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HSTR 348.01: Britain 1485-1688

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HISTORY [HSTR] 348: BRITAIN 1485 TO 1688

J.A. Eglin, LA 255, MWF 11:30 AM – 12:30 PM, or by appointment, or by accident.
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Welcome! This course will introduce you to the history of a nation that has had a great deal of influence (perhaps too much!) on our own history. This period in British history witnessed tumultuous change. England and Scotland each underwent religious reformations, while Ireland remained within the Roman Catholic fold. Ireland came under English domination, while Scotland, dynastically united with England after 1603, stubbornly maintained its independence. Political change emerged from decades of conflict, including a bloody civil war involving all three kingdoms, the execution of one king in 1649, the much less violent removal of another king in 1688, and his replacement by a nominee of Parliament in 1689. The power of the English Parliament increased at the expense of the British monarch (although Britain was still far from democratic at the end of this period). Students in this course will gain an understanding of these developments and their wider significance, and in the process will develop their ability to read, write, speak and think critically and historically. We will focus not only on "what happened," but how we know, and how we find out. This syllabus contains useful information, and you should retain it for future reference.

Course Texts are currently available for purchase in the University Center Bookstore. These are as follows:

Robert Bucholz and Newton Key, Early Modern England 1485-1714
Eamon Duffy, Voices of Morebath
David Underdown, Fire From Heaven

In addition, there will be weekly primary source readings, which will be delivered in various formats online; you can follow embedded links to many of these in this syllabus.

Class Meetings. Mondays and Wednesdays at 1 PM are set aside for lecture and for your questions or comments relating to the subject matter. I may also direct questions to you, and for this reason, you should complete the assigned textbook reading before the first lecture of the week for which it is assigned. Attendance will not be monitored. *You should attend anyway.* Moreover, since you're there, you really ought to take notes on lectures – your *own* notes. You should no more borrow someone's else's notes than you should borrow their toothbrush. Taking notes on lectures forces you to listen actively, and you are more likely to

remember what is said.

Fridays are set aside for discussions of the primary source readings assigned for that week. You will turn in written responses to the readings, and you should be prepared to take part in discussion. The responses and discussions are intended to give students experience in reading historical documents critically and analytically. The reading responses are to be handed in at the beginning of class on Friday, and may not be turned in later. They are to be 300 words in length, or one typed page with standard fonts and margins. Note, however, that these responses do not need to be typed. Do not neglect the reading responses, as you get no points for participation if you do not turn in the response at the beginning of class. While we're on the subject, if you're absent from discussion, you can't very well participate, can you?

Grades will be determined by a midterm examination, two essays (based on the Duffy and Underdown books respectively), weekly reading responses and participation in discussions, and a final examination. Each of these five components (book reviews, examinations, and discussion/ responses) will count for 20% of the final grade. NOTE: Since you will need 60% of the available points merely to score an abysmal D-, beware that 20% is a much larger portion of your grade than it might seem. *Most students who fail have neglected to turn in one or more major assignments or to take one or more examinations; most students who neglect to turn in one or more major assignments or to take one or more examinations fail.*

I use the plus/minus grading scale, modified to eliminate the silly grade of "D+," as follows: A, 93-100 points; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D, 65-69; D-, 60-64; F, 0-59. Be advised that I will not change grades once they are assigned. Make-up examinations will not be given, and late work not accepted, except for reasons which are verifiable and allowed under university regulations. (For example, please note that I absolutely *will not* give make-ups of examinations to accommodate any travel arrangements a student may have made *either before or after the fact*). It is *the student's responsibility* to present these reasons as soon as possible, to provide documentation if asked, to arrange to make up work, and to do so in a timely fashion. Students with legitimate excuses typically present them promptly, and often through the agency of a health care provider or a university official.

Drops require the consent of the instructor after the fifteenth instructional day (13 September 2021). After the forty-fifth instructional day (1 November 2021),

drops are available only in very specific circumstances and only through petition which must be approved by the instructor, your advisor, and the Dean, *in that order*. Drop petitions will be considered (but not necessarily granted) *only* if accompanied with documentation. I reserve the right to investigate drop petitions.

