

Burch Exploration, Colonialism, and Violence in England and Ireland Summary

Burch Programs and Honors Study Abroad

Title of Program: BFRS 320: Burch Seminar in London, the UK, and Ireland

Early Modern Worlds: Exploration, Colonialism, and Violence

Faculty Director: Professor Wayne Lee, Department of History

Program Location(s): London, England
Munster, Ireland

Affiliation(s): UNC's Centre for European Studies at Winston House

Total Credit Hours: 6

Proposed Courses: HNRS 353: Early English Exploration and Colonization

HIST 398H: Undergraduate Seminar in History: Violence in the Early Modern Western World

Contact Hours: 96 contact hours for both courses combined

BURCH SEMINAR PROPOSAL

BFRS 320: Burch Seminar in London, the UK, and Ireland Early Modern Worlds: Exploration, Colonialism, and Violence

Summer 2017
6 weeks, late May – early July

Professor Wayne Lee
Department of History

Aug. 1, 2015

1. PROGRAM OVERVIEW

English exploration and colonization occurred within the context of European history. It is not an "American" story. Simultaneously, however, those explorers and colonists encountered new ways of life and new peoples. In the process all the players transformed and were transformed. This program combines two thematic courses to fully situate the students in both European precedents and colonial transformations. It explores how European (especially English) society functioned, and it examines how it was transformed in the New World. It does so not only by examining the primary accounts and documents associated with early colonization, but also by examining the theme of violence in both the old and new worlds. How did violence function in the old world versus the new? What role did violence play in ordering society and then disordering it to create room for transformations?

The students in this Burch Field Seminar will begin by exploring the many kinds of violence that existed in Europe and England, from domestic abuse to village "skimmingtons" to political riots and rebellions, to international war. This will include trips to key sites in England where we can examine the unfolding of collective violent behavior and understand how societies are shaped by people in relationship to place. Simultaneously, we will learn how to conduct research in early modern materials, learning how to use archival, edited, and online sources, up to and including learning 16th-century English paleography. We will then turn to the nature, ideology, and process of the colonial project, both in Ireland and across the sea in North America. This section of the course will rely heavily on primary sources, exploring both the English and Native American experience. Visits to key resources in London (the Maritime Museum, the British Library, and the National Archives) as well as more distant sites at Plymouth and in Munster will be integrated into this aspect of the course. Finally, we will return to the theme of violence, now examining the continuities and transformations of violence in the New World. At this point in the class students will also begin research projects examining a specific case study of collective violence, using archival and secondary materials. Readings will diminish as the intensity of their research effort picks up.

Students from the University of North Carolina–Chapel Hill will travel with me to London during for six weeks during the summer of 2017. They will receive credit for six hours (we will meet an average of 3 hours a day, 5 days a week, with longer contacts during trips and museum visits). Some of these two courses will take places as formal classroom lectures and discussions, but we will also spend some time in various museums, archives, and sites in England and Ireland.

II. ACADEMICS

Students on this 6-week program will be enrolled in the following two academic courses (three credits each):

- *HNRS 353: Early English Exploration and Colonization*
- *HIST 398H: Undergraduate Seminar in History: Violence in the Early Modern Western World*

During the first two weeks, students will spend the majority of academic contact hours on the *Violence in the Early Modern Western World*, the next two weeks will shift to the *Early English Exploration and Colonization* course, while the final two weeks will combine them and see the students begin their research.

Both courses have been taught previously, Early English Exploration has been taught in the Honors Carolina Program as 353, while the Violence course has been taught in the past both as a HIST 398 and as a First Year Seminar (HIST 89.001). Here it would follow the 398 outline and produce a substantial research paper.

Alternating with thematic content during all six weeks will be instruction in research methodology associated with the early modern period. The written components form a part of the grade for the Early English Exploration class. This will include the following topics:

- I. Oxford English Dictionary
- II. Dictionary of National Biography / Dictionary of American Biography
- III. Early English Books
- IV. Evans (Early American Imprints)
- V. Letterpress (Edited) Colonial Documents series
- VI. Probates
- VII. Calendar of State Papers - America & West Indies
- VIII. State Papers - Domestic (original manuscripts)
- IX. State Papers (accounting)

Outline of academic coursework:

1. *Undergraduate Seminar in History: Violence in the Early Modern Western World*
3 undergraduate credits
Course number: History 398H,
General Education: Experiential Education (EE), Communication Intensive (CI)

Description:

This course will explore several "case studies" or contexts for violence and try to relate them not only to their social setting, but to each other. Both the readings and the assignments are designed to force broad thinking about the nature and consequences of violence. The majority of the early part of the course will be group discussions of the readings as well as some site visits, combined in alternation with research methodology (alternating will allow students more time to do substantial readings for discussions on every other day).

