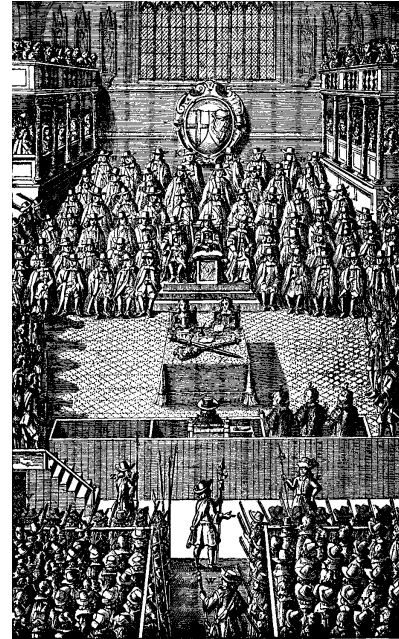


His 5250, Fall 2016, Coleman 2750, Newton Key, Wed. 7:00-9:30
Riot, Rebellion, and Revolution in the Early Modern World

“When great revolutions are successful their causes cease to exist.... The very fact of their success has made them incomprehensible.... The most perilous moment for a bad government is one when it seeks to mend its ways.” Alexis de Tocqueville, *Old Regime and the French Revolution* (1856)

"[N]ationality, nationalism, nationhood.... Surely no other part of the legacy of the French Revolution has had such historical resonance. I find it odd that people should have treated as a joke the remark of Chou En-Lai, who, when someone asked him about the significance of the French Revolution is said to have replied, ‘It is too soon to tell.’” John Roberts, "Goodbye to all that?," *History Today* (Aug. 1991)

“My brother's back at home with his Beatles and his Stones. / We never got it off on that revolution stuff. / What a drag, too many snags.” David Bowie, “All The Young Dudes” (1972)



week 1. Introduction: Beyond Modernization (and Westernization)?, 24 Aug.

- a. Questions
 - i. Why early modern? What is early? Modern? (Is there an early modern revolution exist?)
 - ii. Why Europe? Compare and contrast westernization with modernization? (Are European/Western revolutions unique? Prototypical?)
 - iii. Why Revolution? Compare and contrast revolution and riot/rebellion/evolution? (Are historians comparative?)

week 2. Theory: Searching for definition, 31 Aug. (OD)

- a. Engels, “The Bourgeois Revolution” (3-6)¹
- b. Marx and Engels, *The Communist Manifesto*, parts I, II, and IV (469-83 & 499-500)²
- c. Parker, “Approaches to Revolution,” *Revolutions and the Revolutionary Tradition* (1-14)
- d. Baker and Edelstein, “Introduction,” *Scripting the Revolution* (1-21, & notes)³
- e. Zotero (in-class)

week 3. Theory: Riot, Rebellion, and the Meaning of Politics, 7 Sept. (OD)

- a. Reay, “Riots and the Law” (168-97)⁴
- b. Wood, “Interpreting Popular Politics in Early Modern England” (1-22)⁵
- c. Rebellion Assignment (group presentations): German Peasants' War or Revolt (1524-1525); Münster Rebellion (1534-1535); Prayer Book Rebellion (1549); Northern Rebellion (1569); or St. Bartholomew's Day massacre (1572).

¹F. Engels, “The Bourgeois Revolution” (introduction to *Socialism: Utopian and Scientific*, 1892), reprinted in Lawrence Stone, *Social Change and Revolution in England, 1540-1640* (New York, 1965). D2L

²Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), in *The Marx-Engels Reader*, 2nd ed., ed. Robert C. Tucker (New York, 1978). D2L

³Keith Baker and Dan Edelstein, eds., *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions* (Stanford, 2015). D2L

⁴Barry Reay, *Popular Cultures in England, 1550-1750* (London, 1998), ch. 6. D2L

⁵Andy Wood, *Riot and Popular Politics in Early Modern England* (Basingstoke, 2002), intro. D2L

week 4. The Seventeenth-Century World: Food & Family, 14 Sept. **(OD)**

- a. Parker, *Global Crisis*, Prologue & Introduction (xv-xxix), Part I, “The Placenta of the Crisis” (1-109)
- b. ESTC → EEBO Assignment
- c. **Quote Response (1 of 4)**

week 5. The Century of Revolutions and the British Isles: Do Models Need Apply? (Structural or Contingent?), 21 Sept.

