

REFORMATION BRITAIN
History 4250
Reading and Exam Schedule for Fall 2006

Prof. Norm Jones
norm.jones@usu.edu
M 323
797-1290

Required Texts:

Norman Jones, The English Reformation, Religion & Cultural Adaptation
Robert Bucholz and Newton Key, Early Modern England
The course syllabus/reader is available in the University Bookstore.

This course introduces students to the major historical events and schools of historical interpretation concerning the history of Britain in the period between the late Middle Ages and late seventeenth century. By “Britain” I mean the Kingdoms of England, Scotland, and Ireland, as well as the Principality of Wales, the Duchy of Lancaster, the Lordships of the Isles, the Stanaries of Cornwall, and all the other political peculiars that littered the Isles before the union of England, Scotland and Ireland in the person of James VI & I of Scotland and England. In many places this course is referred to by its dynastic actors: Tudor (England) and Stuart (Scottish) Britain. I prefer to drop the old dynastic names and concentrate on the major cultural shift that took place in the Isles in the sixteenth and seventeenth centuries. It was then that England and Scotland became Protestant nations, and that Ireland began creating an identity based on allegiance to Catholicism in counter distinction to English and Scots Protestantism.

Of course, the period 1450-1660 saw many important cultural developments besides the obvious changes in religion and government brought on by the Reformation. Known to cultural historians as the English Renaissance, these years produced some of the greatest authors and playwrights ever to work in English. Shakespeare and Milton are best known, but the architect Robert Smithson and the great composers like Dowland, Byrd, and Tallis deserve to be remembered with them. The era saw the emergence of a capitalist culture in England and Scotland, as well as the birth of colonial imperialism. Ireland was the first place ever to be colonized by English and Scots immigrants. Sometime in the sixteenth century the British Isles left the middle ages firmly behind, as new systems of government, ideology and economic organization appeared.

But it was not a smooth transition for anyone. Living through these years meant coping with the universal difficulties—disease, hunger, and war—while adapting to new religious styles, the new culture, the new economy. Individuals reacted differently, each to his or her own case,

but they had to react. Part of the story we will explore is the response of individuals to rapid cultural change. For those living in the era, the Reformation was about survival more than ideology.

Because this is a 4000 level history course, I take some abilities for granted. I expect students in this course to read and to write a great deal. In keeping with the History Department's goals, you will be taught to understand the questions professional historians ask about the period, and to know the major answers to those questions. At the same time, I will expect you to construct historical arguments using historical documents. Those arguments will be cast in the form of essays, and those essays will use standard historical notation as defined in the Chicago Manual of Style or Turabian. In the end, I hope this course will help you to think critically about historical data and to construct effective, logical arguments about the past.

Those expecting a lecture course should be forewarned. Although I will talk a lot, the course is designed to encourage historical discovery. It is not about "the right answers." It is about how to find answers to historical questions. This is no place for passive learners.

Plagiarism will not be tolerated. Anyone who knowingly uses the work of another without attribution will receive an "F" on the assignment, and may be failed in the course.

Students who have special needs should contact the instructor as soon as possible.

GOALS, TESTS, AND WRITING ASSIGNMENTS

GOALS

The Department of History's primary mission is to train undergraduates to research, analyze, synthesize and communicate accurate conclusions about change over time by using the historical method. At the same time we aim to inculcate cultural literacy and provide the knowledge necessary for informed decision making by citizens of Utah, the United States and the world.

In keeping with those goals, this course is a survey of the history of religious and cultural change in Britain in the sixteenth and seventeenth centuries. It will emphasize three major themes:

- 1) how the Reformations in religion changed society.
- 2) how changing economic, political and demographic patterns influenced religious change.
- 3) how historians reconstruct religious and social change.

Upon successful completion of the course you will be able to explain how people in the British Isles experienced the Reformation, understand the underlying causes of the Reformation, and outline the impact on society of the upheaval of the era.

TESTS AND GRADING

Your grade in the course will be based upon 10 weekly essays, worth 40 points each, two graded essays, each worth 50 points, and a final "portfolio essay," worth 200 points, for a total of 700 possible points. There will not be an in-class midterm or final.

I do not grade on a curve; you will get exactly what you earn. If you earn more than 93% of the possible points, you will get an 'A'; 90-93% an 'A-'; 87-90% a 'B+'; 83-87% a 'B'; etc.