Readings:

selections from Ruff, Julius. Violence in Early Modern Europe, 1500-1800. Cambridge: Cambridge University Press, 2001.

Documents from Smail, Daniel Lord and Kelly Gibson, eds. Vengeance in Medieval Europe: A Reader. Toronto: University of Toronto Press, 2009. pp. 51, 75-6, 87, 139, 142-5, 157-60, 165, 266-70, 305-6, 334-47, 393-6, 456-8.

Volckart, Oliver. "The Economics of Feuding in Late Medieval Germany." *Explorations in Economic History* 41 (2004): 282-299.

Shoemaker, Robert B. "The Taming of the Duel: Masculinity, Honour and Ritual Violence in London, 1660-1800." *Historical Journal* 45:3 (2002): 525-45.
Ruff, 73-87

Cunnington, B. Howard. "A 'Skimmington' in 1618." *Folklore* 41 (1930): 287-290.

Kent, Joan R. "Folk Justice and Royal Justice in Early 17th Century England: A Charivari in the Midlands." *Midland History* 8 (1983): 70-85.

Thompson, E.P. "The Moral Economy of the English Crowd in the Eighteenth Century." Past & Present. 50 (1971): 76-136.

Bindoff, S.T. Ket's Rebellion. London: The Historical Association, 1949. (Course website)

Froissart, Jean. "The Peasant Revolt in England." in Chronicles, Trans. Geoffrey Brereton, 211-230. New York: Penguin Books, 1968. (Course website)

Handout on peasant demands (1450, 1525 (Germany), 1549)

Manning, Roger. Ch. 5 of Swordsmen: "Private Warfare and the Language of the Sword," pp. 141-92.

Bennett, Matthew. A Legality and Legitimacy in War and its Conduct, 1350-1650, @ 264-77, in Frank Tallett & D. J. B. Trim, eds. European Warfare, 1350-1750 (Cambridge: CUP, 2010). (Course website)

Williams, Roger. A Brief Discourse of Warre. London: Thomas Orwin, 1590. (~45pp)

Documents from Helfferich, Tryntje. Ed. and trans. The Thirty Years War: A Documentary History (Indianapolis, IN: Hackett Publishing Co., 2009) (~60pp)

Grimmelshausen, H.J.C. von. The Adventurous Simplicissimus. trans. A.T.S. Goodrick. Lincoln, Neb: University of Nebraska Press, 1962: 32-35.

Requirements:

Students will be expected to have completed all the reading before the relevant lecture/excursion, and to keep a journal of their readings (25%). The final research paper will count 50%; participation will count for 15%, and assorted small research methodology assignments will count 10%.

2. *Early English Exploration and Colonization*

3 undergraduate credits

Course number: HNRS 353

General Education: Historical Analysis (HS)

Description:

This course immerses students in the primary sources of the English and Native American experience of colonization and exploration in the sixteenth and seventeenth centuries. This is very much a course about *mentalite* rather than events or social history. It is designed to query the mindset of the English who appeared on the eastern seaboard of North America, and how they understood the land and people they found, and also how those Native Americans came to understand them. In general, for each region we will look at primary materials first (or literary representations of the experience), using the sources to decode how the participants were thinking and interpreting their experiences.

Structure:

In addition to traditional seminar time during which we will discuss the reading, we will also spend substantial time in several museum and sites related to the colonial period, including the Maritime museum at Greenwich, the Mary Rose museum in Portsmouth, a performance at the Globe Theater, and sites related to English colonization in Ireland (primarily in Munster).

Readings:

Bradford, William. *Of Plymouth Plantation*. New York: McGraw-Hill Companies, 1981. ISBN: 0075542811 \$7.50

