

HIST 4231: The Reformations

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Course Description:

This class explores one of the most important periods in European history: the fragmentation of a long-united Western Christianity centered on Rome. This division led European Christians to rethink their understandings of their faith, as well as to major social conflicts and many unintended consequences. We will encounter crucial peoples and ideas and examine the broad effects of cultural change. Please understand that this is a history course, not one on theology. Therefore, we will be understanding sixteenth and seventeenth century Christians of all kinds in their terms, not ours—how they understood their faith and what actions those understandings led to.

Learning Outcomes:

Students who complete successfully all course assignments will demonstrate the following:

- an in-depth understanding of crucial aspects of the sixteenth-century Reformations that transformed Christianity in Europe.
- an understanding of how multi-variable process have functioned in the past through exploring the relationship between religious and social change,
- increased skills at reading critically and analyzing primary sources.
- increased abilities at crafting arguments, in both written and oral form.

This class also fits within the History Department History Where It Happened Program Learning Outcomes:

Students who participate on History Where It Happened programs and complete successfully all course assignments will be able to:

- Demonstrate an ability to place historical sites within their historical contexts.
- Analyze historical sites as a source for their historical content and interpretations.

- Apply those analyses in the construction of historical arguments along with other sources.

These outcomes help reinforce the following general History Department Program Learning Outcomes:

Students who earn the Bachelor of Arts in History will be able to:

- Demonstrate content knowledge of history.
- Analyze primary and secondary sources for their historical content and interpretations.
- Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.

The History Department believes that these learning outcomes will contribute to a student's ability to think historically, which includes:

- understanding the people of the past.
- understanding the perspective of historical actors and to view those historical actors from a critical, scholarly perspective.
- recognizing that people, events, ideas, and cultures have influenced later people, events, ideas, and cultures.
- recognizing that history involves both change and continuity over time; and,
- explaining connections between particular people, events, ideas, or texts and their historical contexts.

Required Materials:

- For details on assigned pages and sources from collections, please see the Reading Schedule, below.

Book:

Peter Marshall, *The Reformation: A Very Short Introduction* (Oxford: Oxford University Press, 2009); ISBN 978-0199231317.

PDFs (available on Course Den):

George L. Burr, et al., eds., *Translations and Reprints from the Original Sources of European History: Reformation Number* (Philadelphia: Department of History of the University of Pennsylvania, 1897).

John Calvin, *Letters of John Calvin*, vol. 1, Jules Bonnet, ed., David Constable, trans. (Edinburgh: Thomas Constable and Co., 1855).

B.J. Kidd, ed., *Documents Illustrative of the Continental Reformation* (Oxford: Clarendon Press, 1911).

Saint Ignatius Loyola, *The Autobiography of St. Ignatius*, J.F.X. O’Conor, ed. (New York: Benziger Brothers, 1900).

Andreas Osiander, “Report on the Marburg Colloquy” (1529)
From: German History in Documents and Images

James Harvey Robinson, ed., *Readings in European History*, vol. II (Boston: Ginn & Company, 1906).

Online Sources:

John Calvin, *Commentary on Psalms*, vol 1, “Author’s Preface”
Available at: <https://www.ccel.org/ccel/calvin/calcom08.vi.html>

Ulrich Zwingli, “The Sixty Seven Conclusions [aka Articles]”
Available at: <https://www.ccel.org/print/schaff/hcc8/iv.iii.viii.html>

Grading and Policies:

Your final grade will be factored as follows:

History Where It Happened Program Shared Assignments	20%
Critical Background Assignment (pre-departure)	10%
Brief Critical Primary Source Reactions	20%
Final Term Paper (6-8 pages)	30%
Participation:	20%

• *General University Policies:*

Information regarding university-wide policies can be found at:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

• *General Points About the Written Assignments:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on Course Den and in class.

All assignments are on the date indicated in the Course Outline below. Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.

All pre-departure assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

All pre-departure assignments are to be turned in via Course Den before the beginning of the class session marked in the Course Outline below.

Almost all Program Shared assignments will be handwritten and turned in as noted in the History Where It Happened Program Shared Assignment Sheet and in the Course Outline below.

• *Written Assignment Descriptions:*

- 1. The History Where It Happened Shared Program Assignments are described in a separate assignment sheet.
- 2. Critical Background Assignment (pre-departure) – 10%:
 - The aim of this assignment is to have you identify major figures and events of the Reformation and to have you think critically about them. This introductory analysis will prepare you for the intense pace of this Study Abroad class and will help you avoid getting lost in details during in class lectures in Carrollton and Strasbourg.
 - For this assignment, do the following:
 - a. Read Marshall, *The Reformation: A Very Short Introduction*, pp. 1-136. Also look through the Reformation Chronology provided on pages 137-141. I strongly suggest taking notes as you read.
 - Among other questions to pay attention to:
 - What was the Reformation, according to Marshall?
 - What aspects of the Reformation does he concentrate upon?
 - What goals did Reformers, both Protestant and Catholic, share?
 - What does Marshall argue about the legacies of the Reformation?
 - b. After reading the book, prepare three short lists:
 - List 1 – List what you believe are the five most important individuals for understanding the Reformation, based on Marshall's book.
 - For each of your five choices, identify the individual and fully explain their historical significance, as in who they were and why they mattered.
 - List 2 – List what you feel are the five most important events for understanding the Reformation, based on Marshall's book.
 - For each of your five choices, identify the event and fully explain its historical significance, as in what, where and when, and why and how the event mattered.
 - List 3 – List five questions you have about the Reformation that you want to learn more about during this Study Abroad program.
 - Note – in making your lists, make sure to do so after having finished reading through the book. Also, make sure to use direct examples to make your points.