Vocabulary:

For each section of the course there is a vocabulary list. These terms are ones that you will need to know to follow the course of the history under discussion, and, importantly, to answer the essay questions. In those weeks when there is an essay assigned, I will look for the vocabulary terms used correctly in your essays. You can also see the vocabulary as a sort of outline of the topics that will be covered in lectures.

Essays:

In addition to the graded writing, in most weeks you will be expected to write an essay worth 40 points. These weekly essays, which are ungraded, are “rough drafts” for the “Portfolio Essay.” In addition, you may also earn five extra points if your weekly essay is chosen as one of the “best of the week.” The essays will be submitted and critiqued on-line.

If an essay is not turned in you will lose 40 points for each missing paper. If you do not participate in critiquing papers, you will lose 20 points for each occurrence. The ungraded papers must be posted to the course web site by noon on the day on which they are due. Critiques will be posted by noon in the class following the one when the essay was due.

Besides the ungraded essays, every student will be graded on two of the weekly essays. These will be chosen by the instructor at random. Each graded essay will be worth 50 points. At least one of the essays graded will be chosen from those written before Oct. 8.

The essence of historical training is knowing how to interrogate documents. When confronted with something written or made in the past, the historian immediately asks a series of questions to determine its historical value. These questions operate on several levels. Of course, the first is “What does it say about X?” This leads to “How does it relate to Y and Z?” and “Can it be trusted to tell the truth about X, Y, or Z?” This may lead to “If it is lying or inaccurate, what can we learn from the causes of its inaccuracy?” A good historian asks imaginative variants of these questions constantly, placing the evidence from each document into a pattern of relationships with other evidence, building a structure of evidence that is then interrogated, too. Ultimately, the historian looks at the fruits of all these questions and asks the ultimate question “How does this explain A-Z?”

These essays are designed to strengthen your historical interrogation skills on various sorts of documents. Some documents are highly self-conscious. The published writing of a Sir Thomas More or John Foxe was created for a specific purpose determined by the author. Letters have other purposes, with different audiences. And some documents are historically unconscious—that is, the historian uses them for purposes not intended by the author. A parish register, for instance, was created primarily to keep track of births, deaths and marriages for legal reasons, not for the use of demographic historians wishing to know the average age of marriage or death in the 16th century.

The historian sees the world as historical evidence. Jacob Burckhart, the great nineteenth century Swiss historian, encapsulated the approach I want you to learn. He wrote “And all things are sources—not only books, but the whole of life and every kind of spiritual manifestation.”¹

¹ Jacob Burckhardt, Über das Studium der Geschichte, ed. Peter Ganz (Munich, 1982), 171-2. as quoted in Jürgen Grosse, “Reading History: On Jacob Burckhardt as Source-Reader,” Journal of the History of Ideas 60 (1999), 534.

Each Essay should be two pages in length, not including notes (there must be notes!). Each essay must, in some way, establish the following facts (in so far as possible) about the documents in the selection.

1. *Who wrote it?* This is not necessarily about who held the pen, but for whom was it written. A guild's account book, for instance, has corporate anonymity but we know it reflects the formal actions of the corporations. On the other hand, knowing a book was written by Thomas More, tells a great deal about the book.

2. *Why was it written?* For personal satisfaction? Out of piety? To sell something? Look at its rhetorical style, which will lead you naturally to question number 3.

3. *Who was its intended audience?* With whom was it designed to communicate? If you read a document originally delivered in Latin or law French, what can you assume about its audience? And if it is a petition to the King? Or an Act of Parliament? This question is key to understanding the historical information it contains may be understood.

4. *Why was it preserved?* The survival of historical evidence often tells a great deal about its purpose and use, both at the time and later. The fact that a book exists in many, many contemporary copies, for instance, helps us gauge whether the author's ideas reached many people.

This question is hard for undergraduates to answer without further research, but ponder it, and ask the professor.

5. *Given its purpose and audience, what may it be trusted to tell us?* John Foxe wrote his famous Book of Martyrs as a piece of Protestant propaganda, designed to glorify them and vilify Catholics. Although he had high historical standards, his choice of rhetoric makes it clear that we could not trust him to tell us good things about Catholics; nor will he spend much time on Protestants who were unwilling to die for their faith.

The ungraded essays will be critiqued by teams. Each student will post her or his essay to the class web site under his or her team number. Another team will be assigned to evaluate the essays. Each team will choose the best essay it read that week. The author of that essay will receive five extra points.

