

HIST 5412: The Reformations (Graduate)

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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:

Graduate 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.
- Increased understanding of historiographical debates concerning the Reformation.
- Increased skills at reading critically and analyzing primary and secondary sources.
- Increased abilities at crafting arguments built from those sources, in both written and oral form.

This class also fits within the History Department Study Abroad 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- Analyze historical sites as a source for their historical content and interpretations.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.

Required Materials:

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

Books:

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

Diarmaid MacCulloch, *The Reformation: A History* (New York: Penguin Books, 2005); ISBN 978-0143035381.

Primary Source 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 Primary 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:

Brief Historiographic Analysis (Marshall + MacCulloch Intro)	10%
Brief Critical Primary Source Reactions	20%
Review of Reviews + Review of MacCulloch	20%
Final Paper	30%
Participation	20%

- *General University Policies:*

Information regarding university-wide policies can be found at:

http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf

- *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

- *General Points:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on CourseDen 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.

Assignments must be submitted electronically, via the CourseDen (Desire2Learn) Dropbox before the beginning of class on the days marked on the Course Outline below.

All 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.

- *General Class Policies:*

It should go without saying that in a graduate class, I expect professionalism at all times. That includes: attendance at all class sessions; being prepared and engaged in class at all times; participating actively in all discussions; and, avoiding all instances of plagiarism, etc.

- *Description of Assignments:*

- The History Where It Happened Shared Program Assignments are described in a separate assignment sheet.

- Due dates are listed below, in the Detailed Written Assignment schedule at the end of this syllabus.

I. Participation (20%):

Your active participation is absolutely critical for the success of our class. Discussions and presentations are an important component of this course and I expect you to be ready to converse in a professional manner and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking, participation means being actively engaged in the process of learning at all times. 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.

II. Brief Historiographic Analysis (Marshall + MacCulloch Intro) (10%)

This assignment challenges you to move beyond details to focus on historiographic arguments and approaches when reading secondary sources, an approach to reading necessary for success in graduate school and beyond in the History profession. At the M.A. level, you need to display an ability to analyze how historians explore the past as well as the particulars of scholarly arguments and what the arguments and approaches reveal and imply about the specific historical issues and/or time period under investigation. In other words, no matter the specific track you are taking through the graduate program, as a M.A., you need to be able to speak professionally about historiography.

For this assignment:

- Read Marshall’s short survey on the Reformation plus MacCulloch’s brief introduction to his tome before our first class meeting on Wednesday morning.
- When reading, focus your attention on historiographic issues. That means, pay particular attention to each scholar’s arguments and approaches. Among other historiographic questions to consider:
 - What was the Reformation, according to Marshall and MacCulloch?
 - How do their definitions of “the Reformation” compare and contrast?
 - How does Marshall organize his survey? How does that organization shape his portrayal and analysis of the Reformation?
 - What are Marshall’s main arguments?
 - What are Marshall’s main approaches – what kinds of history does he use, for example.
 - How does Marshall discuss historiographic debates about the Reformation? What positions does he take in those debates? What are the implications?
- After reading, prepare an historiographic analysis of between 3 and 5 pages in which you discuss Marshall’s and MacCulloch’s arguments and approaches and what, according to them, the Reformation was about as an historical period and movement.

III. Brief Critical Primary Source Reactions (pre-departure) (20%)

The aim of this assignment is to have you 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:

a. There are a variety of primary sources to be read before departure. We will be discussing the sources in class together with the undergrads 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.

b. After reading the assigned pages, prepare a brief 2.5 to 3 full page reaction that accomplishes the following tasks:

- In 1 or 2 sentences maximum, describes and summarizes the source/sources together (depending on day)
- Identifies 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? Make sure to explain the significance of these elements.
- Places the sources and the revealing elements in the context of Marshall's discussion in his survey of the Reformation – how do the primary and secondary sources connect?

IV. Review of Reviews + Review of MacCulloch (05%):

Book reviews form a major resource in the historical profession. Most scholarly journals provide over half of their issues to reviews of recent works. In order to introduce you to this aspect of the field, the assignment asks you to gather all reviews you can find on JSTOR (available through the UWG Ingram Library's database collection) on Diarmaid MacCulloch's *The Reformation*.

After reading through as many scholarly reviews as you can find, compose a 5-6 page essay (double-spaced, 12 pt font, regular margins) in which you review the reviews (what makes for a strong review and what does not) and then provide a brief review of your own based on your observations of the scholarly examples. The review of reviews section should be about three to four pages long, your own review about two.

Please make sure to focus your attentions on scholarly reviews and ignore the popular reviews of the text you can find via Google. One of the aims of this assignment is to expose you to how scholars read and review each other and how they argue. As M.A. students, you need to learn how to approach things in a scholarly manner.

V. Final Paper (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 8 and 10 pages in length.
- It will ask you to bring together material from across our program – including the assigned primary and secondary sources as well as our on-site experiences.
- It will also ask you to add to that material by identifying and incorporating useful additional secondary sources.
- The paper will be due by 11:59PM on Thursday, July 20, via Course Den.

- *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:

• **For Complete Reading Schedule and Assignment Due Dates – See below**

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.

Detailed 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.

in addition – additional discussion meeting to be held on Monday, June 12, 3:30-4:45PM:

- Discuss: MacCulloch (all)

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.

Detailed Written Assignment Schedule (Pre-Departure & Post Trip):

- Brief Historiographic Analysis (Marshall + MacCulloch Intro)
 - **DUE** = Thursday, June 1, 11:59PM via Course Den
- Brief Critical Primary Source Reaction 1 (Luther, Zwingli, and more)
 - **DUE** = Monday, June 5, 10:00AM via Course Den (bring hard copy)

- Brief Critical Primary Source Reaction 2 (Calvin sources)
 - **DUE** = Weds., June 7, 10:00AM via Course Den (bring hard copy)
- Brief Critical Primary Source Reaction 3 (Loyola autobiography)
 - **DUE** = Mon., June 12, 10:00AM via Course Den (bring hard copy)
- Review of Reviews + Review of MacCulloch
 - **DUE** = Tues., June 13, 11:59PM via Course Den
- Brief Critical Primary Source Reaction 4 (Witchcraft craze)
 - **DUE** = Weds., June 14, 10:00AM via Course Den (bring hard copy)
- Final Paper (full details to be provided during the program)
 - **DUE** = Thursday, July 20, 11:59PM via Course Den

History Study Abroad Shared Assignments

- Information to be provided in a separate document