University of Missouri
Summer 2026

The Glorious Revolution in Oxford

GN HON 3231H

Revolutions and Constitutions Honors Sequence

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Cover image: The Prince of Orange landing at Torbay as depicted in an illustration by Jan Hoynck van Papendrecht. Wikimedia.

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Meeting Times: Arranged
Summer session 2026

Location:
Rothermere American Institute
University of Oxford

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Course Description

This course provides an entry point into the study of global history through an intensive examination of the Glorious Revolution in England, its repercussions throughout the world, and its legacies and meanings over time. As an extension of the Kinder Honors "Revolutions and Constitutions" sequence, the course approaches the Glorious Revolution as a laboratory for place-based learning as well as a chance take a deep dive into the world-wide significance of a revolution often touted as a milestone in constitutional history. The cornerstone of the Kinder-RAI Summer School, the class is embedded into a four-week study abroad experience at the University of Oxford. This 4-credit hour course combines three credit hours of classroom learning with an additional 1-credit hour of experiential engagement through a suite of intellectually complementary fieldtrips and excursions to places of interest in Oxford and its surrounds.

Honors Statement

This collaboratively taught course is delivered through a unique partnership between the Kinder Institute at the University of Missouri and the Rothermere American Institute at the University of Oxford. Students will be exposed to authentically Oxford style instruction, immersed in the culture and accommodations of Corpus Christi College, and challenged to adapt to the expectations of a new learning environment. The course pushes students to leverage the opportunities of place-based learning, to extend their knowledge of revolutions and constitutions by zeroing in—in a sustained manner—on a single case of their convergence via the history of the Glorious Revolution, and to wrestle with the political, social, and cultural legacies of this past today.

Course Goals

1) To use the history of the Glorious Revolution to deepen theoretical and historical understandings of revolutions and constitutions.
2) To use the Glorious Revolution to illustrate how revolutions and constitutions continue to shape the modern world.

Learning Objectives

1) To extend critical literacies for assessing, analyzing, and interpreting the significance of revolutions and constitutions in a global context.
2) To grasp the history and legacy of the Glorious Revolution throughout the world.
3) To demonstrate close-reading skills and a capacity to critically engage with primary sources as well as a wide-ranging selection of secondary material.
4) To show a facility for participating in respectful and engaged intellectual discussions.
5) To build arguments about the nature, history, and theory of the revolutionary and constitutional visions at play in histories of the Glorious Revolution.

Anthony Van Dyck, *Charles I in Three Positions* (1635-1636). Wikimedia.

Assignments

Assignment	Weight
Participation and Attendance	20%
Weekly Essays x4	25%
Archival Primary Source Project	20%
Summative Tutorial	25%
Reflection Papers 2x	10%

I. Participation and Attendance (20%)

Attendance and participation are essential components of a study abroad experience. Getting the most out of the program requires prioritizing your time in class as well as actively engaging with your Oxford lecturers, each other, and the intellectual stakes of the material. As such, participation and attendance in this course make up a substantial proportion of your final grade (25%).

Attendance: Any genuinely extraordinary circumstance that prevents your attendance in class will be accommodated. In all other cases, however, there is a strict expectation for students to be present at all class sessions. Beyond impacting your grade, failing to meet this requirement may result in dismissal from the program or other disciplinary actions. If an extraordinary circumstance does prevent your attendance in class, please email Dr. Coleman immediately.

Participation: Your participation in this course will be assessed holistically by Drs. Coleman and Rowe based on an evaluation against the following general benchmarks:

A = Always contributes, in an engaged and substantive fashion. Shows curiosity in the material by asking and answering questions as well as listening and responding to other students' remarks in a manner that exemplifies academic interest, respect, and generosity. Shows enthusiasm for learning through the quality of their interactions with readings, peers, and activities during discussion.

B = Contributes most times with questions or direct engagement with course material, but not always as substantively. Acknowledges peers' comments or questions but tends to focus only on their own ideas. May occasionally disengage when not actively contributing.

C = Often does not contribute or engages minimally with peers and course materials. May participate well but very infrequently. May engage with the class in a way that does little to demonstrate active listening.

D = Rarely participates, never fully or responsively. Demonstrates little meaningful engagement with course materials. May exemplify hostility or overzealous argument when engaging with peers or instructors.

F = Never participates. Demonstrates little to no meaningful engagement with course materials.

Please note: participation is not evaluated purely on the frequency of your contributions. Quality of contribution is much more significant than quantity.

- The best kind of participation requires preparing well for class and listening carefully.
- It means engaging respectfully and empathetically with your instructors and your peers.
- It means when not speaking that we listen attentively—using respectful body language and/or taking notes.
- And it means supporting a community that looks out for one another as we address topics, themes, and language that may, at times, be challenging or uncomfortable.

