HIST 337
The British Isles, 1485-1714

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Office Hours: Tuesdays and Thursdays, 1:30-3:15; available Wednesdays by appointment

COURSE DESCRIPTION

The reigns of the Tudor and Stuart monarchs saw sustained and deep-reaching changes in the four nations of the British Isles (England, Scotland, Ireland, and Wales). Over just two centuries, this region witnessed divisive processes of religious transformation associated with the Protestant Reformation; the absorption of the peoples of the "Celtic fringe" into a centralized and bureaucratized nation state based in London; two separate political revolutions and series of bitterly fought rebellions in Scotland and Ireland; the transformation of the British Isles from a relatively weak and marginal region into a global economic and military power; and particularly vibrant British contributions to literature and the arts, philosophy, and the sciences. Using primary and secondary source readings, this course will explore these transformations and will assess the impact of these changes on the societies and cultures of the four nations.

OBJECTIVES

By the end of the semester students should demonstrate the ability to:

• Identify the argument and assess the strengths and weaknesses of secondary sources
• Identify and express the strengths and weaknesses of different kinds of primary source evidence
• Define and explain the key individuals, terms and concepts associated with the history of the British Isles in the 16th-17th centuries.
• Discuss major historiographical interpretations of the following key themes:
  - Definitions and critiques of key concepts in the history of the British Isles in this time period (Reformation and Counter-Reformation, state-building, religious conformity and religious toleration, patriarchy, divine right rule, resistance theory, and revolution)
  - Political, social, cultural and intellectual conditions in England, Scotland, Ireland and Wales in the 16th-17th centuries
  - The causes, development, and long term legacies of the Protestant Reformation in the British Isles
  - The causes, development, and long term legacies of the 17th century civil wars and revolutions in the British Isles
  - The problems posed by competing views of loyalty in the context of early modern religious transformations and state building
  - Long term continuities and changes in British Isles history
  - The European and global contexts of British Isles history
• Present critical ideas in discussion and in writing in a manner that is clear, concise, and conformable to standard English usage.

REQUIREMENTS

Grade Breakdown:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Journals</td>
<td>20%</td>
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<tr>
<td>Analytical Essay 1</td>
<td>15%</td>
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<tr>
<td>Analytical Essay 2</td>
<td>15%</td>
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<tr>
<td>Research Project</td>
<td>30%</td>
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Class Participation 10%
Group Leader 5%
Research Group/Oral Report 5%

Journals (20%)
Students are required to keep a weekly journal of reflective analysis on readings for this class. With the exception of the first week of class and spring break, students should plan to write a full 2 page journal entry per week. These are due at the start of class on Thursdays, but may not be collected every week. Students are required to keep all journal entries together, preferably in a notebook.

Each journal entry should begin with a question. This question may be taken from group leader study sheets, from topics discussed in class, or created by the student. The body of the entry should answer the question, reflect a critical engagement with the analytical issues at stake in the course, and utilize specific information drawn from course readings.

Individual journal entries will receive a check plus (roughly equivalent to an A), check (roughly equivalent to a mid-B), check minus (roughly equivalent to a mid-C), or X (roughly equivalent to a D, and indicates a completed journal entry with little critical analysis).

Journals will be collected on random Thursdays over the course of the semester. The final journals are due on 27 April. In assessing a final grade for the journal, I will drop the two lowest journal entry scores and assign a grade that considers the strength of individual entries as well as evidence of consistent quality and improvement over the course of the semester. Evidence of declining work on the journals may also be factored into the final grade.

Analytical Essays (15% each)
Students will write two 4-5 page analytical essays over the course of the semester (due 9 March and 4 May). The topic of the analytical essay (usually an expanded version of a group work question) will be distributed at least two weeks in advance of the due date, and will require discussion of course content and engagement with readings.