PORTFOLIO ESSAY:

This final essay, worth 200 points, is a summary of the writing you have done for the class, answering a question about the patterns in Reformation history made visible through the course. It will depend heavily on the essays you have already written.

The question for the Portfolio Essay will be distributed two weeks before the essay is due. The essay will be no longer than five typed, double-spaced pages.

CITATION GUIDE

In everything you write for this class, you must cite the sources you use. In citing them follow these rules:

1. A first citation of a source must be a full citation in this form:

Author's first and last named [ed. or trans.] Title (Place of Publication: Date of Publication), [volume], page #.

Thus, a reference to a monograph might read:

Norman Jones, God and the Moneylenders: Usury and the Law in Early Modern England (Oxford: 1989), 23.

2. If citing an article in an edited collection the note should look like this:

First and last name of author, "title of the article," name of the editor of the collection, title of the collection, (place and date of publication), page numbers where the article is found.

Thus:

David Hickman, "From Catholic to Protestant: the Changing meaning of Testamentary religious provisions in Elizabethan London," in Nicholas Tyacke, ed. England's Long Reformation 1500-1800. The Neale Colloquium in British History. (Cambridge: Cambridge University Press, 1998), 117-139.

3. If you wish to cite an article in a journal the note should include:

First and last name of author, "title of the article," name of the journal issue number (year), page number.

Thus:

Kenneth Bartlett, "Papal Policy and the English Crown, 1563-1565: the Bertano Correspondence," Sixteenth Century Journal 23 (1992), 643-660.

4. After you have cited a work once you need not cite it in full again. Instead use a short title form containing the author's last name, abbreviated title, and page number:

Jones, Moneylenders, 369.

5. If you have consecutive citations to the same work you should use *Ibid.*, the abbreviated form of the Latin word Ibidem, meaning "the same." Thus, having already cited Jones, your notes would look like this:

1. Jones, Moneylenders, 369.
2. *Ibid.*
3. *Ibid.*, 373.

6. To cite something found on the World Wide Web, first give the normal bibliographic citation and then give the location, as in this hypothetical:

Richard Hooker, "A Learned Discourse of Justification, Works, and how the Foundation of Faith is Overthrown," (1585), page, at
http://www.ccel.org/h/hooker/just/discourse_justification.txt

Frequently WWW sites do not provide full publication information, and many do not have (or need) page numbers. In that case provide as much of the above as you can—double check the web address—and ask yourself whether the site is a good one. One of the problems with using the web is that people posting to it do not always adhere to high standards of scholarship, posting things carelessly, or editing them for polemical purposes.

7. If the thing posted on the WWW is taken from a previously published source, cite it like this:

"8. The Case of the Five Knights, before the Court of King's Bench," in Samuel Rawson Gardiner, ed., Constitutional Documents of the Puritan Revolution 1625-1660, 3rd ed., revised (Oxford: Clarendon Press, 1906), 57 at
<http://www.constitution.org/eng/conpur .htm>

ASSIGNMENTS

August 29 - 31

Overview of the Period 1485-1559

Readings:

1. Early Modern England, 1-30.
2. Jones, "Medieval and Early Modern Britain: an Overview" in the syllabus

Vocabulary

England

Henry VII (r. 1485-1509)
Henry VIII (r. 1509-1547)
Catherine of Aragon, Queen of England (r. 1509-1532, d. 1536)
Ann Boelyn, Queen of England (r. 1533-6)
Jane Seymour, Queen of England (r. 1536-7)
Ann of Cleves (1540)
Catherine Howard, Queen of England (1540-1542)
Katherine Parr (r. 1543-7)
Edward VI (r. 1547-1553)
Thomas Seymour, Protector Somerset, Earl of Hertford (regent, 1547-49)
John Dudley, Duke of Northumberland, Earl of Warwick (regent 1549-1553)
Jane Grey, so-called Queen of England (1553)
Mary, Queen of England (r. 1553-1558)

Events

Battle of Flodden, 1513
Kildare's Rebellion, 1534
Act Uniting England and Wales, 1536
Pilgrimage of Grace, 1536
Act Declaring Henry VIII King of Ireland, 1541
Battle of Solway Moss, 1542
Rough Wooing, 1544-49
Battle of Pinkie, 1547

Western Rising a.k.a. Prayerbook Rebellion, 1549
Kett's Rebellion, 1549
Wyatt's Rebellion, 1554

Scotland

James IV (r. 1488-1513)
James V (r. 1513-1542)
Mary, Queen of Scotland (b. 1542. r. 1542-1567, deposed. Executed 1587)

Earl of Arran (regent 1542-1553)
Marie de Guise, Queen of Scotland, (regent 1553-1560)

Ireland

Kildare Ascendency, 1496-1519
Thomas Howard, Earl of Surrey and Duke of Norfolk, Lord Lieutenant of Ireland
The English Pale
Gaedhil (natives)
Gaill (settlers, also known as Old English)
Lambert Simnel
Perkin Warbeck

Sept. 5-7

Praying for Reformation

Essay 1 must be posted to the web site by 8 a.m. on Sept. 7.