Speaking frequently is not a prerequisite for making a positive impact. But failing to attend class, routinely arriving late, conducting side conversations, or spending class time engaged with your phone or laptop instead of our discussion, for example, can detract from everyone's experience. Although we expect speaking in class to come with a certain amount of nervousness, if you find you are experiencing insurmountable obstacles that are hindering your participation in class, please reach out. We can discuss strategies for you to be successful throughout this course.

II. Weekly Essays (25%)

The weekly tutorial essay is a hallmark of learning in the Oxford system. To replicate this, you will submit a 1,000-word essay at the end of each week of class (four essays in total). These essays will construct an argument in response to a prompt distributed at the beginning of each week of class, and in the process will holistically place the week's lectures, assigned readings, and any further research or reading of your own into conversation.

Weekly Essays will be assessed on a complete/incomplete basis. A "complete" essay will: Be submitted on time and at the appropriate length (late submissions or submissions more than 10% above or below the target length **do not** receive credit); Demonstrate familiarity with assigned readings; Wrestle with what kinds of "evidence" you might bring to support your response (what would you say to convince a sympathetic but skeptical friend that you are making a sound argument?).

Due dates and length of Weekly Essays

Week 1: Sunday, July 13 (1,000 words)
Week 2: Sunday, July 20 (1,000 words)
Week 3: Sunday, July 27 (1,000 words)
Week 4: Tuesday, July 29 (500 words)

Students who develop a track record of consistently excellent Weekly Essays may, at the instructors' discretion, be awarded extra credit. Grading for this task is as follows: 4 passable essays = 100%; 3 essays = 85%; 2 essays = 75%; 1 essay = 50%; zero essays = 0%.

III. Archival Primary Source Project (20%)

This assignment tasks you with visiting a special collections research archive in Oxford and engaging with their staff and physical collections with a view to identifying ONE archival source relevant to the history and legacy of the Glorious Revolution, broadly conceived. Once a source is selected, you will write a 750-word paper making a case for its significance as well as reflecting on the process, and best practices, of historical interpretation (in other words, what does one need to know to form a viable interpretation of the source in question?). Further details on this assignment, including a list of potential archives to choose from will be distributed separately. Due Thursday 24th July (Week 3).

IV. Summative Tutorial (25%)

The final session of the course (Thursday, Week 4) will take the form of an Oxford tutorial/oral exam. The tutorial offers an opportunity to showcase knowledge, demonstrate skills and insight, and connect various parts of the course together in a relaxed small group discussion with Dr. Coleman and Dr. Rowe. In this setting, you will have the chance to talk in-depth about your weekly essays, identify and engage with key themes and topics from the course, and develop your ideas in conversation with your professors and tutorial partners.

Each tutorial will be 30 mins and conducted in groups of ~3 students, selected by lottery. You will be assessed on your capacity to engage in respectful and generative discussion, your ability to demonstrate familiarity with assigned materials, and your aptitude for critical and original thinking. Preparation and punctuality matters. But rather than focus on reciting the "right" answers, know that we genuinely want to use these tutorials to explore your thinking, your ideas, and your insights—our desire is to take seriously what you bring to the table after having digested the materials and lectures from the course.

All summative tutorials will be held on Thursday, 31 July. Details of your assigned times and dates announced separately.

The dining hall at Corpus Christi College, University of Oxford

V. Reflection Papers (10%)

Students will submit TWO 300-500-word reflection papers during the Summer School. There are two categories of reflection to choose from: Option A focuses on fieldtrips; Option B draws on Elizabeth Foster Gentry's 1953 "Letters from Oxford" booklet. Each reflection paper is weighted equally. If you submit more than two reflections, your best two will count. You can choose to complete any combination of reflection Options you wish (i.e. two Option A or B responses, or one of each).

Option A: Fieldtrip Reflections

To complete a field trip reflection paper, choose **one** of the four major Summer School field trips. In your reflection, address the following:

a) Describe a key insight or takeaway from the experience and explain why it was meaningful to you. Be sure to support your reflection with specific evidence of what you learned during the trip.

b) Explain how the field trip deepened, expanded, or complemented your understanding, knowledge, or appreciation of the Glorious Revolution or its historical legacies.

   Length: 300-500 words is appropriate (longer reflections are welcome but not necessary).

Fieldtrip reflections are due 48-hours after the fieldtrip in question, by 11:59 PM on Sunday evenings.

Option B: Reflecting with Elizabeth Foster Gentry's "Letters from Oxford" (1953)

The Summer School provides you with one small but unique resource: a booklet featuring a curated selection of letters written in 1953 by a nineteen-year-old Elizabeth Foster Gentry as she traveled from Missouri to attend an Oxford Summer School program. Copies of these letters exist in manuscript form at The State Historical Society of Missouri (SHSMO). They are not digitized, published, or available elsewhere. The booklet is designed to help inspire your own thoughts and reflections while undertaking a comparable program of study in Oxford today, over seventy years later.