Disabilities. Every effort will be made to provide reasonable accommodations for students with disabilities. Requests for accommodation should be made through the Office of Disability Equity. If you anticipate or experience barriers based on disability, please contact the ODE by phone at (406) 243-2243, by e-mail at ode@umontana.edu, or visit www.umt.edu/disability for more information. As the ODE cannot honor retroactive accommodation requests, please contact them as soon as issues arise. And, of course, feel free to me, and be assured that I will hold all such communications in strict confidence.

COVID-19 Advisory: If you have not been vaccinated, the University (myself included) urges you to do so. Please contact the Curry Health Center for information and with any questions or concerns. The University's pandemic protocols stipulate that masks *must* be worn in all indoor instructional settings, which in this case means lectures, discussion sections, and office hours. *The University Provost has instructed faculty to initiate disciplinary proceedings in the case of students who refuse to mask.* If our enrollment precludes social distancing in lecture (which is likely), I will have to implement a seating chart and take attendance in order to enable contact tracing. Faculty have been warned that if we do not impose these measures, a single exposure could result in entire classes having to quarantine. If you fall ill or begin to exhibit symptoms, please do not attend class but contact the Curry Health Center. If you are required to quarantine or isolate, please contact us immediately so that I can take measures to support and accommodate you.

Academic dishonesty warning. The History Department believes that students are best served through the maintenance of high academic standards. Academic dishonesty undermines these standards, and threatens the integrity of the University. Fortunately, in my experience at this institution, academic dishonesty is ridiculously easy to catch. In accordance with the Student Conduct Code, any student who cheats on an examination, or who commits plagiarism in an essay or a reading response, will be assigned a failing grade in the course. I have only imposed this penalty in the face of overwhelming evidence, but I have done so without pity. In addition, academic dishonesty may result in more serious penalties, including suspension or even expulsion.

In closing, let me encourage all of you, in this class and out of it, to be active participants in your own education. A UM education costs about what you'll pay for a new car, and either one will go a lot further if you drive it yourself.

COURSE SCHEDULE

Week One (30 August-3 September) Tudors, Stuarts, and You: Introduction and Background.

Week Two (8-10 September) The Accountant's Revenge: The Fifteenth-Century Crisis and the Rise of the Tudors. EME 1-31.

Week Three (13-17 September) Household Hints: The Tudor Revolution in Government. EME 32-64. Discussion: [William Roper, The Life of Sir Thomas More](#). Focus question: What conclusions can we draw about the nature of government in Tudor England from this biography of a high-ranking royal official, written by his son-in-law?

Week Four (20-24 September) What if Somebody Threw a Reformation, and Nobody Came?: The Crisis in the Church. EME 65-91. Discussion: [The Book of Common Prayer](#) (editions of [1549](#) and [1552](#)), selections. Focus question: How did revisions in the prayerbook reflect tensions over religious reform?

Week Five (27 September – 1 October) Bloody Mary Straight Up: The Edwardine Reformation and the Marian Reaction. EME 92-115. Discussion: [John Foxe, Acts and Monuments of the Christian Martyrs](#), selections. Focus question: This book was initially published in 1563, very shortly after the events described. It was among three books which could be found in any parish church in England, along with the Bible and Book of Common Prayer. Why do you think this book was that important?

Week Six (4-8 October) We Knew Her Before She Was a Virgin: The Elizabethan Settlement. EME 116-157. Discussion: Duffy, [Voices of Morebath](#) (no reading response expected, as essays are due Monday).

First Essay due Monday 11 October.

Week Seven (11-15 October) Pease Porridge in the Pot, Nine Days Old: Everyday Life in Early Modern Britain. EME 158-211. Discussion: [William Harrison, The](#)

[Description of England](#), selections. Focus question: What sorts of social attitudes are reflected in Harrison's Description?

Week Eight (18-22 October) Francis Drake and Demi Moore: The Wider World. No discussion or focus question because of the

Midterm Examination Friday 22 October.

