

HIST 380-01 Topics in History: The British Isles in Revolution, 1640-1690
Harlaxton, Spring 2009, 8:30-9:45 TuTh, Seminar Room 1 Newton Key,
Eastern Illinois University

An examination of the civil wars of the 1640s and the two revolutions of 1648-49 and 1688-89 which arguably brought Britain into a reluctant and terrifying modernity. Political and religious struggles as well as social and cultural ideas and practices studied as much as possible through the words of seventeenth-century men and women. It presumes no previous background in English or British history.

Goals:

1. Develop an understanding of the basic narrative of English, Scottish, Welsh, and Irish history, 1640-1690 (esp. 1640s and 1680s)
2. Learn basic theories of modern revolution (and early modern rebellion) and apply to the events of the 1640s and 1680s
3. Discuss, read, and write about the relation between ideas and action, between the intellectual elite and socio-economic realities
 - a. Understand the social basis of thought, for example the work of Leveller women
4. Discuss, read, and write about radical and conservative ideas published during the wars and revolutions of the period (Levellers, Diggers, Ranters, Divine Right)
 - a. Be able to contextualize the thinking of Hobbes (1651) and Locke (1682, 1689)
5. Understand and use some of the most interesting primary sources from and secondary works on 17th-century England, its relations with Ireland and Scotland, and its place in world history
 - a. Example, the actions of Diggers in 1960s San Francisco

Course outline (expanded outline with readings/exam dates/paper due dates to be provided):

week 1. Century of Revolutions

20) 01/13 Introduction

Th 01/15 Sources and Debates [SD], 1.1, 6.1, 6.2, 6.4

week 2. High Road or Low Road to Civil War?: prologue

T 01/20 Early Modern England [EME], pp.

212-242 Th 01/22 Anderson, ch. 1 (library reserves)



week 3. High Road or Low Road?: interpretations and theories of revolution

- T 01/27 Anderson, ch. 2 (library reserves)
- Th 01/29 Marx and Engels, *The Communist Manifesto* (1848, handout)

week 4. Crisis of the Three British Kingdoms

- T 02/03 EME, pp. 249-249
- Th 02/05 SD, 7.1-7.5; **Document Analysis**

week 5. Oliver’s Army (and Charles’s)

- T 02/10 EME, pp. 250-257; SD, 7.6-7.8; **Document Analysis**
[British Studies Examinations; long weekend begins after Exam]

week 6. Rebellion to Revolution

- T 02/17 EME, pp. 257-262; EME 7.9-7.11
- Th 02/19 **Mid-Term Exam**

week 7. Reenacting the Trial of Charles I

- T 02/24 Purkiss, ch. XXXII (handout); Braddick, ch. 20 (handout) Th
02/26 EME 7.12; Trial Reports (EEBO, handout); **Trial of Charles I**

week 8. New Heavens, New Earth

- T 03/03 EME, pp. 262-267
- Th 03/05 SD, 7.13-7.19; **Document Analysis**

week 9. Godly Rule under Oliver Cromwell

- T 03/10 EME, pp. 267-274 [W
03/11 Nottingham University] Th
03/12 **Charles I Trial Brief due**

week 10. Political Restoration and Unsettled Religion

- T 03/17 EME, pp. 274-293 [W 03/18
British Studies Exam] Th 03/19 SD,
8.1-8.5; **Document Analysis**

week 11. Exclusion Crisis, Associational Crisis

- T 03/24 EME, pp. 293-300

week 12. Exclusion Crisis II: the Glorious Revolution

- T 03/31 EME, pp. 300-318
- Th 04/02 SD, 8.6-8.15; **Document Analysis**
- F 04/03

week 13. The “Glorious Revolution”?: Scotland, Ireland

- T 04/07 EME, pp. 318-322
- Th 04/09 SD, 9.1-9.9; **Document Analysis**

week 14. When was *the* English Revolution?

- T 04/14 **Research Presentations and Paper**



due Th 04/16 Conclusion

Final Exam

M 04/20, 9:30-11:30

Grading:

Everyone will write several typed, double-spaced essays: (1) three brief (2-page) document analyses (15% of final grade), a summary of arguments and counter-arguments for your side of the Trial of Charles I (4 pages, 10%), and a research paper (7 pp., 20%). There are six opportunities for document analysis from which to choose, but analyses are on the documents to be discussed that day and are only accepted for that day.

There will be one mid-term (20%), and a final exam (20%). The mid-term and final may consist of short-answer, identifications, short-essay comparisons, analysis of excerpts from the assigned primary sources, and related essay questions.

Participation (based on contribution to discussions and the trial of Charles I, and final report; occasional quizzes, in-class writing) is required (15%). There is a Harlaxton attendance policy: "Students are allowed a maximum of three unexcused absences during the course of the semester which incur no grade penalty.... Additional unexcused absences will attract a grade penalty, namely the lowering of the student's final grade for each absence in excess of the permitted quota."

Any revisions to the syllabus will be limited, will be for pedagogical reasons, and will be announced in class in advance and posted on the web (<http://earlymodernengland.blogspot.com>).



Textbooks:

Newton Key and Robert Bucholz, eds., *Sources and Debates in English History, 1485-1714*, 2nd ed. (Oxford: Blackwell, 2009) [SD; provided as pdfs or handouts until after publication date, 16 Jan.]

Robert Bucholz and Newton Key, *Early Modern England, 1485-1714: A Narrative History*, 2nd ed. (Oxford: Blackwell, 2009) [EME; provided as pdfs or handouts until Harlaxton Library is able to purchase a few copies after publication date, 16 Jan.] Other articles, book chapters [library reserve, handouts, or available online]:

Angela Anderson, *The Civil Wars, 1640-9* (1995), ch. 1 (pp. 1-11), ch. 2 (pp. 12-26)

Michael Braddick, *God's Fury, England's Fire: A New History of the English Civil Wars* (2008), ch. 20 (pp. 551-581) Diane Purkiss, *The English Civil War: A People's History* (2006), ch. XXXII (pp. 552-560)

Advising times:

M, T 9:40-10:40; and by appointment (Visiting Faculty Office; and Library). I will talk about history virtually anytime.

Honor/Honour Code:

All students have agreed to support the University of Evansville Honor Code. Students will be dealt with accordingly, if they hand in the same work to two different faculty members or hand in essays that are not their own work. The latter includes but is not limited to, the use of others' work and representing it as their own, copying or only offering slight modifications of others published work and again representing it as their own work (plagiarism) and the failure to indicate quoted materials or offer the relevant citations. Cheating on exams will not be tolerated.

