

England, Ireland, Wales and Scotland experienced violent 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 Marvell; speeches and parliamentary statutes; political treatises of Hobbes and Locke; and works of many lesser-known authors of diaries, autobiographies, sermons, 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 along with texts as primary sources.

Books

David Smith, *A History of the Modern British Isles, 1603-1707*
David Cressy, ed, *Religion and Society in Early Modern England* (selections)
Ian Gentles, *Oliver Cromwell: God's Warrior & the English Revolution*
John Locke, *Second Treatise of Government*

Note that there are two grading tracks for this course – one for students who prefer exams and short papers, the other for those interested in research projects.

The * below indicates documents on Canvas.

Date Topic/Readings

17 Jan **Introduction**

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

Smith, ch 1, sec 1-3

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

24 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.)



- 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
- 31 Jan **Multiple realm: Scotland**
 *2. Multiple Realm 1 documents: Scotland: 1609 JP Act, Glasgow Assembly 1610, Dundonald session minutes
- 5 Feb **Structures of Government**
 Smith ch 2, sec. 2-4
 Kenyon, it. 4 (James, 1610), 30 (James, 1616), 16 (Carleton 1626), 5 (Manwaring 1627)
- 7 Feb **James VI/I, parliaments, and the law**
 Smith ch 3, sec 1-2
 Kenyon, it. 12 (impositions 1610), 14 (Commons 1621), 15 (James 1624), 18 (Bate's case), 20 (Whitelocke, 1610)
 *Magna Carta, ch 1-4, 12-20, 28-31, 38-40, 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
- 12-14 Feb **Religion: Papists and puritans**
 Cressy, ch 2: 39 Articles (art. 10-17 – pp. 62-64); ch 4: 1604 canons, Bancroft, Bradshaw, Abbot, Andrewes, Sheldon
 *Hutchinson, *Memoirs*, pp. 16-30 ('To My Children')
 *3. Religion documents: Ward sermon
 Kenyon 39 (Millenary Petition, 1603), 43 and 13 (Commons' Petitions)
- 19 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
- 21 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)
 *Hutchinson, 31-69
 *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
- 26 Feb **The court** (art, architecture, music)
 *Ewbank, Masques and Pageants
 Plan B students: topic statement due (a paragraph is fine)

- 28 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)
- 5-7 March **Spring Break** (You might start reading the Cromwell biography on the beach.)
- 12 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);
 [optional: Castlehaven *Memoires*, including Oath of Association, Annesley letter]
 Kenyon 57 (Pym speech), 58 (Strafford impeachment), 64 (Grand Remonstrance),
 73 (ecclesiastical innovation)
 *Hutchinson, 70-80
- 14 Mar **Midterm exam** (Plan A students only)
- 19 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, Proffet)
 *3. Religion documents: Marshall sermon
 Plan B students: Prospectus due
- 21 Mar **The conduct of war**
 Smith, ch 6, sec 2-4
 Ian Gentles, *Oliver Cromwell* (ch 1-7)
 *4. War & Interregnum documents: Putney, Cromwell letter
- 26 Mar **War and politics**
 *Hutchinson 80-206 (end of First Civil War) - 233 (through Pride's Purge)
 Kenyon , 77 (Christmas), 84 (First Agreement), 85 (Levellers)
- 28 Mar **Radicalism, Regicide, Republic**
 Smith, ch 6, sec 5; ch 7
 Kenyon it. 88, 89 (Charles I, Abolition of monarchy), 91 (Instrument of Government),
 *4. War & Interregnum documents: Army judgment, Regicide)
 *Milton, *Areopagitica*
 Cressy, *Eikon Basilike* image, 1649 (p. 233)
- 2 April **Cromwell and the Protectorate**
 Gentles, *Cromwell* (ch 8-14)
 Kenyon 93 (Cromwell), 94 (Major-Generals)
 *2. Multiple Realm 4 documents: Remonstrance; Scotland and the Commonwealth
 *4. War & Interregnum documents: Milton (short excerpt from *Samson Agonistes*), Marvell
 *Hutchinson, 233-61

- 4 April **The world turned upside-down: Radical religion in the Interregnum**
 Cressy, ch 6 (Edwards, Catalogue broadside, Ranters, Quakers, Baxter)
 Kenyon 92 (church settlement)
 *3. Religion documents: Diggers' Song, Quaker documents; Trapnel; Evans and Cheevers
 Hutchinson, 261-76
- 9 April **Innovations in political theory: Milton and Hobbes**
 *Hobbes, *Leviathan* (selections)
 *Milton, *Ready and Easy Way*; excerpts from *Tenure of Kings and Magistrates*
 WRITE: a 5pp essay on the evolution of political theory in the political and military context
 of revolution. [Plan A students only; think broadly here, considering other relevant
 documents besides Hobbes and Milton]
 Plan B students: Prospectus revision due (if required)
- 11 April **Restoration**
 Smith ch 8; ch 9 sec 3
 Kenyon it. 97 (Breda), 100-101 (Clarendon), 104 (Corporation Act), 105 (Uniformity),
 106 (Conventicles), 113 (Indulgence), 115 (Recusants), 117 (Exclusion bill)
 *Dryden; Multiple Realm 4 document: Act Restoring Episcopal Government (Scotland)
 *3. Religion documents: Davy (a Baptist)
- 16 April **Britain under Charles II**
 Smith, ch 9 sec 1-2, 4;10
 *Pepys; Defoe excerpts from *Journal of the Plague Year*
- 18 April **Intellectual and cultural revolution**
 *Royal Society, Hooke, Boyle, Newton
 Plan B students: Outline due
- 23-25 Apr **Glorious Revolution and the establishment of constitutional monarchy**
 Smith ch 11
 Kenyon, 118 (Indulgence 1687)
 Locke, *Second Treatise of Government*
 *Bill of Rights
 Plan B students: Outline due 4/21
- 30 Apr **The last Stuarts and Union**
 Smith, ch 12 & 13
 *2. Multiple Realm 5 documents (Scottish Acts 1689-90, Treaty of Limerick); Articles of
 Union 1707 and Act for Security of the Church
 Plan B students: Final research paper due
- 3 May Plan B students: final essay due
- X May **Final Exam** (Plan A students only)

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. If you find seventeenth-century documents difficult or confusing, don't worry: discussion is your opportunity to sort them out. 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.

Grading options

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

10% each of two short exercises - choose two, or write all three and I'll drop the lowest grade

30% last essay

20% midterm

20% 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 footnotes. 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 primary sources. 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 for majors with this option.)

10% first two short exercises

60% research paper. This includes:

-library exploration exercise (10%)

-topic statement

-prospectus & bibliography (primary and a few secondary sources, 10%)

-outline

-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 VI in April when we're discussing law and constitution in Queen Anne's reign a century later.

-final paper

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.)

10% class participation

You need to decide by early 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.

Papers must be turned in on time. If you tend to have trouble meeting deadlines, or if you're prone to flu and colds, try setting yourself a due date 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 first week of , and you should schedule at least two meetings later in the semester. You should also plan to meet with the history bibliographer, Nick Okrent, 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): we have a LOT of pamphlets from the Civil War period.

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 judicial records (both civil and ecclesiastical), 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, 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.