To complete a "Letters from Oxford" reflection paper, choose **one** of the four sections in the booklet to focus on—each addresses a different collection of themes and broadly corresponds to each week of our four-week program. In your reflection, explore the following:

a) What aspect/s of Gentry's letters are most striking to you? What similarities and differences are there between her experiences and your experiences? Do Gentry's reflections resonate with challenges you have faced or discoveries you are making in Oxford today?

b) Explain how Gentry's reflections deepen, expand, or complement how you have understood your own experiences in Oxford this summer.

c) In addressing the above, you may choose to make use of any or all the optional prompts scattered throughout the booklet.

   Length: 300-500 words is appropriate (longer reflections are welcome but not necessary).

"Letters from Oxford" reflections are also due Sunday evenings by 11:59 PM. If you choose to complete a reflection based on Section I, this is due on the Sunday of Week 1, and so on, for subsequent weeks.

Options A and B are graded against the same rubric, as follows:

A-range: Shows deep understanding by drawing strong, original, and insightful connections between program experiences and course material. Claims are supported by specific and relevant examples. Comments are clear and well-organized. Reflections in this grade range consider how place-based learning intersects with intellectual engagement in the classroom as well as how your individual experiences shape the full scope of the learning that takes place on a Study Abroad program.

B-range: Shows a very good understanding of how course material relates to specific Oxford experiences, with some level of insight and personal engagement. Claims may be supported by relevant examples, but not as insightfully or consistently as an A-range reflection. Ideas are expressed clearly, though not always with accuracy, precision, or flair. B-range reflections may seek to address the impact of place-based learning without finding ways to explore this with depth or originality.

C-range: Shows a basic or superficial understanding of the materials or experiences in question. The level of insight may be limited and the connection to course material unclear. Little evidence is used, or evidence used may not clearly support the claims being asserted.

D-range: Shows minimal engagement or insight. May fail to meet one or more of the task's basic requirements.

Classroom Schedule and Readings

This class will meet Monday – Thursday for 1.5 to 2 hours for lectures and discussion. Fridays are devoted to experiential field trips and excursions (see p. 16).

Week 1: The Road to Civil War

Monday: Welcome and Seventeenth-century Britain: debates and controversies

Dr Daniel Rowe and Dr Lucy Wooding

This introductory class will be split into two parts. Dr Rowe will provide an outline of the course and the assessments to begin. In the second half, Dr Wooding will provide a lecture explaining some of the key themes of the course, and exploring the twists and turns of historical discussion in this field. There will also be discussion of primary sources which do not need to be read in advance but will be circulated in the class.

No reading required for this class session

Tuesday: The Union of the Crowns: 1603 and the Jacobean period

Dr Lucy Wooding

The accession of James VI of Scotland as James I of England in 1603 has often been taken as a watershed moment. In particular, the new king's views on the divine right of kings have been held to pave the way for later conflict. This session will explore the reign of James I in England, and assess how fundamental were the political challenges it encountered and engendered.

Secondary Reading:

- Jenny Wormald, 'James VI and I: Two Kings or One?', *History* 68 (1983).
- Conrad Russell, 'Parliamentary History in Perspective, 1604-1629', *History* 61 (1976).
- Glenn Burgess, 'The Divine Right of Kings Reconsidered', *English Historical Review* 107 (1992).

Wednesday: Charles I: Problems and Possibilities

Dr Lucy Wooding

The reign of Charles I saw a range of political difficulties both within different parliaments and within the British Isles more broadly. This session will explore the varying interpretations of Charles I's regime, weighing up the relative importance of religious conviction and constitutional thought, and assessing the significance of the 'multiple kingdoms' problem for the outbreak of civil war in 1642.

Secondary Reading:

- Tim Harris, 'Charles I and public opinion on the eve of the English Civil War', in Stephen Taylor and Grant Tapsell (eds.), *The nature of the English revolution revisited: essays in honour of John Morrill* (2013).
- John Morrill, 'The English Revolution as a Civil War', *Historical Research* 90 (2017).

- John Morrill, 'The Causes of the British Civil Wars', *Journal of Ecclesiastical History* 43 (1992)

Thursday: The English Civil War as a Conservative Revolution

Dr Michael Braddick (Lecture)

When war came it was a defensive war, intended to tackle current threats rather than to build a new society. Despite this, it resulted in some of the most radical political ideas and innovations seen in early modern Europe, some of which were of very lasting significance. This lecture examines how a conflict framed largely in conservative terms—both sides claimed to be defending the English Church, its monarchy and the ancient constitution—gave rise to such political and religious radicalism.

