

A note on the readings

We will not discuss the Bucholz and Key textbook in class; it is intended as a supplement to our lectures and discussions, as well as an additional resource as you complete your writing assignments.

One of the terrific things about studying early modern England is that you can learn to access and read a wide variety of sources in the original, without mediation. We will practice learning to read – to our eyes! – funny and irregular spelling, densely printed type, manuscript handwriting, unfamiliar formatting, etc.





Participation	10%
Reading Responses: 15%	
Grant proposal	

Department's Linnemann fund, which supports projects on non-US topics. For more information on the Linneman fund, see the guidelines here:

<https://www.grinnell.edu/sites/default/files/documents/Russell%20J%20Linnemann%20Travel%20Fellowship%202014-15.pdf>

The near-weekly scaffolding assignments are designed to help you develop an effective research question, find useful primary and secondary sources, and build a logical and substantive argument.

Your specific topic may be drawn from any of our class discussions, or from your own outside reading and interests, as long as it falls broadly under the umbrella of 'early modern England'.

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1. Two potential paper questions, problems, or topics
 2. Two secondary sources you might use for each topic, cited Chicago-style. What are the arguments of each source? How might you position your own work in relationship to them?
 3. A brief description of the types of primary sources you would ideally draw on for each topic. Write a paragraph explaining why you think these potential sources would help you answer your central questions

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1. Steve Hindle, *The Poor in Early Modern England* (Oxford: Oxford University Press, 2004)
 2. Buchanan Sharp, *The Poor and the People in Early Modern England* (Cambridge University Press, 2016)
 3. 'Women Receiving Poor Relief, Braintree Parish, Essex (1619-21)', in *The Poor in Early Modern England*, eds. Newton Key & Robert Bucholz (Malden, MA: Wiley-Blackwell, 2009), p. 123-4
 4. 'The Humble Petition of the Cause of the Poore Almsmen of Eastham', 1644
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1. John Walter and Keith Wrightson, 'Dearth and the Social Order in Early Modern England', in *The Poor in Early Modern England*, ed. Paul Slack (Cambridge: Cambridge University Press, 1984)
 2. Charles I, 'Orders Appointed by His Majestie to be straitly observed, for the preventing and remedying

5. A paragraph-long discussion of how you see yourself using these sources

2. Anonymous, 'The Virtue of a Protestant Orange: Being the best Antidote against Roman Poyson', c. 1689
 3. Jonathan Scott, 'Third Restoration',
 4. J.V. Beckett, 'Land Tax or Excise: The Levying of Taxation in Seventeenth- and Eighteenth-Century England', *Journal of American Studies*, vol. 100, no. 395 (April 1985), p. 285-308
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1. Edward Littleton, 'The groans of the plantations, or A True Account of their Grievous and Extreme Suffering, By the Heavy Impositions Upon Sugar', 1689
 2. Sidney W. Mintz, *The Sweetness of Power* (New York: Viking, 1985)

1. A revised title
2. A revised statement of your research question/problem and its significance
3. A revised section positioning your topic within the extant historiography. What debates are you participating in and what contributions to the field do you want to make?
4. A revised set of arguments and a brief discussion of how you intend to make them
5. Titles for two to three subsections of the paper and a brief statement of what each of them will accomplish. Choose one section to outline in greater detail (two paragraphs or more). Include topic sentences for each paragraph, the quotations you plan to use from your sources, and the analysis you intend to provide

A compelling introduction will include a hook and a clear statement of the research question and argument. It will position your paper within the existing scholarship and also offer a road-map for how you intend to use a particular body of sources to craft and su612 792 o o