Research Papers (30%)
On 27 April, students will be required to submit a 20 page research paper. Students, in consultation with the instructor, may focus on any topic of interest pertaining to 16th and 17th century Britain (including the “Celtic Fringe”). As with all 300-level history courses, this final paper should demonstrate an advanced level of competence in preparing a history research paper. In more practical terms, you should plan to consult 4-5 book-length scholarly secondary sources (or some combination of books and journal articles) and at least 200 pages of primary source readings to fulfill the minimum (i.e. high C grade) requirements for this kind of assignment.

As a general rule, this paper should be about something that you personally are interested in. As the course outline indicates, we will be looking at a variety of issues, including the history of medicine and the body, matters of gender and sexuality, literature and the arts, etc. As you think about paper topics, keep in mind that I am very flexible and would encourage you to engage yourselves with topics of interest, even if they may not seem to fit within the domain of “traditional” history.

In advance of this paper, students are required to submit a series of preliminary assignments:
• Completion of an online research paper survey (completed no later than 16 February)
• 2-3 page research paper proposal and secondary source bibliography (due 28 February)
• Detailed research paper outline and primary source bibliography (due 28 March)
Additional detail on these assignments will be handed out in class. Completion of all preliminary assignments is a prerequisite to a passing grade on the final paper.

Class Participation (10%)
Students are expected to attend and participate in class activities. Students are expected to have completed course readings in advance, with enough time for critical reflection on the issues raised in class. Consistent lack of participation in discussions or chronic attendance problems will negatively affect this portion of the grade. I understand that not everyone is comfortable in class discussions, however it is my hope that all students will take an active part and will feel safe in expressing their opinion in this setting.

**Group Leader (5%)**

At the beginning of the semester, students will be divided into discussion groups of 5 people. On “Group Work” days on the class schedule, one student from each group will take responsibility for leading his or her group’s discussion of the assigned readings for the week (each student will have to serve in this capacity twice during the semester). To facilitate this process, a study guide will be handed all students at least two days in advance; extra office hours for group leaders will also be offered before class. Students who miss any assigned discussion leader session without an extremely credible excuse will receive an automatic zero for this component of their grade.

Group leaders are required to submit a short paragraph describing their experience as group leader within one week of the session. This should include a candid discussion of their own preparation, the extent to which fellow group members were prepared and engaged in discussion, the level of student engagement with the texts, and the general topics that were discussed in the groups.

**Research Group/Oral Presentation (5%)**

Following completion of the online research paper survey, every student in class will be assigned to a research group consisting of 6 students working on similar paper topics. Several days on the course syllabus are given over to research group meetings. On these days, group members will discuss the progress of their papers with each other and the instructor. Over the course of the semester, these groups should regularly consult with one another on the progress of the paper, should discuss approaches to different paper topics, and should arrange to share limited access reading material.

During the final exam session (4 May, 3:30-6:30), each research group will make a 25 minute presentation that synthesizes their individual research projects and summarizes their work over the course of the semester. By 5pm on 5 May, each student must submit a one-page self assessment of their work in the research group and a one-page assessment of their group’s accomplishments. More detail on these assignments will be handed out in class.

**READING LIST**

- David Cressy and Lori Anne Ferrell, *Religion and Society in Early Modern England*, 2d ed. Routledge, 2005. 0415344441. The 1st edition of this work (0415118492, pub. 1996) is also acceptable, although page numbers for the reading assignments will be different.

**SCHEDULE**

**Tuesday, 17 January**

Overview and Introduction

**Thursday, 19 January**

The Early Tudors and the Protestant Reformation

*Read:* Brigden, pp. 1-100

**Tuesday, 24 January**

The Long Reformation
Read: Brigden, pp. 100-212; Cressy and Ferrell, pp. 12-15 ("State of Melford Church"), 29-34 ("Roert Parkyn’s Narrative of the Reformation"), and 34-37 ("Rose Hickman’s Memoir")

Thursday, 26 January The Local Trauma of 16th Century Religious Transformations
Group Work: Duffy, preface and chapters 1-4; Cressy and Ferrell, pp. 41-45 ("Accounts and Inventories of St. Edmund’s Parish, 1527-57")