- 3. Brief Critical Primary Source Reactions Assignment (pre-departure) – 20% total
 - The aim of this assignment is to challenge you to think critically about the sources you are reading and how you are reading them, as well as presenting your thoughts in an organized, precise and concise manner.
 - The basics of this assignment are as follows:
 - There are a variety of primary sources to be read before departure. We will be discussing the sources in class on Monday, June 5, Wednesday, June 7, Monday, June 12, and Wednesday, June 14. For full details, see the Course Outline and Reading Schedule below.
 - After reading the assigned pages, prepare a brief 2 to 2.5 full page reaction that accomplishes the following three tasks:
 - a. In 1 or 2 sentences maximum, describe and summarize the source/sources together (depending on day)
 - b. Identify 1 or 2 elements of the source or collection of sources that are most revealing of the issues discussed in class. To put it another way, what are the 1 or 2 most important things the source/collection teaches about the Reformation?
 - c. Explain the significance of those 1 or 2 elements.
- 4. Final Term Paper (post-trip) – 30%
 - Full details of this assignment will be provided during the program. The basics will be as follows:
 - As the assignment is due after our return from France, it should be typed and follow the formatting outlined above in the section on “general points.”
 - The paper will be between 6 and 8 pages in length.
 - It will ask you to bring together material from across our program – the primary sources we are reading before France and the experiences of exploring history where it happened.
 - It will also challenge you to add to that material by identifying and incorporating useful additional sources in the PDF source collections.
 - The paper will be due by 12 Noon on Friday, July 21, via Course Den.

• *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class.

Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

• *Plagiarism*

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

- *Participation*

Your active participation is absolutely critical for the success of this class. Field Trips, Lectures, and In-Class Discussions are central components of this course and I fully expect you to be in a state to observe critically, take notes, ask questions—in short, to be present mentally as well as physically. Furthermore, beyond speaking during discussions, participation means being actively engaged in the process of learning at all times—inside and outside the formal classroom. Twenty percent (20%) of your final grade rests on participation—the difference between a 95 (A) and a 75 (C). In other words, stay focused and engaged.

- *Etiquette and Obligations*

Inside and outside the classroom, I expect you to behave with civility and courtesy. By choosing to participate in a study abroad program, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

Inside the classroom, these contributions include making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. This ban includes laptops. Recording of lectures is similarly not permitted. It should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire session.

Outside the classroom, your contributions include being on time and remaining engaged throughout the entire field experience. There are numerous benefits to studying abroad and many exciting opportunities to experience while in France, however, always remember your first priority is to your classes. You have gone abroad, ultimately, to study.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to participate actively in the process of learning.

- *Communications*

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I can not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.

Course Outline:

Week:	Monday:	Wednesday:
1	<p>05/29:</p> <p>Memorial Day – No Class</p>	<p>05/31:</p> <p>Background to the Reformations:</p> <ul style="list-style-type: none"> • Europe at the turn of the 16th Century • Medieval Christianity <p>• Reading – Marshall (see below)</p> <p>• Due – Critical Background Assignment (via Course Den)</p>
2	<p>06/05:</p> <p>The Challenges of the Early Reformation:</p> <ul style="list-style-type: none"> • Luther, Zwingli, Princes, Peasants, Cities, and Anabaptists <p>• Readings – various (see below)</p> <p>• Due – Brief Critical Primary Source Reaction (via Course Den)</p>	<p>06/07:</p> <p>The Next Generation of Reform:</p> <ul style="list-style-type: none"> • Calvin, and the English <p>• Readings – Calvin (see below)</p> <p>• Due – Brief Critical Primary Source Reaction (via Course Den)</p>
3	<p>06/12:</p> <p>Catholic Reform</p> <ul style="list-style-type: none"> • Reading – Loyola (see below) <p>• Due – Brief Critical Primary Source Reaction (via Course Den)</p>	<p>06/14:</p> <p>Witchcraft and the Reformation</p> <ul style="list-style-type: none"> • Readings – Burr (see below) <p>• Due – Brief Critical Primary Source Reaction (via Course Den)</p>
4	<p>06/19:</p> <p>Welcome Abroad!:</p> <ul style="list-style-type: none"> • Art and Architecture in the Middle Ages and Reformation • Strasbourg in an Age of Reform 	<p>06/21:</p> <p>European Society During the Reformation</p>

5	06/26: Politics and War in the 16 th and 17 th Centuries	06/28: Culture and Intellectual Trends
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Note: A final class meeting following our return from France will also be scheduled.