- Deetz, James and Patricia Scott Deetz. *The Times of Their Lives: Life, Love, and Death in the Plymouth Colony*. New York: Anchor, 2001 ISBN: 0385721536 \$14.50
- Dunn, Richard S. ed. *The Journal of John Winthrop, 1630-1649*. Cambridge: Belknap Press of Harvard University Press, 1996 (**abridged ed.!!**). ISBN: 0674484274 \$36 (find used!)
- Horn, James. *A Land as God Made It: Jamestown and the Birth of America*. New York: Basic Books, 2006. ISBN 0465030955 \$12
- Haile, Edward Wright. Ed. *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony*. Champlain, VA: Roundhouse, 1998. ISBN 0966471202 \$35
- Kupperman, Karen. *The Atlantic in World History*. New York: Oxford University Press, 2012. ISBN 019533809X \$14.08
- Quinn, David B. and Alison M. Quinn, eds. *The First Colonists, Documents on the Planting of the First English Settlements in North America, 1584-1590*. Raleigh: North Carolina Division of Archives & History, 1996. ISBN: 0865261954 \$12.00
- Shakespeare, William. *The Tempest*. New York: Viking Penguin, 1999. ISBN: 0140714855 \$3.95
- Williams, Roger. *A Key into the Language of America*. Bedford, Mass.: Applewood Books, 1997. ISBN: 1557094640 \$12.95 (OPTIONAL, because it is also available online through EEBO)

Requirements:

Each week I will outline specific issues for students to examine for in the readings, and they will be expected to discuss them in class. Participation will constitute 20% of the grade. Given the heavy reading requirements of this course, we will have a number of smaller written assignments, but no large research paper. Over the course of the summer students will do nine "small assignments" involving learning how to do research in early modern history. These assignments will be compiled into a notebook and graded as a single whole, counting for 30% of the grade.

- I. Oxford English Dictionary
- II. Dictionary of National Biography / Dictionary of American Biography
- III. Early English Books
- IV. Evans (Early American Imprints)
- V. Letterpress (Edited) Colonial Documents series
- VI. Probates
- VII. Calendar of State Papers - America & West Indies
- VIII. State Papers - Domestic (original manuscript)
- IX. State Papers (accounting)

2. Students will write book reviews of the secondary books (Horn and Deetz). The reviews should be 500-750 words each, and should include: (1) information on the author and his qualifications or experience; (2) a brief description of the organization and scope of the work; (3) a statement of the thesis or purpose or theme of the work; (4) evaluation of the success of the author in achieving that thesis or purpose. 10% for the first, 15% for the second = 25%
3. The class concludes with a final exam take home essay (7-10 pp) comparing some aspect of the experience of settlement/development in New England and the Chesapeake. = 25%

III. Program Travel

As shown in the class schedule (see section V below), several trips related to both courses will be made to relevant sites. Logistics should be relatively simple, since all but one can be done as day trips, and several are in London. We will visit the archives at the British Library and at the National Archives; the maritime museum in Greenwich, the HMS Mary Rose and HMS Victory at Portsmouth; the site of Kett's Rebellion in Norwich; and several sites in Munster in Ireland (this will involve two nights in Ireland).

IV. Program Logistics

- a. *Affiliation* – Making use of Winston House, the University of North Carolina's Centre for European Study as a home base in London, classroom space will be made available for the seminar. Winston House staff also have a relationship with the Senate House Library, which we can make available to students for research. Additionally, the 2 full-time staff at Winston House support the logistical arrangements for the course including program travel, Oyster Cards for local London travel, risk management support, and on-site orientation.
- b. *Student Housing* – Students will be housed with our long-time partner for student housing in London, Acorn of London. Acorn provides a discounted rate to UNC for housing students within walking distance from Winston House.
- c. *Communications* – Winston House is a primary communication point for the University Program Management. Additionally, we can arrange for the lead faculty to have a cell phone and encourage all students to have a local phone or use their US phone with an added plan with the minimum of a wireless calling app. Internet access is available both in Winston House and in Acorn flats.
- d. *Safety and Security* – A safety overview will be provided prior to departure as well as on the ground at Winston House. This usually involves local constabulary advise and local safety procedures as well as the UNC safety protocols enrolling all in HTH Insurance, the Global Travel Registry, and US Department of State STEP Program.

- e. *Medical care* – Medical care in the UK is easily available and high quality. Using the HTH Insurance, students can use either the website or a mobile application to identify the appropriate medical provider for the situation.

V. Combined Class Schedule

A. Prior to arrival in London, students should read (*page details to be added later*):

- *selections* from Ruff, Julius. *Violence in Early Modern Europe, 1500-1800*. Cambridge: Cambridge University Press, 2001.

- Kupperman, Karen. *The Atlantic in World History*. New York: Oxford University Press, 2012

Week 1: Village Violence, Feuding, and Rural Rebellion; Research methodology.

