec 2-4; ch 3, sec 1-2
 Kenyon, it. 12 (impositions), 15 (James 1624), 18 (Bate's case), 20 (Whitelocke, 1610)
 *Magna Carta, ch 1-4, 12-20, 28-31, 38-42, 61
 WRITE: 2-3pp on who had the better argument about law and sovereignty, Chief Baron Fleming or James Whitelocke? (In answering this question, consider what the other documents tell you about what 17C people considered to be authoritative sources and fundamental values. Judge the arguments as if you were sitting in a Jacobean parliament.)
 Plan B students: Library exercise planning meetings this week
- 10 -12 Feb **Religion: Papists and puritans**
 Cressy, ch 2: 39 Articles (art. 10-17 – pp. 62-64); ch 4: 1604 canons, Bradshaw, Abbot, Gardiner, Buckeridge, Andrewes, Sheldon
 Hutchinson, *Memoirs*, pp. 16-30 ('To My Children'), [31-69]
 *3. Religion documents: Ward sermon
 Kenyon 39 (Millenary Petition, 1603), 43 and 13 (Commons' Petitions), [44-Directions to Preachers, 1622]
- 17 Feb **Charles and the law**
 Smith, ch 3, sec 3-4; ch 4, sec 1-3
 Kenyon, it. 35 (Five Knights 1627), 6 (Pym 1628), 17 (Eliot case), 24 (Petition of Right), 25 (Protestation), 26 (Charles 1629), 36-37 (Ship Money)
 Plan B students: Library exploration exercise due
- 19 Feb **Caroline religion: Loss of consensus?**
 Smith, ch 4, sec 4
 Cressy, ch 5: Book of Sports, Burton, Montagu Articles (sample), Skinner
 Kenyon, 47 (Commons subcommittee 1629)
 *3. Religion documents: Burton, Bastwick, Prynne; A New Play, etc
 WRITE: A short (2-3pp) definition of 'puritan', based on the primary sources you've read
- 24 Feb **The court** (art, architecture, music)
 *Ewbank, Masques and Pageants
- 26 Feb **Scotland and the Bishops' Wars**
 Smith ch 4, sec 6; ch 5, sec 1
 *2. Multiple Realm 2 documents (Perth Articles, 1633 Act, Covenant, Glasgow Assembly, 1640-41 Constitutional changes
 Kenyon, 132 (Committee on Scots)

- 3 Mar **The Long Parliament and the Irish Rebellion**
 Smith, ch 4, sec 5; ch 5, sec 2-3
 *2. Multiple Realm 3 documents (Dublin Remonstrance 1640, Palesmen 1641, Fitzpatrick, English Committee, Rebels Act, Confederation of Kilkenny);
 [Castlehaven *Memoires* [including Oath of Association, Annesley letter]
 Kenyon 64 (Grand Remonstrance), 73 (ecclesiastical innovation)
- 5 Mar **Midterm exam** (Plan A students only)
- 10-12 Mar **Spring Break** (you might start reading the Cromwell biography on the beach)
- 17 Mar **Civil wars in the multiple realm**
 Smith, ch 5, sec 4; ch 6 sec 1
 Cressy, ch 6 (Root & Branches, Protestation 1641, Solemn League, Dowsing, Directory - preface only, Proffett)
 *3. Religion documents: Marshall sermon
 Plan B students: Prospectus due
- 19 -24 Mar **The conduct of war**
 Smith, ch 6, sec 2-4
 Ian Gentles, *Oliver Cromwell*
 Kenyon , 77 (Christmas), 84 (First Agreement), 85 (Levellers)
 *4. War & Interregnum documents: Putney, Cromwell letter; [Hutchinson 80-206 (end of First Civil War) - 233 (through Pride's Purge)]
- 26 Mar **Radicalism, Regicide, Republic and Protectorate**
 Smith, ch 6, sec 5; ch 7
 Kenyon it. 88, 89 (Charles I, Abolition of monarchy), 93 (Cromwell), 94 (Major-Generals)
 *4. War & Interregnum documents: Army judgment, Regicide, Milton (short excerpt from *Samson Agonistes*), Marvell
 *2. Multiple Realm 4 document: Scotland and the Commonwealth
- 31 Mar **Innovations in political theory: Milton and Hobbes**
 Hobbes, *Leviathan* (selections TBA)
 *Milton, *Ready and Easy Way*
 WRITE: a 5pp essay on political theory in political context [precise subject TBA; Plan A students only]
 Plan B students: Prospectus revision due (if required)
- 2 Apr **The world turned upside-down: Radical religion in the Interregnum**
 Cressy, ch 6 (Edwards, Baxter)
 Kenyon 92 (church settlement)
 *Graham, ch 3 (Trapnel), 5 (Parr), 6 (Evans and Cheevers)
 *3. Religion documents: Winstanley & Diggers, Quakers
- 7 Apr **Restoration**
 Smith ch 8; ch 9 sec 3
 *Dryden; Multiple Realm documents: Act Restoring Episcopal Government (Scotland)
 Kenyon it. 97 (Breda), 100-101 (Clarendon), 104 (Corporation Act), 105 (Uniformity), 106 (Conventicles), 115 (Recusants), 117 (Exclusion bill), 118 (Indulgence 1687)
 *Graham, 9 or 10 (Davy or Wentworth, both Baptists), 12 (Vokins)

