

His 3100, Fall 2008, Discussion Group Assignments: Select a chapter of sources. Then, about 7 days **before** the class discusses the documents, each discussion leader posts at <<http://earlymodernengland.blogspot.com>> a ranked list of 3 documents from his or her chapter (one should be from the new edition which I will email you) with 1-2 sentences on each explaining what the class should get out of those documents.

Example: Student “x” (excellent)

5.3--EXAMINATION OF ANNE CARTER & OTHERS REGARDING THE MALDON RIOT (1629) This document examines a few of the women said to be involved in the Maldon Riot. This riot involved women entering ships in Burrow Hills to take rye & corn to feed their families. It shows what people are willing to do when they are unable to feed their families.

5.7--REGINALD SCOT, THE DISCOVERIE OF WITCHCRAFT (1854) This document by Reginald Scot asks Sir Thomas Scot and others to consider the evidence given to accuse women of witchcraft. He claims the evidence should be examined as either outrageous or plausible. Those with insufficient evidence should not be convicted or penalized. The accusations should not be taken lightly.

5.10--POOR RELIEF ACT (39 Eliz. I, c. 3) (1598) This document shows a sort of welfare program placed in England in 1598 under Queen Elizabeth. The Poor Relief Act is an attempt to better the lives of those who live in poverty.

I will then draw up a list of 5 documents which the whole class should read and the **group** will then be responsible for presenting the documents to the class, ask questions, present context (using: other documents in the chapter and its introduction, Oxford Dictionary of National Biography, Oxford English Dictionary, and textbook), and, if necessary, begin the discussion between themselves.

week 3. Sept. 11. Key and Bucholz, *Sources and Debates*, ch. 2 (lead by group “a”): student discussion leaders post list by Sept. 9

Avis Coleman	Kayla Duez
Dan Orlovski	Tyler Williams
	Derrick Johnson

week 4. Sept. 18. Key and Bucholz, *Sources and Debates*, ch. 3 (pre-1547, lead by group “b”): student discussion leaders post list by Sept. 11

Julie Cole	Trisha Spuck
Michelle Donarski	Hannah Michalsen
Benjamin Joyner	Amy Sneed

week 5. Sept. 25. Key and Bucholz, *Sources and Debates*, ch. 3 (post-1547, lead by group “c”): student discussion leaders post list by Sept. 18

Andy Laird	Shannon Clapp
Erin Angus-Snapka	Kayla Fields
Ashley Bukiri	Christina Goings

week 7. Oct. 9. Key and Bucholz, *Sources and Debates*, ch. 4 (1558-1603, lead by group “d”): student discussion leaders post list by Oct. 6

Jennifer Walta	Drew Mallicoat
Ashlie Coleman	Jessica McCall
Jessica Lambert	Kit Stredde
Greg Kolpacki	

week 8. Oct. 16. Key and Bucholz, *Sources and Debates*, ch. 5 (society ca. 1600, lead by group “e”): student discussion leaders post list by Oct. 9

Brad Daugherty	Eric Freudenberg
Dan Berg	Mike Ravn-Hansen
Frederick Bryant	Katelyn Andres
Steve Tsangos	