No reading required for this class session

Week 2: Regicide, Revolution, and Restoration

Monday: The Execution of Charles I

Dr Sophie Aldred

On January 30, 1649, Charles I stepped through a window of the Banqueting House to meet his death on the scaffold—the first and only English monarch to be tried and publicly executed by his own subjects. Just a few years earlier, such a fate had seemed unimaginable. This session explores how the escalating political, religious, and military crises of the 1640s led to this unprecedented moment. Using contemporary documents, trial records, and Charles's own words, we'll examine the shifting attitudes to Charles and the Monarchy and ask at what point his death came to be seen not only as possible, but necessary.

Primary Documents:

- S. R. Gardiner, *Constitutional Documents of the Puritan Revolution 1625-1655* (Oxford, 1906)
  - no. 74, 'The Agreement of the People, as presented to the Council of the Army'.
  - no. 81, 'The Charge Against the King'.
  - no. 83, 'The King's Reasons for Declining the Jurisdiction of the high court of Justice'.
- Cromwell Letter to Col. Robert Hammond [25 Nov. 1648], in. T. Carlyle, *The Letters and Speeches of Oliver Cromwell* 3 vols. S. C. Lomas (London, 1904), pp.393-400.
- Solemn Engagement of the Army' & 'A declaration of the English Army now in Scotland' in A.S.P. Woodhouse (ed.), *Puritanism and Liberty, being the Army Debates (1647-9) from the Clarke Manuscripts with Supplementary Documents* (Chicago, 1951), pp.401-3, 474-7.
- *The Kings Cabinet Opened* (1645), preface, pp.6-8.

Secondary Reading:

- Clive Holmes, *Why Was Charles I Executed?* (2006), ch.5.
- Sean Kelsey, 'The Death of Charles I', *Historical Journal*, 45 (2002).
- Anne Hughes, *Gender and the English Revolution* (2013), intro, ch.3 (especially 'an uxorious king').

Tuesday: Radicalism and Republicanism: Competing Visions, 1649–1660

Dr Sophie Aldred

The execution of Charles I opened a door to radical possibilities—a kingless republic, a 'Commonwealth and Free State', and, for some, a divinely inspired transformation of society. But by 1660, the monarchy was back. This session explores why the republic proved so fragile, tracing the shifting and often clashing visions of political order offered by the Rump Parliament, the 'radicals', the army and Cromwell himself. We'll examine why Cromwell refused the crown, how royal authority was gradually re-legitimized, and why the Restoration was not just a return to the past, but a complex negotiation over England's political future.

Primary Documents:

- B. Whitelocke, *Memorials of English Affairs* (London, 1682), pp.491-2 [10th December 1651 only].
- S.R. Gardiner, *Constitutional Documents of the Puritan Revolution 1625-1655*
  - no. 97, 'The Instrument of Government'.
- Marchmont Nedham, *The Case of the Commonwealth of England Stated* (1650), 'to the reader', ch.II.
- Address of the Anabaptist Ministers in London to the Lord Protesctor, Apr.3.1657', in J. Nickolls (ed.), *Original Letters and Papers of State...addressed to Oliver Cromwell* (1743: 'Milton State Papers'), pp.99-102, 142-3.

Secondary Reading:

- Blair Worden, 'Classical Republicanism and the Puritan Revolution', in Hugh Lloyd-Jones, Valerie Pearl (eds.), *History and Imagination: Essays in Honour of H. R. Trevor-Roper*, (1981), 182-200.
- Clive Holmes, *Why Was Charles I Executed?* (2006), ch.7.
- Rachel Hammersley, *Republicanism: An Introduction* (2020), pp.72–92.

Wednesday: Popery and Arbitrary Government in the Restoration

Dr Sophie Aldred

The Restoration of the monarchy in 1660 might, at first glance, seemed to have quieted the religious and political upheavals of the mid-century. A king had returned, and all professed a desire to "heal and settle" the nation. Yet fears of arbitrary government, anxieties about standing armies, and deep-seated suspicions of religious tyranny did not simply vanish; they persisted throughout the Restoration period and resurfaced with particular force during the crisis of 1679–81. This session uses the Exclusion Crisis as a window into the political culture of Restoration England, exploring how it exposed both the lingering scars of the Civil Wars and the uneasy relationship between king and Parliament. Was the Exclusion Crisis ever really about succession—or was it the most visible symptom of a deeper crisis of trust in the political settlement of 1660?

Primary Documents:

- *Charles II's Declaration of Breda* (1660).
- Andrew Marvell, *An account of the growth of popery and arbitrary government in England* (1677), pp.1-17.

- *A True Narrative of the Horrid Plot and Conspiracy of the Popish Party Against the Life of His Sacred Majesty, the Government, and the Protestant Religion…presented to his Most Excellent Majesty by Titus Oates* (1678/9), dedication to King, to reader, pp.63-5.

Core Secondary Reading:

- G. Southcombe and G. Tapsell, *Restoration Politics, Religion and Culture* (2010), ch. 1 and 3.
- Mark Goldie, *Roger Morrice and the Puritan Whigs* (2016), chs.1 and 4.