Readings 1:

1. Early Modern England, 31-63.
2. Erasmus, *Praise of Folly*, “On Those who have Confidence in Magical Charms;” and “Monks.” at <http://www.fordham.edu/halsall/mod/1509erasmus-folly.html>
3. Thomas More, “Of the Religions of the Utopians” in *Utopia*, at <http://www.fordham.edu/halsall/mod/thomasmore-utopia.html>
4. Martin Luther, “Address to the Christian Nobility of the German Nation,” at <http://campus.northpark.edu/history/Classes/Sources/Luther.html>
5. Martin Luther, “On the Freedom of a Christian,” at <http://www.wsu.edu:8080/~dee/REFORM/FREEDOM.HTM>
6. Letters from Robert Plumpton to his mother, ca. 1536 in Thomas Stapleton, ed. *The Plumpton Correspondence* Camden Society o.s. 4 (1839) 231-4.
7. Draft will and testament of Sir John Port the first, 13 January (altered to July) 1528. From BL Ms Add. 6669, ff. 165-70. Transcribed by J.H. Baker.

Vocabulary

Purgatory
obits
pilgrimage

William Tyndale
Martin Luther
Desiderius Erasmus Rotterdarnus
sola fidianism
priesthood of the believer
sola scriptura
heresy
Hunne Affair
Lollards
monasticism
indulgences
Reformatio/Renovatio

Essay 1: Reformatio or Renovatio?

Write a two page essay on the following. Due Sept. 7.
Late Medieval religious practices demanded activity, acts which maintained communal identity and provided reassurance of salvation. Many, however, found this busyness hollow and sought reform of the church. Using the sources for this section identify the practices to which the reformers objected and discuss the nature and reasons for their criticisms. Be sure to ask what alternatives and ways of creating reform are being suggested.

Sept. 12-14 The Era of Destruction 1532-1549

Critique of paper 1 due. In-class decision on best paper on Sept. 12.

Essay 2 must be posted to the web site by 8 a.m. on Sept. 14.

Readings 2:

1. Early Modern England, 64-87.
2. Henry VIII (r. 1509-1547) : Act of Supremacy, 1534 at <http://campus.northpark.edu/history/Classes/Sources/ActSupremacy.html>
3. Letter of Thomas Cranmer on Henry VIII's divorce, 1533 at <http://www.fordham.edu/halsall/source/cranmer-hen8.html>
4. William Roper, *The Life of Sir Thomas More*, chapter IV at <http://www.fordham.edu/halsall/mod/16Croper-more.html>
5. John Porte (I) last will and testament, 6 March, 1540. PCC, 4 Alenger: PROB 11/28, fo. 29v, transcribed by Norman Jones.

Vocabulary

Royal Supremacy
dissolution of monasteries
chantries
Thomas Cromwell
Thomas Cranmer
Act of Six Articles
Pilgrimage of Grace
Superstitious Uses
Bishops' Book
William Tyndale
Ann Boelyn

Essay 2: Henrician Reformation

Write an essay of no more than two pages on this question. Due Sept. 14.

Describe the process of religious change during the 1530's and 1540's using the vocabulary terms and readings. In the essay address what Henry VIII sought to achieve through the Act establishing royal supremacy over the church. Was Henry VIII a Protestant like Thomas Cromwell? Why did Thomas More refuse the oath? How the experience of the 1530's change John Porte's outlook on life? (be sure to look as his first will in the readings for the previous week).

Sept. 19-21

Debating Reform in Scotland 1528-1561

Critique of essay 2 due on Sept. 19. In-class decision on best paper on Sept. 21.