- a. Parker, *Global Crisis*, chs. 11-12 (324-58, 359-95)
- b. Kishlansky, Charles I (54-105, 110-111)⁶
- c. Adamson, “High Roads and Blind Alleys—the English Civil War and its Historiography” (1-35), 225-240)⁷
- d. **Quote Response (1 of 4)**
- e. Office Meeting (to plan research focus)

week 6., Regicide and Revolution, Online class only **(OD)**

- a. Kesselring, *Trial of Charles I*, part I
- b. Hughes, “The English Revolution of 1649,” *Revolutions and the Revolutionary Tradition* (34-55)
- c. Primary source (EEBO) assignment one **due**

week 7. Who Did It?: English Revolution(s) in Comparative Context, 5 Oct.

- a. Parker, *Global Crisis*, Part IV, “Confronting the Crisis,” chs. 17-18 (505-585)
- b. Kesselring, *Trial of Charles I*, part II
- c. Primary source (EEBO–TCP) assignment two **due**

week 8. Free Radicals?, 12 Oct. **(OD)**

- d. Hill, *World Turned Upside Down*, intro. & chs. 1-7 (12-150)
- e. Key and Bucholz, “Civil War and Revolution”⁸ (170-207)
- f. **Quote Response (1 of 4)**

week 9. Are Revolutions Popular?; Are They Radical?, 19 Oct.

- a. Hill, *World Turned Upside Down*, chs. 8-10 (151-258), 15-18 (306-386)
- b. MacLachlan, “Levelling out the Revolution” (part)⁹
- c. Kesselring, *Trial of Charles*, part III
- d. **Quote Response (1 of 4)**

week 10. Glorious Revolution as an archetypal revolution, 26 Oct. **(OD)**

- a. Speck, “1688: A political revolution,” *Revolutions and the Revolutionary Tradition* (53-67)
- b. Bucholz and Key, “Restoration and Revolution, 1660-1689” (esp. 294-314)¹⁰
- c. Pincus, *1688*, Introduction, chs. 1-2
- d. Primary source assignment three **due**

⁶Mark Kishlansky, *Charles I: An Abbreviated Life* (London, 2014), chs. 4-6. [possibly 5-6 only] D2L

⁷John Adamson, ed., *The English Civil War: Rebellion and Revolution in the Kingdoms of Charles I* (Basingstoke, 2009), intro. D2L

⁸Newton Key and Robert Bucholz, eds., “Civil War and Revolution,” in *Sources and Debates in English History, 1485-1714*, 2nd ed. (Oxford, 2009). D2L

⁹Alastair MacLachlan, “Levelling out the Revolution,” in *The Rise and Fall of Revolutionary England: An Essay on the Fabrication of Seventeenth-Century History* (New York, 1996), part ch. 5. D2L [may be replaced]

¹⁰Bucholz and Key, *Early Modern England*, part ch. 9. D2L

- e. Office Meeting (to approve research comparison)

week 11. Glorious Revolution: a constitutionalist, an idealist, a materialist, or a revisionist explanation?, 2 Nov.

- a. Pincus, *1688*, part III (chs. 8-10)
- b. Glassey, "In Search of the *Mot Juste*" (1-32)¹¹
- c. **Quote Response (1 of 4)**

week 12. Revolution and Modernization?: The Case of 1688, 9 Nov. Or Online Class Only (TBA)

- a. Pincus, *1688*, part V (chs. 14-15)
- b. Sowerby, "Pantomime History" (236-258)¹²
- c. Research introductory paragraph, bibliography, and outline **due**

week 13. So was there a 17th Century Crisis?; A 17th Century English Revolution?; Really?, 16 Nov.

- a. Readings TBA based on your chosen revolution
- b. Critique of colleague's introduction, outline, and bibliography **due**
- c. **Quote Response (1 of 4)**

week 14. Final reports from the front, 30 Nov.