Thursday: Seeing the Long Reformation in One Oxford College

Revd Canon Dr Judith Maltby (Lecture)

Founded in 1517, the same year Martin Luther posted his 95 Theses on the castle door in Wittenberg, the buildings and fabric of Corpus Christi College ('Corpus' as it is usually known) illustrate for us some of the major historical developments in the period 1500-1700 such as: Christian Humanism, the Reformation, and developments in Biblical scholarship. Corpus can claim to be the home of the key figures and ideas that led to the King James Version translation in 1611. This will be a 'walkabout' lecture and will complement lectures on the period.

There are no required readings for this session, but histories of the college can be found at:
https://www.ccc.ox.ac.uk/about-corpus/history-corpus
https://www.ccc.ox.ac.uk/about-corpus/library-and-archives/library-history-summary-and-sources

Week 3: Revolutionary and Constitutional Transformations

Monday: A Glorious Constitution?

Dr Perry Gauci

The significance of the Glorious Revolution has been eagerly debated ever since 1689, especially over its status as a decisive political moment in a longer-term story of constitutional change. This session will explore the importance of the Bill of Rights within the undoubted crisis of 1688-9. It will examine the key issues which divided the political nation, establishing how this document was designed to heal and settle. More broadly, it will consider the perceived merits of constitution-making, and whether the Bill helped to render 1688-9 a "revolution"?

Primary Documents:

- The Bill of Rights, 1689

Secondary Reading:

- S. Pincus, *1688: The First Modern Revolution I* (2009), ch. 10, "Divisive Revolution".
- W. A. Speck, *Reluctant Revolutionaries* (1988), ch. 10, "Reluctant Revolutionaries".

Tuesday: A Whig Constitution?

Dr Perry Gauci

The session will examine the challenge of turning constitutional words into political practice and national unity. It will use political satires a means to understand contemporary responses to the developing state structures of early Georgian Britain. Even though contemporaries still feared that liberty and property were threatened by the onset of Whig Oligarchy, these sources highlight how British political culture helped to maintain the spirit of the constitution.

Primary Documents:

- Political cartoons 1714-50:
  - Excise in Triumph, 1733.
  - The Stature of a Great Man, or the English Colossus, 1740.
  - A New Screen for an Old one, or the Screen of Screens, 1742.
  - William Hogarth, O The Roast Beef of Old England, 1749.

Secondary Reading:

- P. Langford, *A Polite and Commercial People, England 1727-83* (1989), ch. 2, "Robin's Reign".

Wednesday: Toleration and Coercion: Changing Relations between Church and State

Dr Sophie Aldred

From the upheavals of the English Civil Wars to the settlement of 1689 and beyond, questions of religious toleration — and its limits — were fiercely debated. This session explores how ideas about conscience, authority, and heresy evolved across regimes, from Puritan godly discipline to Enlightenment toleration. Using polemics, legal statutes, and trial accounts, we will examine competing visions of church-state relations and ask how far the Glorious Revolution marked a real turning point in religious liberty. Who got to define orthodoxy? When did dissent become tolerable—and to whom?

Primary Documents:

- Roger Williams, *The Bloudy Tenent of Persecution* (1646) ed. Richard Groves (2001), pp.52-62, 190-94.
- Samuel Rutherford, *A Free Disputation Concerning Pretended Liberty of Conscience* (London, 1649), pp.32–38.
- John Locke, *Letter Concerning Toleration* (1689) in, M. Goldie (ed.), *John Locke A letter concerning toleration and other writings* (2010), pp.8-10, 12-15, 19-32.

Secondary Reading:

- Blair Worden, 'Toleration and the Cromwellian Protectorate', *Studies in Church History*, 21 (1984),pp.199-233.
- Jacqueline Rose, *Godly Kingship in Restoration England, the Politics of the Royal Supremacy* (2011), ch.4.
- Jacqueline Rose, 'John Locke and the State of Toleration'. *The Journal of Ecclesiastical History.* 2013; 64(1), pp. 112-120.

Thursday: 'Paper Bullets'? Print, Politics and the Power of the Press

Dr Sophie Aldred

From Leveller pamphlets to Tory ballads, from seditious newsletters to satirical cartoons, print played a transformative role in seventeenth- and eighteenth-century politics. This session explores how political arguments were made—and fought—in public. We'll examine how print shaped political identities, created imagined communities, and sparked fears about disorder, manipulation, and "the people." Alongside pamphlets and tracts, we'll consider the growing role of visual media, censorship regimes, and new practices of reading and circulation. Was the press a voice of liberty—or a threat to stability?

Primary Documents:

- John Milton, *Areopagitica* (1644), pp.1-5, 12-14, 35-8.
- *The Women's Petition Against Coffee* (London, 1674).
- 'Act for Preventing the frequent Abuses in printing seditious treasonable and unlicensed Bookes and Pamphlets and for regulating of Printing and Printing Presses' (19 May 1662).