Tuesday, 31 January The Elizabethan Settlement
Read: Brigden, pp. 213-310; Cressy and Ferrell, pp. 48-65 ("Book of Common Prayer"), 66-69 ("Act for Uniformity of Common Prayer")

Thursday, 2 February From Local Resistance to Local Conformity
Group Work: Duffy, chapters 5-7; Cressy and Ferrell, pp. 90-93 ("Accounts and Inventories of St. Edmund’s Parish, 1579-1693")

Tuesday, 7 February Gender, Power, and Politics
Read Brigden, pp. 311-367; Cressy and Ferrell, 96-104 ("View of Popish Abuses")

Thursday, 9 February Elizabeth I’s Heart of a King

Tuesday, 14 February Religious Transformation and State Building in the Celtic Fringe

Thursday, 16 February The Problem of Tudor Ireland
Group Work: “View of the Present State of Ireland” (ERes), “Of Ireland” (ERes)
*Complete Research Paper Survey

Tuesday, 21 February 16th-17th Century Social Structures
Read: Cressy and Ferrell, 114-119 ("George Gifford’s ‘Country Divinity’")

Thursday, 23 February Wallington’s World
Group Work: Seaver, chapters 1-5

Tuesday, 28 February The Culture and Politics of the Theater
Group Work: “Richard II” (ERes)
*Paper Proposal/Secondary Source Bibliography Due

Thursday, 2 March Theater and Social History
Group Work: “The Roaring Girl” in Oxford English Drama

Tuesday, 7 March Group Meetings on Research Project

Thursday, 9 March Group Meetings on Research Project
*Analytical Essay 1 due in my office by 4:45pm

Tuesday, 14 March No Class, Spring Break

Thursday, 16 March No Class, Spring Break

Tuesday, 21 March Early Modern Views of Medicine and the Body
Thursday, 23 March  
**Divine Right Monarchy in Theory and Practice**  
**Read:** Kishlansky, 1-112; “James I’s ‘True Law of Free Monarchies’” (ERes)

Tuesday, 28 March  
**James I as “Britain’s Solomon”**  
**Read:** Cressy and Ferrell, 147-169 (Section entitled “The Jacobean Church”)  
*Paper Outline and Primary Source Bibliography Due*

Thursday, 30 March  
**Charles I and His Discontents**  
**Read:** Kishlansky, 113-133; Cressy and Ferrell, pp. 168-172 ("King’s Declaration of Sports"), 174-179 ("Henry Burton’s ‘A Divine Tragedy Lately Acted’")

Tuesday, 4 April  
**Group Meetings on Research Project**

Thursday, 6 April  
**Group Meetings on Research Project**

Tuesday, 11 April  
**The 17th Century from Below**  
**Group Work:** Underdown, Prologue and chapters 1-6

Thursday, 13 April  
**The Slide into Civil War**  
**Read:** Kishlansky, 134-157; Underdown, chapters 7-8; Cressy and Ferrell, 209-211 (“A Decade of Grievances” and “The Protestation”)

Tuesday, 18 April  
**Revolution Radicalism**  
**Read:** Kishlansky, 158-212; Cressy and Ferrell, pp. 215-218 (William Dowsing’s Destructions in East Anglia”); 231-233 (“A Catalogue of the Several Sects and Opinions”), 234-238 (“A Fiery Flying Roll” and “Quaker Agitation”)

Thursday, 20 April  
**The Trauma of the Civil War**  

Tuesday, 25 April  
**The Long 17th Century**  
**Read:** Kishlansky, 213-262

Thursday, 27 April  
**The Long 17th Century Concluded**  
**Read:** Kishlansky, 262-342  
*Research Papers Due*

Thursday, 4 May  
**Final Exam Session, 3:30-6:30**  
*Analytical Essay 2 due*  
*Research Group Oral Presentations*

Friday, 5 May  
**No Later than 5pm**  
*Research Group Write Up (Self Assessment and Group Assessment) due in my office*