Readings 3:

1. "Knox's Call to the Ministry and First Public Debate (1547)" Extracted from: *Selected Writings of John Knox: Public Epistles, Treatises, and Expositions to the Year 1559* ed. Kevin Reed (Dallas, TX: Presbyterian Heritage Publications, 1995) 1-18. Available at <http://www.swrb.com/newslett/actualnls/KnoxCall.htm>
2. "Preface;" "Election;" "Civil Magistrates" in *The Scottish Confession of Faith* (1560) at <http://www.swrb.com/newslett/actualNLS/ScotConf.htm>
3. "The Ninth Head Concerning the Policy of the Church" in *The First Book Of Discipline* (1560) at http://www.swrb.com/newslett/actualnls/BOD_ch03.htm
4. John Knox, "Letter to the Queen Dowager, Regent of Scotland (Augmented Version) 1558" Extracted from: *Selected Writings of John Knox: Public Epistles, Treatises, and*

Expositions to the Year 1559 ed. Kevin Reed (Dallas, TX: Presbyterian Heritage Publications, 1995) 1-18. Available at <http://www.swrb.com/newslett/actualnls/LtrDowag.htm>

Vocabulary

Archbishop Beaton
George Wishart
John Knox
James V
Marie de Guise
Archbishop John Hamilton
Richard Marshall's *Catechism*
David Lindsay of the Mount, *The Three Estates*
Rough Wooing
Wars of the Congregation

Essay 3: Debating Scottish Reform

Using the vocabulary terms and the readings for this week, write a two page essay explaining the beliefs of the Scottish reformers about ecclesiology and the discipline. What were the implications of these beliefs for life styles?

Essay due Sept. 26 by 8 a.m.

Sept. 26-28

Destroying Error: Forcing Religious Conformity in England

Critique of essay 3 due on Sept. 28. In-class decision on best paper that day.

Essay 4 due Oct. 3.

Readings 4:

1. Norman Jones, *The English Reformation*, 1-94.
2. John Foxe, "Bishop Ridley and Bishop Latimer" in BOOK OF MARTYRS at http://www.ccel.org/f/foxe_j/martyrs/fox116.htm
3. "The History, Imprisonment, and Examination of Mr. John Hooper, Bishop of Worcester and Gloucester" in John Foxe, *The Book of Martyrs* at http://www.ccel.org/f/foxe_j/martyrs/fox116.htm
4. Will of Sir John Porte of Etwall, Derbyshire. Henry E. Huntington Library, HAP Box

9, folder 4, transcribed by Norman Jones.

5. British Library, Additional Ms. 32091, fo. 145. Queen Mary to Oxford University, 20 Aug., 1 Mary. Sign Manual. Transcribed by Norman Jones.

Vocabulary

Stephen Gardiner, Bishop of Winchester
Reginald Pole, Archbishop of Canterbury
John Foxe, Acts and Monuments
Marian Exiles
royal visitations
Book of Common Prayer
Acts of Uniformity
nicodemites
martyrdom
Sir William Cecil
Sir John Cheke

Essay 4: Ideological Choices.

Due. Oct. 3.

Write a two page essay, using the readings and vocabulary terms, on the following question:

During the reign of Edward VI, Protestantism became the established religion of England, but with the accession of Mary, Catholicism was reestablished. Those who had practiced Protestantism before were now faced with limited options: recant and convert, hide their beliefs and practice them secretly, exile themselves to Europe, or remain and suffer, maybe even die for their faith. Reginald Pole, Stephen Gardiner, John Hooper, and Hugh Latimer had to make their own decision. What did they choose to do and why? What were the consequences of their actions? And why did John Foxe choose to portray them as he did in his Book of Martyrs?

Oct. 3-5

The Elizabethan Settlement

Critique of essay 4 due Oct. 5.

Essay 5 must be posted to the web site by noon on Oct. 10.

Readings 5

1. Norman Jones, *Birth of the Elizabethan Age*, 1-47.
2. "An Acte Restoring to the Crowne thauncyent Jurisdiction over the state Ecclesiasticall and Spirituall, and abolyshing all Forreine Power repugnaunt to the same," 1 Eliz. I, c. 1.
3. "An Acte for the Uniformitie of Common Prayoure and Dyvyne Service in the Church, and the Administration of the Sacramentes," 1 Eliz. I, c. 2.
4. "The 39 Articles of Religion" at <http://web.singnet.com.sg/~kohfly/articles.html>

Vocabulary

Second Act of Uniformity
Supreme Governor of the Church
Vestiarian controversy
Convocation
Elizabethan Settlement
Robert Dudley, earl of Leicester
Matthew Parker, Archbishop of Canterbury
injunctions
conformity
episcopacy
adiaphora
edification

Essay 5: Defining the National Church-England

Write an essay on the following question. Due on Oct. 10.