Secondary Reading:

- Peter Lake, Steve Pincus, 'Rethinking the Public Sphere in Early Modern England', *Journal of British Studies,* 45/2 (2006), pp.270-92.
- Joad Raymond, 'The Newspaper, Public Opinion, and the Public Sphere in the Seventeenth Century', in J. Raymond (ed.), *News, Newspapers, and Society in Early Modern Britain* (1999), pp. 109-140.
- Jason Peacey**,** *Print and Public Politics in the English Revolution* (2013), ch.1.

Week 4: Legacies and Afterlives

Monday: The Battle for the Constitution, 1763-83

Dr Perry Gauci

Although the Seven Years' War brought Britain to new heights of global influence, such success led to a period of deep constitutional introspection. The American War of 1775-83 represented a new generation of challenges, which in turn prompted new demands for reforming the constitution, both in Britain and America. America was lost, but Britain remained largely unchanged, and this session will explore the reasons behind such crisis and continuity.

Primary Documents:

- The Declaration of Independence, 1776.
- The Parricide, a Sketch of Modern Patriotism, 1776.
- The Allies, par nobile fratrum! 1780.
- George III's abdication memorandum, 3 March 1782.

Secondary Reading:

- Paul Langford, *Eighteenth-century Britain: A Very Short Introduction* (2000), ch. 6,

- Paul Langford, *Polite and Commercial People*, ch. 14, "This Happy Constitution".

Tuesday: Servitude, Slavery, and Sugar

Dr Hunter Harris

Between the early 17th century and the American Revolution, Britain created a vast and profitable empire in the Americas. Unfree labor and sugar cultivation were critical for those colonies. This session will explore two conjoined processes. First, the rise of sugar cultivation in the British Caribbean. Second, the transition from indentured British laborers and prisoners and convicts from the Wars of the Three Kingdoms to reliance on enslaved Africans for labor in the plantation colonies. While these developments took place on the edges of the British world, individuals in Britain—not least members of the royal family and important politicians—had key roles to play in the growing and sustained reliance on enslaved labor.

Primary Documents:

- Richard Ligon, *A True & Exact History of the Island of Barbados*, ed. Karen Kupperman (Hackett Publishing, 2011 [1657]), pp. 1-7, 93-10.
- Edward Long, *The History of Jamaica, or, General Survey of the Antient and Modern State of that Island…* (Cambridge University Press, 2010 [1774]), Vol. 1, pp. 491-495, Vol. 2, pp. 351-383

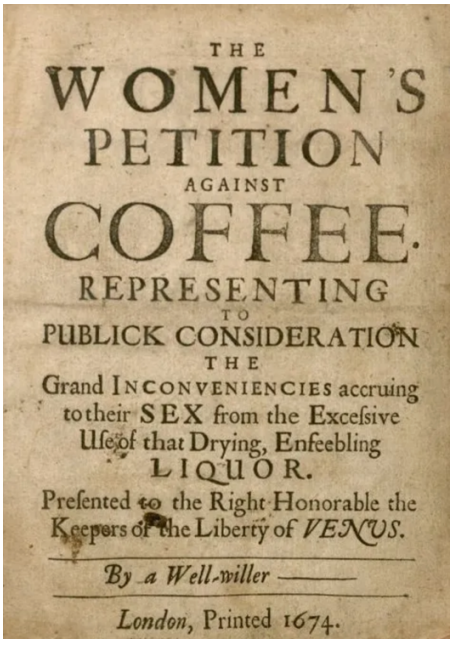
Wednesday: Wrap Up, Conclusions, and Tutorial Preparation