Reading Schedule:

For Wednesday, **May 31** (General Background):

- Peter Marshall, *The Reformation: A Very Short Introduction*, read all.
- 135 pages in total.

For Monday, **June 05** (Luther, Zwingli, Peasants, and Anabaptists):

- 1. The Holy Roman Empire Before 1517:
From: Robinson, ed., *Readings in European History*, 31-39. (Course Den)
 - Document 235: A Venetian Ambassador's Account of Germany in 1507.
 - Document 236: *The Ship of Fools*, by Brant (2 excerpts).

- 2. Martin Luther – From the Indulgences Controversy of 1517 to the Peasants' War of 1525 to the Augsburg Confession of 1530:
From: Robinson, ed., *Readings in European History*, 57-61, 64-68, 74-83, 94-112. (Course Den)
 - Document 240: Examples of Luther's 95 Theses
 - Document 242: Eck's Report...concerning the Leipzig Disputation
 - Document 243: Luther's idea of good works and justification by faith
 - Document 246: Luther – Address to the Christian Nobility of the German Nation (1520), excerpts
 - Document 247: Luther – Babylonian Captivity of the Church
 - Document 250: Peasants' Manifesto of 1524 (The Twelve Articles)
 - Document 251: Luther's Response to The Twelve Articles (1525)
 - Document 252: Contemporary Account of Peasants' Revolt in Rothenburg
 - Document 253: Luther – Against the Murdering and Robbing Bands of the Peasants
 - Document 254: The Augsburg Confession of 1530, excerpts

- 3. Ulrich Zwingli and the Zürich Reformation in the 1520s:
From: Robinson, ed., *Readings in European History*, 118-122. (Course Den)
 - Document 256: The First Disputation at Zurich (1523)

From: Christian Classics Ethereal Library (online)

<https://www.ccel.org/print/schaff/hcc8/iv.iii.viii.html>

- The Sixty Seven Conclusions (aka Articles) of Zwingli (1523), selections

From: Kidd, ed., *Documents Illustrative of the Continental Reformation*, 438, 442-444 (Course Den)

- No. 198: The [Zürich City] Council's Mandate for the abolition of Images and of the Mass, 27 Oct. 1523
- No. 201: The Council's Treatment of the Old Learning, 19 Jan. 1524
- No. 202: The Council's Defense of the Its Proceedings, 21 March 1524
- No. 203: The Putting Down of Relics and Organs, June 1524
- No. 204: The Dissolution of Religious Houses, 5 Dec. 1524
- No. 205: The Last Mass in Zürich, 12 April 1525
- No. 206: Action oder Bruch des Nachtmals, 13 April 1525 (Zwingli's description of reformed communion – in English)

- 4. The Early Anabaptists in Zürich

From: Kidd, ed., *Documents Illustrative of the Continental Reformation*, 450-455. (Course Den)

- No. 209: Hübmaier's evidence, 1525, upon Zwingli's admissions, 1 May 1525
- No. 210: The opinions of Grebel and Hübmaier
- No. 211: The Council orders infant baptism and silence, Jan. 1525
- No. 212: Anabaptism begins, 7 Feb. 1525
- No. 213: The Council orders Anabaptists to be drowned, 7 March 1526

- 5. The Failure of Protestant Unity – Marburg

Andreas Osiander, "Report on Marburg" (1529)

- From German History in Documents and Images (Course Den)

- 76 pages of reading in total.

For Wednesday, **June 07** (John Calvin):

1. An example of Calvin's Theology – Predestination

From: Robinson, *Readings in European History*, 126-129. (Course Den)

- Document 258: Calvin on Predestination

2. Calvin's Sense of his Life's Story

From: Christian Classics Ethereal Library (online)

<https://www.ccel.org/ccel/calvin/calcom08.vi.html>

- John Calvin, *Commentary on Psalms* – Author's Preface

- 157 pages of reading in total

For Monday, **June 12** (Ignatius Loyola and Catholic Reform):

Ignatius Loyola, *Spiritual Autobiography*, read pages 9-143. (Course Den)

- 134 pages in total reading.

For Wednesday, **June 14** (Witchcraft Craze):

From: Burr, ed., *Translations and Reprints*, 83-117 (use the handwritten numbers on the top of the page)

- Vol. III, "The Witch-Persecutions," includes the following material:

- I. The Theory of Persecution
 - a. The Nature and Reality of Witchcraft
 - b. The Duty of Persecution
- II. The Beginnings of the Witch-Persecution
 - a. Witch-persecution in the earlier fifteenth century
 - b. The Witch-Bull of 1484
 - c. The Witch-Hammer
- III. The Witch-Persecution at Trier
 - a. The Scope of the Persecution
 - b. The Recantation of Loos
- IV. The Witch-Persecution at Bonn
- V. The Witch-Persecution in Scotland
- VI. The Witch-Persecution at Bamberg
- VII. The Witch-Persecution at Würzburg
- VIII. The Methods of the Witch-Persecutions

- 35 pages in total.