Using the documents for this section, briefly describe the organization and beliefs of the newly established Church in England. Identify the points of theological tension between Protestants over the Elizabethan Settlement.

Oct. 10-12 Britain 1560-1603

Critique of essay 5 due Oct. 12. In-class decision on best paper that day.

Reading:

1. *Early Modern England*, 112-151.

Vocabulary

Elizabeth I

Mary Queen of Scots
James VI & I
Ann of Denmark, Queen of Scotland and England
Lord Burghley
Robert Cecil
William Walsingham
Sir James Melville of Halfhill
Shane O'Neill
Nine Years' War
Spanish Armada
Duke of Alba
Philip II of Spain
Sir Francis Bacon
Huguenots
Dutch Rebellion
French Wars of Religion
Jesuits
Seminary priests

OCT. 17-19

Establishing the Reformation in Scotland

Essay must be posted to the web site by 8 a.m. on Oct. 24.

Readings 6:

1. "Mary Queen of Scots Last Letter," at <http://www.nls.uk/digitallibrary/mqs/trans1.htm>
and Elizabeth I, "Letter to Mary Queen of Scots, 1587" at
<http://www.luminarium.org/renlit/elizlet5.htm>
2. "The Act for abolishing of the pope" *The Acts of the Parliaments of Scotland*, Vol. II, 1424-1567, (London: HMSO, 1816), 36-7.
3. "Act of Abolition [1593]," *The Acts of the Parliaments of Scotland*, Vol. IV, 1593-1625, (London: HMSO, 1816), 46-8.

Vocabulary

Secretary Maitland of Lethington
James Stewart, earl of Moray
James Douglas, 4th earl of Morton, (regent 1572-8)
Esme Stewart, Duke of Lennox and High Chamberlain of Scotland
"King's Men"
"Queen's Men"

Ruthven Raid
Second Book of Discipline
Presbyteries
Kirk Sessions
Imposition of Episcopacy (1606)

Essay 6: Defining the National Church–Scotland

Write a two page essay on the following question. Due Oct. 24.

Using the documents for this section, briefly describe the organization and beliefs of the Established Church in Scotland. How do they differ from those of the English church?

OCT 20 FALL BREAK

Oct. 24-26

Social Contract vs. Religious Duty

Critique of essay 6 due Oct. 26. In-class decision on best paper that day.

Essay 7 must be posted to the web site by noon on Oct. 31.

Readings 7:

1. Norman Jones, *The English Reformation*, 134-202.
2. *Early Modern England*, 133-200.
3. "A Copie of Mr. Fuller's Booke to the Queene," Albert Peel, ed. *The Seconde Parte of a Register Being a Calendar of Manuscripts under that Title intended for Publication by the Puritans about 1593, and now in Dr Williams's Library, London* (Cambridge: Cambridge University Press, 1915), 49-65.;
4. Will of Robert Cecil, Earl of Salisbury, HEH, HAP Box 15, folder 4. March 3, 1612/3. Transcribed by Norman Jones.
5. Will of Francis Hastings of Bosworth. HEH, HAP Box 15, folder 2. No date. After 1610?. Transcribed by Norman Jones.

Vocabulary

providentialism
Church Ales

sabbatarianism
commemoration of benefactors
status by ascription
status by action
Supreme Governor of the Church

Essay 7: Ecclesiologies

Write a two page essay on the following question. Due Oct. 31.

These documents represent attempts at once to impose and to resist the imposition of particular versions of religious organization and life styles. Identify the desired end of each party's vision. Upon what does each party base its position? Why is it important to state your theological position in your will?

Oct. 31-Nov. 2

Rationalizing the Reformation

Critique of essay 7 due Nov. 2. In-class decision on best paper that day.

Essay 8 must be posted to the web site by 8 am on Nov. 7.