Dr Daniel Rowe

No reading required for this class session

Thursday: Assessment Tutorials

No reading required for this class session

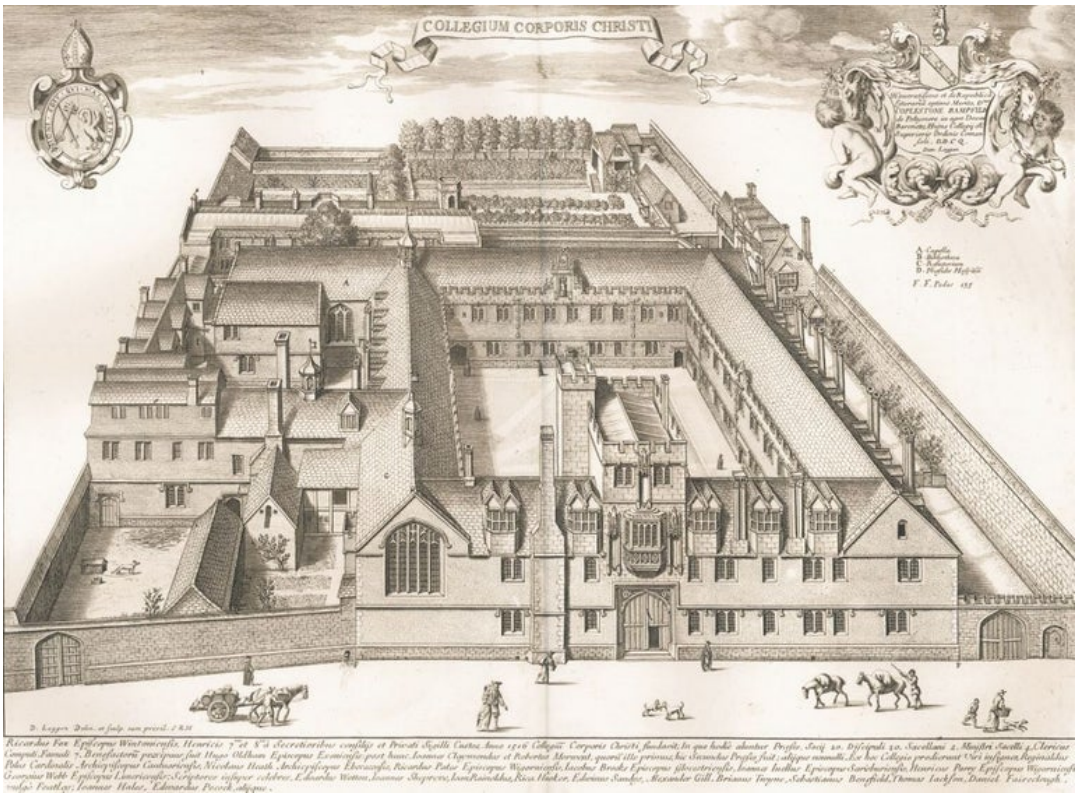

THE
WOMEN'S
PETITION
AGAINST
COFFEE.
REPRESENTING
TO
PUBLICK CONSIDERATION
THE
Grand INCONVENIENCIES accruing
to their SEX from the Excesive
Use of that Drying, Enfeebling
LIQUOR.
Presented to the Right Honorable the
Keepers of the Liberty of *VENUS*.
By a Well-willer ———
London, Printed 1674.

Fieldtrip Schedule

Schedule is subject to change.

Date	Topic	Place/Activity
WEEK 1	The English Civil War and Interregnum in Oxford	Oxford was a key location in the English Civil War– the base for several thousand royalist troops, the royal court, and the center of the Royalist government. The colleges became reluctant hosts to the King and his army, and earthworks and fortifications were constructed across central Oxford. The Royalist surrender of Oxford was also negotiated in a house in nearby Marston. Students will visit various sites in Oxford pertaining to the Civil War, and view artifacts relating to the republic period in the Ashmolean Museum.
WEEK 2	Paths of Power Tour of London	Many of the defining political events of the Civil War and Glorious Revolution eras took place in central London. Charles I was executed outside Whitehall Palace's magnificent Banqueting House, William and Mary were crowned as joint monarchs at Westminster Abbey thirty years after Oliver Cromwell had been buried at the church, and key debates occurred within the Houses of Parliament. During this field trip, students will visit critical sites of action in the course, and examine the spaces, places, and built environment of the Civil War and Glorious Revolution.
WEEK 3	Hampton Court Palace	William and Mary eschewed many of the trappings of seventeenth century European monarchy. Not only did they accept limits on royal power through the Bill of Rights, but they also remade the ceremonial and aesthetic trappings of English monarchy. Nowhere was this more visible than at their preferred residences: Kensington Palace and Hampton Court Palace. During this trip, students will visit Hampton Court Palace, and explore how–under the direction of the famous architect Sir Christopher Wren, the old Tudor palace and gardens were married with new baroque

		style elements. As will become apparent, the blending of the old and new was a phenomenon that extended far beyond constitutional arrangements in this era.
WEEK 4	Visit Bath	In the wake of the Glorious Revolution, English society embrace the urban and the commercial. Towns played an increasingly important role in intellectual and political life and were held up as markers of Georgian politeness, and sociability. This was especially true in one of the boom towns of the eighteenth century: Bath. Students will spend the day in Bath exploring Georgian and Stuart sites. The visit will encourage students to think about how the social, cultural, and constitutional upheavals of the late seventeenth century led people to imagine themselves in new ways. At the same time, students will consider how events and trends in Britain informed events and trends elsewhere in Europe and North America.



Corpus Christi College in David Loggan's *Oxonina Illustrata* (1675).

Course Policies

A Note on Themes and Language

At times, this course will address themes and subject matter that are graphic and upsetting. There will be instances when historical language is quoted in historical documents–or images displayed–which are contemporarily offensive. These images and excerpts are not a reflection of the instructor's personal beliefs or opinions; they are representative of pasts and viewpoints we are grappling to understand. We will strive, in our own words and discussions, to avoid perpetuating offensive terms, images, and ideals from the past in our present.