- 9 Apr **Britain under Charles II**
 Smith, ch 9 sec 1-2, 4;10
 *Pepys; Defoe excerpts from *Journal of the Plague Year*
- 14 Apr **Colonial expansion in the British Atlantic**
 No assigned reading [take a break!]
- 16 Apr **Intellectual and cultural revolution**
 *Royal Society, Hooke, Boyle, Newton
 Plan B students: Outline due
- 21-23 Apr **Glorious Revolution and the establishment of constitutional monarchy**
 Smith ch 11
 Locke, *Second Treatise of Government*
 *Bill of Rights
 WRITE: a 4-pp essay on the meaning of constitutional government [precise topic TBA]
- 28 Apr **The last Stuarts and Union**
 Smith, ch 12 & 13
 *2. Multiple Realm 5 documents (Scottish Acts 1689-90, Treaty of Limerick)
 Plan B students: Final research paper due
- 6 May Plan B students: final essay due (electronic submission is fine)
- 7 May **Final Exam** (Plan A students only, noon-2)

This is a lecture and discussion course; most classes will be run more like a seminar, with lots of discussion of your reading, mostly of primary sources. Accordingly, reading assignments should be done before the class period for which they're assigned. I anticipate that your comments, queries, objections, and suggestions will form an important part of this course; certainly regular attendance and participation is expected and will influence (I hope positively) both the learning process and your final grade. Please do not bring food to class, unless (as your kindergarten teacher doubtless told you) you bring enough for everybody. It's a matter of courtesy. So is punctuality. And before each class begins, please exit the web.

Grading options

Plan A (for those with broad interests and a preference for exams and short essays)

10% each of two short exercises (due 1/22, 2/5, 2/17 - choose two, or write all three and I'll drop the lowest grade)

20% each other essay (two, due 3/26, 4/23 – both on politics and political theory; if you prefer one of them on a different sort of topic, talk to me before the midterm)

20% midterm

30% final

10% class participation

Exercises and essays should be based on primary sources, which may be cited by brief title and page number parenthetically rather than in proper endnotes. Your data can be drawn entirely from documents assigned for the course: you need not do any additional research. Remember that in some cases, images and even music can be used as a primary source. Aim for concise, well-organized, thoroughly substantiated arguments.

Plan B (for those who wish to concentrate on a major project involving library and online research in primary source materials; history majors may satisfy the department's "R" requirement with this option.)

10% first two short exercises (1/22, 2/5)

60% research paper. This includes:

-library exploration exercise (10%)

-prospectus & bibliography (primary and a few secondary sources, due 3/17, 10%)

-outline (due 4/21)

-oral presentation of research in class, if appropriate (if not, written product is weighed more heavily). NB: plan ahead on this one! Talk to me early in the term, because I won't be able to fit in a presentation on James I in April when we're discussing the reign of Queen Anne a century later.

