A CENTURY OF REVOLUTION?

England and the Britannic Isles, c.1600-1720

01:510:343 Fall 2018
Professor Alastair Bellany
A Century of Revolution?
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01:510:343 (Fall 2018)
M/W Period 5
Frelighusen Hall A1 (College Ave Campus)

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Course Description: This course explores the most tumultuous and fascinating century of British history: a century of revolutionary political conflict, of rapid social and economic transformation, of unprecedented growth in the power of the state, of imperial and commercial expansion, and of profound cultural and intellectual change. To capture the complex interconnections between all these phenomena, the course blends political with social, cultural and intellectual history. Topics will include: the causes, nature and consequences of the British civil wars (1638-51) and the Regicide and Revolution of 1649; the persistence of political instability and the “Glorious Revolution” of 1688; the growth of the “public sphere” and the rise of popular and media politics; the nature of religious belief, experience and conflict; the persistence of “magic” and the rise of “modern” science; ideologies of gender, sex and family; crime and urban society; and commercial expansion, slavery and the opening of the English Atlantic World.

Class meetings: class meetings will either be lectures or discussions; the type of meeting is clearly marked on your syllabus. You are expected to have done all the reading listed on the syllabus for each meeting before you come to class. The course lectures serve a number of purposes. They will supplement the narrative and analysis supplied by the assigned textbook (see below), either by focusing in more detail on a particular issue, or by approaching issues from a different perspective, or by dwelling at greater length on the debates among historians (historiographical disputes) about controversial questions. The lectures also supply the essential background to assist the analysis of the primary materials (i.e., materials written in the 17th century) that will be the focus of the class discussions. Discussion sessions will be devoted to the historical interpretation of primary source evidence, allowing you to explore the raw materials that historians use to understand the 17th century, to test hypotheses, and to get inside the hearts and minds of early modern men and women.

Course Website: a website for this course has been created on Sakai—please let me know if you have any difficulties getting access. The website will contain three key resources: electronic documents (copies of the syllabus, lecture outlines, assignments, study guides for discussion, scholarly articles for blogging, and many primary source readings); an on-line bulletin board / discussion forum; and a blogging platform. You will receive e-mail
notifications when new material is posted to the site; but get into the habit of checking the site on a regular basis.

**Readings:** we will read three kinds of material in this class. A basic narrative of events and an introduction to key themes will come from the textbook: Robert Bucholz and Newton Key, *Early Modern England 1485-1714*, chs.6-10. As you will notice, the first half of this book deals with the history of the 16th-century. You are strongly encouraged to read over the first 5 chapters of the book in order to learn something about the Tudor background. Also available at the Rutgers bookstore is a supplementary survey reading, Mark Kishlansky’s *A Monarchy Transformed*: this book is optional but highly recommended. For our discussion sessions, we will read a range of primary sources written or published in the 17th century. These will include polemical pamphlets and libelous verse, treatises and stage plays, broadside ballads and parliamentary speeches, criminal records and radical debates. You will also read (and blog about) a selection of influential scholarly articles linked to our course themes.

The following assigned books can be purchased from the Rutgers Bookstore (or wherever you can find them). All other readings listed on the syllabus will be available on the course website, or on other websites indicated on the syllabus.


**Websites:**

Some of the assigned material for this class is available at the following websites—links are also on the course Sakai site:

1. Early Stuart Libels: An Edition of Poetry from Manuscript Sources (*E.S.L.*):  
   [www.earlystuartlibels.net](http://www.earlystuartlibels.net)
2. 1641 Irish Rebellion Depositions (Trinity College, Dublin), [www.1641.tcd.ie](http://www.1641.tcd.ie)
3. The English Broadside Ballad Archive (UC-Santa Barbara) (*EBBA*):  
   [http://ebba.english.ucsb.edu](http://ebba.english.ucsb.edu)
4. The Old Bailey Online: [www.oldbaileyonline.org](http://www.oldbaileyonline.org)

**Other web resources:**

An essential online reference source, available in the Databases section of the Rutgers Libraries website, is the “Oxford Dictionary of National Biography”, an encyclopedia of
biographical articles on a huge range of figures in British History. You will also be required to use the “Early English Books Online” (EEBO) database, also available via RU Libraries.

Assignments and Grading

Your final grade will be computed from the following assignments:

1. Map assignment [5%]: an easy map labeling exercise to get you familiar with British geography. Due in class Wednesday, September 12.
2. Narrative reconstruction exercise: a short essay (c.3 pp.) using two reports of an event to reconstruct a narrative of what happened [20%]. Due in class Monday, October 8.
3. Image and text analysis: a short essay (c.3 pp.) interpreting a satirical image and ballad on marriage [20%]. Due in class December 5.
4. Article blogs: Four short blog entries discussing a series of academic articles related to course materials and discussion [20%]. Due online by noon on September 28, October 19, November 9 and 19.
5. Mini-research project: two longer blog entries discussing EITHER the story of a trial and/or execution of a criminal, OR the history of a day at the court sessions or Tyburn taken from the records in the Old Bailey Online website [20%]. Due online by noon on December 12.
6. Participation: regular participation in class discussion, in-class presentations, question-periods in lectures, or on the online discussion board [15%].

Details about all the assignments will be posted on the course website.

The Law

Attendance: attendance is required, and will be taken, at all class sessions. If you have a legitimate medical, religious or other reason for missing class, the university now requires you to register your absence at the following website: https://sims.rutgers.edu/ssra/. The system will automatically notify the instructor of the date and reason for your absence, but you must also contact me directly providing a reason for your absence.

In addition, students are allowed TWO unapproved absences. Each unapproved absence above the two allowed will result in an automatic lowering of your participation grade. Serious absenteeism will result in automatic failure of the class.