Readings 8:

1. "Epistle Dedicatory," in William Perkins, *The first part of The cases of conscience* [Cambridge] : Printed by Iohn Legat, printer to the Vniversitie of Cambridge. 1604. And are to be sold in Pauls Church-yard at the signe of the Crowne by Simon Waterson, 1604), STC (2nd. ed.) / 19668. Available thorough Early English Books On-line [accessible through the USU Libraries site, under "e-books." Search for it under STC number 19668.
2. Richard Hooker, "A Learned Discourse of Justification, Works, and how the Foundation of Faith is Overthrown" at http://www.ccel.org/h/hooker/discourse_justification/discourse_justification.txt
3. "To the right puisant and and Terrible Priests, my cleargie masters of the Convocation House," in *Oh read ouer D. Iohn Bridges, for it is a worthy worke: or an epitome of the fyrste booke, of that right worshipfull volume, written against the puritanes, in the defence of the noble cleargie, by as worshipfull a prieste, Iohn Bridges, presbyter, priest or elder, doctor of diuillitie, and Deane of Sarum by Marprelate, Martin, pseud.* (Printed oversea, in Europe [i.e. East Molesey, Surrey : By Robert Waldegrave], within two furlongs of a bousing priest, at the cost and charges of M Marprelate, gentleman, 1588),

pp. 1-6. STC (2nd ed.) / 17453. Available through Early English Books On-line [accessible through the USU Libraries site, under “e-books.” Search for it under STC number 17453.

4. Francis Savage, *A conference betwixt a mother a devout recusant, and her sonne a zealous protestant* ([Cambridge] : Printed by Iohn Legat, printer to the Vniversitie of Cambrige, 1600). Bib Name / Number:STC (2nd ed.) / 21781. Available through Early English Books On-line [accessible through the USU Libraries site, under “e-books.” Search for it under STC number 21781.

Vocabulary

The Bloody Question
Cases of Conscience
William Perkins
recusants
separatists
Richard Hooker
The Laws of Ecclesiastical Polity
Martin Marprelate
Archpriest Controversy
presbyterianism
puritanism
via media
crypto Catholics

Essay 8: Christian Duty and Difference

Due Nov. 7.

The readings for this section suggest that there was tension among Elizabethan people when it came to dealing with religious difference. What are the theological and political roots of the tension? What were the major religious divisions? How did the state respond?

Nov. 7-9

Renaissance Culture

Critique of essay 8 due Nov. 9. In-class decision on best paper that day.

Essay 9 must be posted to the web site by 8:00 am Nov 14.

Readings 9:

1. John Donne, “Satyre III,” at <http://www.luminarium.org/sevenlit/donne/satire3.htm>
2. George Herbert, “Sinne I” <http://www.luminarium.org/sevenlit/herbert/thesin.htm>

3. George Herbert, "Prayer I" <http://www.luminarium.org/sevenlit/herbert/prayer1.htm>
4. Aemilia Lanyer, "To all vertuous Ladies in generall." at <http://www.u.arizona.edu/ic/mcbride/lanyer/sdrjladi.htm>
5. Christopher Marlowe, Act 5 of *The Tragical History of Doctor Faustus* at <http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.03.0010&query=scene%3D%2313&layout.norm=reg>
6. Thomas Campion, "My Sweetest Lesbia," at <http://www.luminarium.org/renlit/lesbia.htm> . Compare with Gaius Valerius Catullus, "VIVAMUS mea Lesbia, atque amemus" at <http://www.vroma.org/~hwalker/VRomaCatullus/005.html>
7. Sir John Davies, "Of The Soule of Man and the Immortalite Thereof," from *Nosce Teipsum* at <http://www.luminarium.org/renlit/humane2.htm>
8. Sir Francis Bacon, "Of Unity in Religion," Essays at <http://darkwing.uoregon.edu/~rbear/bacon.html#3>
9. Sir Francis Bacon, "On Superstition," Essays, at <http://darkwing.uoregon.edu/~rbear/bacon.html#16>

Vocabulary

William Shakespeare
 John Donne
 cleansing of the churches
 Ben Jonson
 Petrus Ramus
 William Perkins
 technometria
 supralapsarians
 Arminians
 Conscience
 skepticism
 Sir Francis Bacon
 internalization of sin
 empiricism

Essay 9: Disputed Truths

Essay must be posted to the web site by noon on Nov. 14.

The authors read for this week expressed various approaches to finding a satisfying religious truth. What were those ways? Do the authors share any assumptions? What are the implications for society of those assumptions?

Nov. 14-18

Britain, 1603-1640

Essay must be posted to the web site by eight a.m. on Nov. 14.

Critiques of Essay 9 due on Nov. 16. Decision on best paper that day.