Submission Procedures for Written Work

All written work is to be submitted through Canvas, and should be uploaded as .doc, .docx, or .pdf attachments. It is your responsibility to ensure copies of your work are saved.

Late Work

Only coursework completed and submitted on time is eligible to receive full credit.

- For A-F graded assignments, late work is penalized at a rate of 5% per calendar day and work submitted more than 72-hours past the deadline receives 0%.

- For tasks graded complete/incomplete, work cannot be submitted for credit once the deadline is past.

Work submitted after its deadline will not be accepted for full credit in the absence of extenuating circumstances. Genuine emergencies and extenuating circumstances will be accommodated. If you experience circumstances beyond your control that impact the timely completion of your work, be in touch with me as soon as possible.

Grading Scale

Grading will be conducted on a standard percentage scale, not formally "curved." Students are responsible for submitting work that demonstrates the depth and quality of their engagement and that reflects their mastery of the skills assessed. While we want all students to do well, please note that standards of excellence in this course are set at a level that exceeds average performance.

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

AI use in this course

This course does not pretend that AI tools do not exist. Rather, we aim to utilize the opportunities of AI in a productive, ethical, and transparent manner. Some assignments *may* ask you engage with AI in specific ways and to reflect on and analyze the results. But as a developing technology, AI poses risks as well as opportunities. The following guidelines are designed to help us make the best use of the tools available to us:

- AI tools may aid your research process and assist with editing and refining your prose (such as applications like Grammarly or spellcheck). However, AI cannot be substituted for original work. Neither ideas nor writing produced by AI can be attributed to yourself.
- Use of AI tools must be acknowledged. The best means for doing so can vary from one assignment to another, but failing to acknowledge AI assistance may violate the University's policies on academic misconduct.
- Do not trust AI tools to produce accurate results. You are responsible for any errors AI makes if they are included in your work.
- When using AI, be aware that any personal information you put into it is at risk. Please take care to guard your privacy.
- AI technology is constantly changing and evolving: avail yourself of the most up to date techniques for using AI ethically and to its fullest. And always feel free to chat with me for guidance.

For specific guidance on citation practices from the *Chicago Manual of Style* see: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.

ACADEMIC POLICIES

All University policies and processes will be followed. For more, visit the relevant University website http://registrar.missouri.edu/policies-procedures.
Unsure about something? Ask us!

Accommodations

We never wish or intend to penalize students who experience circumstances beyond their control that impact the quality or timely completion of their work. If you encounter medical problems (including mental health issues) at any point that impact your participation in class discussion or the completion of your assignments, please contact me or the The University of Missouri Disability Center without delay to establish an accommodation plan. Documented disabilities include *hearing, vision, mobility, learning and attention, psychological health and physical health*. Students' accommodations are implemented with the input of students to maximize the learning experiences. And the MU Disability Center keeps information about a student's disability confidential. *For Study Abroad we strongly recommend setting up accommodation plans with the Disability Center* ***before*** *the start of the program.*

Mental Health Advisory

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and reduce your ability to participate in daily activities. The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00–5:00 M-F. After hours phone support is available at 573-882-6601.

Visit https://wellbeing.missouri.edu to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no cost to you.

For emergency and non-emergency protocols while studying abroad please refer to up-to-date information from MU Study Abroad and myStudyAbroad. If in doubt, consult the MU Program Leader, Dr. Coleman. If you require urgent medical assistance in the United Kingdom, call 0-0-0.

Plagiarism Guidelines

You should familiarize yourself with the university's policy on plagiarism. Plagiarism is a serious academic offense and will be dealt with accordingly. For further clarification and information, please see the university's policy on plagiarism. You must write your papers specifically for this class; you should not borrow material from another class; and you should not use another person's words or ideas without attribution, whether those words or ideas come from conversations, the internet, or printed materials. If you are in doubt about whether you are committing plagiarism, feel free to ask the course instructor; but a good rule of thumb is that if you are in doubt, then cite a source. Students are strongly advised to keep all rough and draft work related to a particular assignment until the assignment has been marked and returned.

Classroom Misconduct

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; repeated failure to turn off or mute cellular telephones leading to disruption of teaching; emailing/texting, watching videos, listening to music, playing games, or surfing the Internet on phones, tablets, or laptop computers, unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd, or obscene conduct; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required. Students are asked to arrive for class on time and to avoid early departures.

Audio and Video Recording of Class

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with 9 provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact your Faculty Chair or the Associate Dean for Undergraduate Studies; the Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); or the MU Equity Office (http://equity.missouri.edu/), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course

Basic Needs Security Statement

If you have difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live and believe this may affect your performance in the course contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources I may possess.

William Hogarth, *O the Roast Beef of Old England ('The Gate of Calais'),* 1748. Tate Britain