- a. 12-Minute Reports (with five-minute critique from respondent)

week 15. Conclusion. 7 Dec .

- a. Research paper due

In this seminar we study different approaches to early modern riots, peasant revolts, urban revolts, and revolutions, primarily in the 17th century. We examine and use models and theories drawn from modern revolutions, as we explore disturbances and other events collectively known as the General Crisis of the 17th Century. We examine the relation between radical thought and action as well as the social/cultural history of revolutionary situations in the early modern world. Student research will become familiar with 17th century newsbooks, newsletters, and pamphlets, and test or apply theories and models studied during the semester to original research on a revolutionary situation in England, between 1640 and 1690, as well as compare arguments drawn from their evidence to historians' findings on a different period or place.

D2L = EIU Online; OD = Online discussion (D2L); HO = Handout;
Jstor = any Booth Library Electronic Journal database



¹¹Lionel K.J. Glassey, "In Search of the *Mot Juste*: Characterizations of the Revolution of 1688-9," in *The Final Crisis of the Stuart Monarchy: The Revolutions of 1688-91 in Their British, Atlantic and European Contexts*, ed. Tim Harris and Stephen Taylor (Woodbridge, Suffolk, 2013). D2L

¹²Scott Sowerby, "Pantomime History (review essay)," *Parliamentary History* 30, no. 2 (June 2011). JStor and D2L

Details and Fine Print

- a. I have two offices **3725 Coleman Hall**, where I have scheduled office hours T and Th 9:30–10:30, and by appointment; and **Faculty Development Office**, 1116 Booth Library (lower floor, North side), where I have scheduled office hours W 1:30–4:00, Th 1:00-3:15, and by appointment. I am in one of these offices virtually every day (often M, T, 1:00-3:00, 1116 Booth Library), and I am happy to speak with you if I am not in a meeting, on the phone, etc. Just knock. To set up a time to meet, email (nekey@eiu.edu) or phone (217-581-7051).
- b. Online syllabus <http://ux1.eiu.edu/~nekey/syllabi/5250.htm> will be updated regularly. News related to upcoming meetings/assignments and relevant revolutionary stuff will be posted on Brightspace (D2L). Seminar members are expected to
- Participate (20%) in Online discussions and in class discussion (both will be graded, but lowest grades dropped), as well as give research reports;
 - Write
 - four response essays (20%, see below),
 - lead-up to research paper assignment (20%, including reports on EEBO, newsbooks, and research bibliography),
 - a critique of peer's hypothesis and outline (5%), and
 - an original source research paper (40%).
- c. All assignments are to be typed, double-spaced, 12-point serif font. Research paper will use pamphlets from Early English Books Online to analyze the documents of one particular aspect of the English Revolutions, 1640-89 and compare it with a similar aspect of any other 17th-century rebellion or revolution, in order to evaluate the use of (a) the theories of revolution, (b) the historical approaches to specific revolutionary moments. In other words, it asks for both a historiographical and a comparative perspective. Most will contextualize (in the broadest sense) some aspect of the trial of Charles I.
- d. Reading is somewhat extensive and very intensive. Take notes. An annotated bibliography on some of the readings above is required.
- e. For Response essays (typed double-spaced; 550 words maximum) respond to the quote for that week (thinking about the readings and subject for that week) and bring your response to class for discussion. Each essay should:
- discuss and position two of the week's readings in relation to the quote;
 - express a point of view (that is position yourself);
 - use at least one piece of evidence (may be a primary-source quoted by one of the other historians) to back that position; and
 - suggest the type of evidence that might be investigated to substantiate your position further. You may focus on one aspect of the quote.

**Assigned Books (TRS)**

- Hill, Christopher. *The World Turned Upside Down: Radical Ideas During the English Revolution*. London: Penguin Books, 1972, 1984.
- Kesselring, K. J., ed. *The Trial of Charles I*. Peterborough, Ont.: Broadview Press, 2016.
- Parker, David, ed. *Revolutions and the revolutionary tradition in the West, 1560-1991*. London: Routledge, 2000.
- Parker, Geoffrey. *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, 2014.
- Pincus, Steven, *1688: The First Modern Revolution*. New Haven: Yale University Press, 2009.