Deadlines: Extensions on deadlines may be negotiated in advance; late assignments without extensions will be penalized 1/3 of a grade per day; students with incomplete assignments at the end of the semester will receive a T grade if they have discussed the incompletes with the professor; all other incompletes at the end of the semester will be graded with an ‘F’ and a final grade computed accordingly.

Academic Dishonesty (i.e. Cheating): Deliberately copying others’ work without acknowledgment (i.e. quotation marks and footnotes), like copying your neighbor’s exam, is cheating and subject to severe sanction. Any case of plagiarism or other form of cheating will result in non-negotiable sanctions: an F on the assignment; and an automatic report to
the office of student conduct. The university may levy sanctions of its own on the offending student, above and beyond those administered within the course. Cheating is self-defeating and easily detectable. If you are confused about rules for citing sources or about what constitutes plagiarism, talk to the professor. If you’re panicking over an assignment, talk to the professor—don’t resort to the dark arts!

Contact Information: I will hold office hours by appointment, but you are welcome to drop in if the door is open. The best way to contact me is by e-mail: bellany@history.rutgers.edu.
SYLLABUS

Week 1
W 9/5 Lecture 1: Introductory: A Century of Revolution?

Week 2
M 9/10 Lecture 2: Mapping the Fault-Lines I: The Politics of Religious Division
Reading: Bucholz and Key, chs.6-7
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**Map assignment due in class**

Week 3
W 9/19 Lecture 5: Mapping the Fault-lines IV: The Image of Monarchy in the Public Sphere
Optional Reading: Kishlansky, chs.1-3

Week 4
M 9/24 Discussion 1: Gauging Anxieties: William Shakespeare, Hamlet
Reading: William Shakespeare, Hamlet, complete play.
W 9/26 Lecture 6: Jacobean Crisis: The Politics of the Spanish Match, 1618-24
**Article Blog 1 due by noon Fri 9/28**


Week 5
M 10/1 Discussion 2: The Spanish Match
Reading: Thomas Scott, *Vox Populi* (1620) [S]; and “The King’s Five Senses” (*ESL*, poem L8)

W 10/3 Lecture 7: Caroline Crisis: Buckingham, War and Parliament, 1625-29

Optional Reading: Kishlansky, ch.4

Week 6

M 10/8 Lecture 8: The Personal Rule and the Coming of Civil War, 1629-42

Optional Reading: Kishlansky, chs.5-6

**Narrative Reconstruction assignment due in class**

W 10/10 Discussion 3: John Pym’s Case Against the Personal Rule

Reading: Pym’s speeches to the Short Parliament, April 17, 1640 [S]; and to the opening session of the Long Parliament, November 7, 1640 [S]

Week 7

M 10/15 Discussion 4: Massacre and Rebellion in Ireland, 1641

Reading: Witness depositions from County Armagh (www.1641.tcd.ie)


Reading: Bucholz and Key, ch.8, esp. pp.239-255

**Article Blog 2 due by noon Fri. 10/19**


Week 8

M 10/22 Discussion 5: Pamphlets and Politics / Thomason Tract Treasure Hunt

Reading: *A New Play Called Canterburie His Change of Diot* (1641) [S]; *A Damnable Treason, By a Contagious Plaster of a Plague-Sore* (1641) [S]
Week 9

M 10/29  Discussion 6: The Levellers and the Putney Debates

Reading: Geoffrey Robertson and Phil Baker (eds.), *The Putney Debates* (2007), Introduction; chs.6-7 [B].

W 10/31  Lecture 11 / Discussion 7: Interpreting Oliver Cromwell

Reading: Cromwell's letters to Mrs. St. John (1638), Valentine Walton (1644), and Robert Hammond (1648) [S]

Week 10

M 11/5   Lecture 12: Restoration and Crisis, 1660-1685

Reading: Bucholz & Key, ch.9 pp.265-288
Optional Reading: Kishlansky, chs.9-10

W 11/7   Lecture 13: 1688: The Glorious Revolution and its Legacies, 1685-1720

Reading: Bucholz and Key, ch.9-10 pp.288-339
Optional Reading: Kishlansky, chs.11-13

**Article Blog 3 due by noon Fri 11/9**


Week 11

M 11/12  Lecture 14: The Making of “Great Britain”, c.1685-1745

W 11/14  Discussion 8: Britannic Aftershocks: Jacobites and other Malcontents

Reading: TBD

Week 12

**Article Blog 4 due by noon Tues. 11/20**


W 11/21 NO CLASS: FRIDAY SCHEDULE / THANKSGIVING BREAK

Week 13

M 11/26 Discussion 9: Sugar and Slavery: Assessing Barbados


W 11/28 Lecture 16: Love and Death: The Seventeenth-Century Facts of Life

Week 14

M 12/3 Discussion 10: Sex and Marriage in the Broadside Ballad archive

Reading/Listening: “The Cuckold’s Complaint” (c.1675-96?) [EBBA 21796] and “The Scolding Wives Vindication” (c.1675-96?) [EBBA 21801]

--“Nells Courtship” (c.1664-1703?) [EBBA 21733] and “The Wanton Maid of Lambeth” (c.1664-1703?) [EBBA 21834]

--“The Winchester Wedding” (c.1672-96?) [EBBA 21770] and “The Male and Female Husband” (c.1672-96?) [EBBA 33456]

W 12/5 Lecture 17: The Hanging Tree: Crime and Punishment, c.1580-1750

**Image and text analysis due in class**

Week 15

M 12/10 Lecture 18: Science, Secularization and the “Disenchantment of the World”, c.1660-1760

W 12/12 Discussion 11: In-Class Presentations on Old Bailey Online Projects

**Old Bailey Blogs: Due Online by Noon, December 12**