

HI255-15 Religion and Religious Change in England

20/21

Department

History

Level

Undergraduate Level 2

Module leader

Peter Marshall

Credit value

15

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This 30 CATS undergraduate second-year option module explores the social, cultural and political context of religion in England between the late-fifteenth and mid-sixteenth centuries. It builds on the knowledge of early modern Europe acquired through the early modern core module, and complements other departmental options on aspects of society and culture in early modern Germany, France and Britain. It provides a sound foundation for students going on to take final-year options in early modern English social or cultural history.

[Module web page](#)

Module aims

This option introduces students to a range of important themes in the field of late medieval and early modern English religion, not so much from a theological, as from a social and cultural perspective. Its main focus is the impact of the early Reformation (under Henry VIII, Edward VI and Mary I) on religious belief and practice in England, though it approaches this from the long view of the later fifteenth century. The module commences with a detailed examination of strengths and weaknesses in late medieval Catholicism, focusing both on institutions (clergy, monasteries) and on structures of belief (saints, sacraments, purgatory). The significance of unorthodox religion, Lollardy and early Protestantism, is explored and related to the reform policies

of the Tudor monarchy. Equal attention is devoted to those who opposed and to those supported the religious changes of the sixteenth century, and throughout there is a particular focus on parishes, and parish churches, as centres of religious culture and social organisation.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

TERM 1

WEEK 1

LECTURE: THE LAITY AND THE PRE-REFORMATION PARISH

SEMINAR: INTRODUCTION

WEEK 2

LECTURE: PIETY AND PRACTICE

SEMINAR: PARISHES, PRIESTS AND PEOPLE

WEEK 3

LECTURE: PURGATORY AND THE DEAD

SEMINAR: ELITE AND POPULAR RELIGION

WEEK 4

LECTURE: THE RELIGIOUS ORDERS

SEMINAR: THE LIVING AND THE DEAD

WEEK 5

LECTURE: THE LOLLARD COMMUNITY

SEMINAR: THE RELIGIOUS ORDERS

WEEK 6

NO LECTURE OR SEMINAR: READING WEEK

WEEK 7

LECTURE: THE EARLY EVANGELICAL MOVEMENT, 1520-1532

SEMINAR: LOLLARDS

WEEK 8

LECTURE: LOLLARDY AND THE REFORMATION

SEMINAR: EVANGELICALS

WEEK 9

LECTURE: ORIGINS OF THE ROYAL SUPREMACY

SEMINAR: LOLLARDS AND PROTESTANTS

WEEK 10

LECTURE: THE ENFORCEMENT OF THE ROYAL SUPREMACY

SEMINAR: THE BREAK WITH ROME

TERM 2

WEEK 1

LECTURE: THE RELIGIOUS IMPLICATIONS OF THE BREAK WITH ROME

SEMINAR: ENFORCEMENT AND OPPOSITION

WEEK 2

LECTURE: INTERPRETING THE PILGRIMAGE OF GRACE

SEMINAR: ROYAL SUPREMACY

WEEK 3

LECTURE: THE DISSOLUTION I: MOTIVES AND MEANS

SEMINAR: THE PILGRIMAGE OF GRACE

WEEK 4

LECTURE: THE DISSOLUTION II: THE CONSEQUENCES

SEMINAR: ESSAY WRITING WORKSHOP

WEEK 5

LECTURE: THE HENRICIAN CHANGES AND THE PARISHES

SEMINAR: THE DISSOLUTION OF THE MONASTERIES

WEEK 6

READING WEEK

WEEK 7

LECTURE: THE EDWARDIAN REFORMATION AND THE PARISHES

SEMINAR: LOCAL IMPACT OF REFORM: HENRY

WEEK 8

LECTURE: EDWARDIAN PROTESTANTISM I

SEMINAR: LOCAL IMPACT OF REFORM: EDWARD

WEEK 9

LECTURE: EDWARDIAN PROTESTANTISM II

SEMINAR: PERSONALITIES AND POLITICS UNDER EDWARD

WEEK 10

LECTURE: THE MARIAN REGIME I: CATHOLIC RESTORATION

SEMINAR: POPULAR PROTESTANTISM

TERM 3

WEEK 1

LECTURE: THE MARIAN REGIME II: PERSECUTION

SEMINAR: THE CHURCH UNDER MARY

WEEK 2

LECTURE: NO LECTURE

SEMINAR: THE MARIAN BURNINGS

WEEK 3

REVISION CLASS

Learning outcomes

By the end of the module, students should be able to:

- a) the further development of study, writing and communication skills
- b) a broad knowledge and understanding of why religion mattered in the period and of what it meant to its practitioners
- c) a greater awareness of the connections between religious history, and other branches of historical study, particularly social and political
- d) the development of critical analytical skills through the assessment of historiographical approaches which are frequently at variance with each other
- e) the opportunity, through writing a 3,000 word essay, to develop a greater facility with the skill of extended writing, an improved ability to evaluate critically a range of secondary and (where appropriate) primary sources, as well as an enhanced capacity for individual and self-motivated study.

Indicative reading list

- George Bernard, *The Late Medieval English Church* (New Haven, 2012)
- Susan Brigden, *London and the Reformation* (Oxford, 1989)
- Eamon Duffy, *The Stripping of the Altars: Traditional Religion in England 1400-1500* (2nd ed, New Haven, 2005)
- Christopher Haigh, *English Reformations* (Oxford 1993)
- Anne Hudson, *The Premature Reformation: Wycliffite Texts and Lollard History* (Oxford, 1988)
- Peter Marshall, *Heretics and Believers: A History of the English Reformation* (New Haven, 2017)
- Peter Marshall and A Ryrie (eds), *The Beginnings of English Protestantism* (Cambridge, 2002)
- Christine Peters, *Patterns of Piety: Women, Gender and Religion in Late Medieval and Reformation England* (Cambridge, 2003)
- Diane Watt, *Secretaries of God: Women Prophets in Late Medieval and Early Modern England* (Cambridge, 1997)

Subject specific skills

- a) a broad knowledge and understanding of why religion mattered in the period and of what it meant to its practitioners
- c) a greater awareness of the connections between religious history, and other branches of historical study, particularly social and political

Transferable skills

- a) the further development of study, writing and communication skills
- b) the development of critical analytical skills through the assessment of historiographical approaches which are frequently at variance with each other
- c) the opportunity, through writing a 3,000 word essay, to develop a greater facility with the skill of extended writing, an improved ability to evaluate critically a range of secondary and (where appropriate) primary sources, as well as an enhanced capacity for individual and self-motivated study.

Study

Study time

Type	Required
Lectures	9 sessions of 1 hour (6%)
Seminars	9 sessions of 1 hour (6%)
Tutorials	1 session of 1 hour (1%)
Private study	131 hours (87%)
Total	150 hours

Private study description

No private study requirements defined for this module.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Assignment 1: Oral participation	10%	
Assignment 2: 1000 word essay plan	40%	
Assignment 3: 3,000 word essay	50%	

Feedback on assessment

- written feedback on essay and exam cover sheets\r\n- student/tutor dialogues in one-to-one tutorials\r\n
-

Availability

There is currently no information about the courses for which this module is core or optional.