Week Nine (25-29 October) Scots on the Rocks: The Succession of the Stuarts. EME 212-249. Discussion: [John Bunyan, Pilgrim's Progress](#). Focus question: If Bunyan's work is a classic of puritanism, then what are the characteristics of puritanism? How are these characteristics illustrated?

Week Ten (1-5 November) Laud Almighty: Charles I and Personal Rule. Discussion: [Letters of Charles I](#), selections. Focus question: What does Charles I seem to think about the respective roles of parliaments and monarchs?

Week Eleven (8-12 November) Trade in that Old Regime for a New Model: The Civil Wars. EME 250-276. Discussion: John Evelyn, Diary, selections. Focus question: Evelyn was a committed royalist who sat out the Civil Wars in exile on the Continent, returning to England in 1652. How and why does he seem to have stayed out of trouble under the Commonwealth?

Week Twelve (15-19 November) King Loses Head; Parliament Finds Rump: The Interregnum. Discussion: Underdown, Fire from Heaven. No reading response expected, on account of the

Second Essay due Monday 22 November.

Week Thirteen (29 November – 3 December) Big Hair is Back and Boy is it Mad: The Restoration. EME 277-314. Discussion: [Samuel Pepys, Diary](#), selections. Focus question: Pepys lived through the Great Fire of London in September 1666. How did he and his household cope?

Week Fourteen (6-10 December) Orange You Glad to See Me?: The Revolution of 1688. Discussion: [John Locke, An Essay on Toleration](#). Focus question: How did Locke's ideas about religion differ from those of his contemporaries, including, very possibly, those who supported religious tolerance?

Final Examination 1 PM Wednesday 15 December 2021

Guidelines for First Essay

Your first essay, to be based on Eamon Duffy's Voices of Morebath, is due in class on Monday 11 October 2021. It is to be 1500 words in length, typed, and double-spaced. It should have a title page with your name on it and *only* on it -- your name should not appear anywhere else on the paper. There are three topic options; please indicate on your title page which option you have chosen:

1. How does Duffy's account of Morebath either support or refute Bucholz and Key's accounts and interpretation of the English Reformation? What are the advantages and limitations of using the Morebath parish accounts as evidence for the course of the English Reformation?
2. How does Duffy's account of Morebath either help us to answer, or hinder us from answering, questions about the extent of popular support for the Henrician Schism, the Edwardian Reform, the Marian Reaction, and the Elizabethan Settlement?
3. What does Duffy's account of Morebath suggest about the relationship between the central government (the Tudor Regime) and local communities?

Guidelines for Second Essay

Your second essay, due in class on Monday 22 November 2021, is to be written on David Underdown's Fire from Heaven. Select one of the options below:

1. In 1660, Charles II was restored to the throne by many of the very same people who had helped to overthrow his father. What does Underdown's examination of seventeenth-century Dorchester suggest about this political trajectory? Why might people in Dorchester have wanted to overthrow the status quo? Why might many of those same people have wanted, after two decades or so, to restore it?
2. Historians of the English Civil War debate the "problem of allegiance," or, who took what side, and why: landed interests versus trading interests, high church versus low church, southerners/easterners versus northerners/westerners, fans of proto-soccer versus fans of proto-cricket (I am not kidding!), to name a few examples. What does Underdown suggest about this problem? Why was Dorchester so interesting in this connection?

3. It is often tempting to view seventeenth-century Puritanism as a marginal sect of extremists, especially in light of writers like John Bunyan, from whose *Pilgrim's Progress* Underdown takes his title. On the other hand, scholars like Patrick Collinson and Nicholas Tyacke have emphasized the degree to which "puritans" were more or less mainstream Anglicans. What does Underdown's treatment of "the most Puritan town in England" suggest about the nature (and very possibly the *changing* nature) of Puritanism?

Once again, your name should appear on a cover sheet, and *nowhere else on the essay*. Also, please indicate on the coversheet which of the three options you have selected.