This week is classroom and library heavy, as we will lay the foundations for how to do work in early modern history. This will include trips to the British library to begin study in 16th-century paleography (which necessarily continues throughout the course), as well as a trip to the National Archives at Kew. Both trips will show students how to work in original manuscript documents, explaining the relationship between calendars and archiving systems. I do not intend to abandon them to explore randomly, but will have targeted collections and even specific documents that I will assign to each. At the end of the week we will be studying Kett's Rebellion (1549) and we will travel to Norwich (an easy train ride) to examine the urban-rural relationship that dominated that rebellion (many of the sites relevant to the rebellion remain intact). I have a colleague at the University of East Anglia who will provide some coordination support.

Week 1, Day 1 (1.1): Course introduction; orientation to the British Library.

1.2 Village Violence, Feud, and Rural Revolt

1.3 Orientation to The National Archives (Kew)

1.4 Travel to Norwich and site of Kett's Rebellion (all day).

Week 2: War in Early Modern Europe; Research Methodology; begin switch to Early English Exploration course: English colonization and the Roanoke colony

We will continue some methodology work this week (meaning continued use of the British Library and manuscript resources there), and we will go to the British Museum to see the original John White drawings from the Roanoke Colony. I also hope to arrange a visit to the Royal Armories at the Tower (through contacts I have there) as part of our discussion of war in Early Modern Europe. If not, there are other museum resources for war in the period. On the weekend we will travel to Ireland to visit sites associate both with English colonization there during the Tudor period and with early English exploration in North America. The topics join in the person of Sir Walter Raleigh and his estate in Munster, which preserves a house where Thomas Hariot (of the Roanoke Colony) lived. I have a contact who may allow us to visit Edmund Spenser's house there (Kilcolman), and there are several local period fortifications relevant to understanding how the English understood the colonizing process. We can also visit the National Library of Ireland, which holds some key original color map surveys/drawings of

English fortifications designed to establish control over the region in the wake of the Nine Years' War (O'Neill's Rebellion).

2.1 War in Early Modern Europe; afternoon visit to military museum, possibly the Tower. (OED and DNB assignments due)

2.2 English Colonization in Ireland; afternoon visit to BM for J. White drawings.

2.3 travel to Cork; overnight there

2.4 Tour sites in Munster related to English colonization and Walter Raleigh; drive to Dublin; overnight there.

2.5 National Library of Ireland; Trinity College archives; Museum of Archaeology; overnight Dublin

2.6 Travel to London

Week 3: The Atlantic and navigation and the Jamestown Colony

This week shifts to the early exploration and colonial period. Key to understanding that is to understand navigation and maritime technology. We will visit the Maritime Museum in Greenwich and then on the weekend we will go to Portsmouth to see the HMS Mary Rose, the recovered period ship, which also has many displays on contemporary maritime technology. We can also visit the HMS Victory, relevant to the warfare portion of the class and our discussion of military professionalization that occurred over the 18th century. I hope that the Globe Theater will be playing the *Tempest*, which was in many ways a dramatization of English ideas about the New World, and which the students will be reading as part of the course, but I can't control their plans!

3.1 Maritime museum visit

3.2 Roanoke (classroom)

3.3 Jamestown (classroom)

3.4 Portsmouth visit (HMS Mary Rose and HMS Victory) (EEBO, Evans, and Col Recs assignments due).

3.5 Globe performance of *The Tempest* (if available) (research bibliography due)

Week 4: English Puritanism; Early New England; English-Indian conflict.

As we move from examining Jamestown to looking at the Pilgrim and Puritan colonies, we will be examining the nature and development of English puritanism. As part of that we will visit some churches, High and Low Anglican, to help them understand the controversies over vestments, altar rails, and other church decorations. Student research should be a priority this week.

4.1 Plymouth colony (classroom)

4.2 Massachusetts colony I (classroom) (afternoon visit to a high church site; Lambeth Palace?)

4.3 Guided Research and paleography work at the BL.

4.4 Massachusetts colony II (classroom) (afternoon visit to City of London museum)

Week 5: Native American Violence; Rebellion in the Colonial World

Ramping down visits for the last two weeks as students do their research papers, but much of that research will be done in the local libraries (both UCL and British). This week and the next are heavily invested in readings exploring how Native Americans understood the Europeans. Native "voices" as such don't exist except as reported by European colonists, but we will be reading them through an anthropological lens to tease out Native American ideologies and concerns.

5.1 Native American Violence (classroom)

5.2 Anglo-Indian wars (classroom)

5.3 Colonial Rebellion (classroom); (Deetz and Horn book reviews due)

5.4 Guided Research and paleography work at the BL

Week 6: War in the colonial world; Student research

as above Week 5.

6.1 War in the Colonial (classroom) (State Papers assignment due)

6.2 Student Research

6.3 Student Research

6.4 Classroom wrap-up. (final research papers due)