-final paper (due 4/28)

20% final essay (on a broad topic designed to help synthesize diverse materials and themes of the course; the topic will appear on Canvas in due course. It's due by 5/6)

10% class participation

You need to decide by 3 February which grading option you prefer. If you choose Plan B, read carefully the "Instructions for Term Paper Writers" below. All students, including term paper writers, are expected to keep up with assigned readings and to participate in class discussions.

For all written assignments, it should go without saying that plagiarism will not be tolerated. King James had people drawn and quartered for less.

Late papers (including term paper prospectus) will be read and given comments but be graded F. This is mainly a matter of equity: everybody's impossibly busy, and it's hardly fair to those who go to the trouble of doing work punctually to give their colleagues extra time. It's also an endeavor to prevent term paper writers from procrastinating. If you tend to have trouble getting papers in one time, or if you're prone to flu and colds, try setting yourself a deadline several days before the real one. Write it in on your syllabus and convince yourself that you must have the paper done by then.

Instructions for term paper writers

If you choose Plan B, you will schedule individual meetings with me at several points in the term to talk about your primary source exercise (a library exploration project, designed to address individual students' interests), your choice of topic and construction of the prospectus, and your progress/problems as research proceeds. Sometimes just talking about your project helps to clarify in your own mind what you're trying to do. You must meet with me during the week of 2 February (any day but Friday), and you should schedule at least two meetings later in the semester. You should also plan to meet with the history bibliographer, Rebecca Stuhr (stuhrreb@pobox.upenn.edu) to learn more about library resources for this period; some will also want to meet with John Pollock about using rare books in Penn's collection (jpollack@english.upenn.edu).

The term paper should be 15-20 typed pages in length, argue a clear thesis based on primary sources, say something new rather than repeating what historians have already said, and be properly and consistently documented. You will find on Canvas instructions about doing proper endnotes, including conventions for citing seventeenth-century sources. The prospectus should be about two pages in length with a select bibliography of primary and secondary sources attached. It should include the thesis, how you propose to argue it, and what sorts of evidence you intend to marshal. I am willing to read initial drafts of all or part of your paper and discuss with you ways of improving it if you arrange to present a draft and meet with me

a week or more before the due date. Take care to proofread your final product before turning it in. You would be well advised to purchase a good grammar handbook (try Diana Hacker, *Bedford Handbook*) if you don't already have one. Don't let careless writing impede your message.

Your topic should be tightly focused. "James I" is too broad, but "Puritan responses to James' refusal to enter the Thirty Years War" would be interesting. "Beginnings of the British Empire" would be too broad, but you could try "The use of Irish slaves and indentured labor in Barbados." "Quakers" is much too big, but "Female Quaker missionaries to Turkey" or "Quaker violence in the Venner Rising" would work. "The Act of Union" would require a book, but "Urban Scots opposition to Jacobean union schemes" is quite feasible. You may choose a topic in religious, intellectual, cultural, social, political, military, legal, or imperial history. Just beware of doing a "report" rather than an analysis of data to argue a thesis.

Our library has abundant primary sources available for the Stuart period. These include personal diaries, letters, family documents, statute rolls, political tracts, newspapers (a 17C invention!), cartoons, royal proclamations, sermons, treatises, cookery books, medical handbooks, printed and recorded music, volumes on manners and morals, judicial records (both civil and ecclesiastical), poetry, drama, engravings and woodcuts, and of course reproductions of paintings. Many of these sources are printed and between hard covers; others are online or in electronic collections available through the library (esp. Early English Books Online, State Papers Online, British History Online....). We have the edited and printed manuscripts of most County Record Offices (pick your county, and see the Index on Canvas for help in finding the volumes) and major subscription societies (Camden Society, Surtees Society, Wodrow Society, Church of England Record Society, Scottish History Society...). Sources for Ireland are a bit more sparse, thanks to the burning of libraries by the Irish rebels of 1641, but they are adequate for many topics. Above all, pick a topic that intrigues you: if you don't like your subject, it will be harder to write about it. Enjoy your project.