Readings 10:

1. *Early Modern England*, 201-37
2. James VI & I, "On the Divine Right of Kings," a speech to Parliament, 1609 at <http://www.jesus-is-lord.com/kjdivine.htm>
3. Sections 1 and 2 of the Notes to the Translators' Preface to the King James Bible (1611), §6-10. at <http://www.jesus-is-lord.com/pref1611.htm#s2>
4. "To the Most high and Mighty Prince James, by the Grace of God King of Great Britain, France, and Ireland, Defender of the Faith, &c." Translators' Preface to the King James Bible (1611) at <http://www.jesus-is-lord.com/kjvpref.htm>
5. "8. The Case of the Five Knights, before the Court of King's Bench.," in Samuel Rawson Gardiner, ed., *Constitutional Documents of the Puritan Revolution 1625-1660*, 3rd ed., revised (Oxford: Clarendon Press, 1906), 57 at http://www.constitution.org/eng/conpur_.htm
6. "The Declaration of Sports" in Samuel Rawson Gardiner, ed., *Constitutional Documents of the Puritan Revolution 1625-1660*, 3rd ed., revised (Oxford: Clarendon Press, 1906), 17 at <http://www.constitution.org/eng/conpur017.htm>

Vocabulary

Charles I
The Declaration of Sports, 1633
Gunpowder Plot
Guy Fawkes
George Villiers, Duke of Buckingham
Arch bishop William Laud
The Personal Rule, 1629-40
Divine Right of Kings

Basilikon Doron (1599)
Beauty of Holiness
5 Knights Case
Sir Robert Cotton
Sir John Selden
Sir Robert Filmer
Lionel Cranfield

NOV 20-25 Thanksgiving Break. No class on Nov. 21.

Nov. 28-30

Essay 10: Constitutional Confusion

Essay 10 must be posted to the web site on Nov. 28.

Critiques due on Nov. 30; in-class discussion of best paper that day.

The early 17th century saw a constitutional crisis in Britain concerning the power of the King. Explain the Stewart monarchs' belief about the monarchy and explore the responses to royal authority in the courts, parliament and the the larger community. Why was there resistance to the royal authority? How did James understand his duty to God as a divinely appointed monarch?

Dec. 5-7

The British Civil Wars 1639-1660

Readings 11:

1. Early Modern England, 238-301
2. "Solemn League and Covenant for Reformation and Defence of Religion, the Honour and Happiness of the King, and the Peace and Safety of the Three Kingdoms of Scotland, England, and Ireland" at http://www.scotwars.com/17thcent/covenanters/the_solemn_league_and_covenant.htm
3. Thomas Cromwell on a soldier's death at Marston Moor in Thomas Carlyle, ed *Oliver Cromwell 's Letters and Speeches* 2 Vols.(London: Chapman and Hall, 1907), I, 151; Thomas Cromwell on the massacre at Lenthall in *Ibid.*, II, 48.

4. *A Relation of the Battel fought between Keynton and Edgehill, by His Majesty's Army and that of the Rebels*. Printed by his Majesty's Command at Oxford by Leonard Lichfield, Printer to the University, 1642. AT
<http://www.hillsdale.edu/dept/History/War/17e/ECW/1642-Edgehill-Royalist.htm>

5. *True and happy Newes From WORCESTER Read in the Honourable House Commons, Septem. 24. 1642*. At <http://www.lukehistory.com/resources/worcester1642.html>

6. “*Battel of Worcester*” at <http://www.lukehistory.com/ballads/btlwor.html>

7. Nicolas Proffet, *England's Impenitence Under Smiting, Causing anger to continue, and the destroying hand of God to be stretched forth still. Set out in a Sermon preached before the Honourable House of Commons, at a Publike Fast, Sept. 25, 1644* (London: 1645). [Wing P3647]

Vocabulary

Oliver Cromwell
Roundheads
Cavaliers
Grand Remonstrance
The Long Parliament
Root and Branch Petition, 1640
Wars of the Covenant [aka Bishops' Wars]
First Civil War 1642-46
Second Civil War 1648
Third Civil War 1649-51
Solemn League and Covenant, 1643
Battle of Naseby, 1645
Putney Debates, 1647
Battle of Preston, 1648
Battle of Worcester, 1651
Commonwealth
The Protectorate, 1653-59

Essay 11: Civil Wars

Essay must be posted to the web site on Dec. 5.

Critiques due Dec. 7; in-class discussion of best paper that day.

How did people justify their resistance to Charles I? Was there a difference between English and Scottish arguments about resistance? How did they explain the causes of the wars?

Dec. 8 last day of class

Dec. 12

Portfolio essay due Dec. 14 at 9:30 a.m. It must be turned in at the History office, M 323. Those who wish to get it back quickly should provide a stamped, self-addressed envelope.