

Conrad Grebel University College
University of Waterloo

HIST 348/RS 344/TS 642 – The Radical Reformation

Fall 2021

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Instructor: Dr. David Y. Neufeld

Class Time: Tuesday, 2:30-3:50 p.m. (in-person component)

Location: Conrad Grebel University College, Room 1111

Email: david.neufeld@uwaterloo.ca

Office Hours: 1:00-2:20 p.m., Tuesdays and Thursdays and by appointment

* I will use my Zoom for office hours (<https://uwaterloo.zoom.us/my/dyneuf>) and Calendly to schedule student appointments. See the course homepage on LEARN for links.

Course Description:

This course surveys the history of the Radical Reformation, a term which refers to a set of marginalized social, political, and theological movements growing out of the European religious reformations of the sixteenth century. More specifically, we will focus on early Anabaptists: who they were, what they thought, and how they behaved across time and place. We will examine the history of Anabaptists' ideas, but also the ways in which such ideas interacted with Anabaptism as a social, cultural, and political phenomenon. This approach will lead us to broader conclusions about religious change in history, the experience of minority groups, and the impact of social marginalization on understandings of gender, community, and political activity. Furthermore, engagement with the work of scholars of the Radical Reformation—comprising a diverse and vibrant sub-field—will allow us to explore how we as historians make sense of the past.

While building historical knowledge, this course introduces you to techniques of historical research and interpretation and invites you to engage in them yourselves. You will learn how to better discern the significance of primary sources, evaluate the arguments of other scholars, and present original conclusions about the past. History requires you to think critically, use information effectively, understand and value difference, and communicate well-informed arguments. This course will help you develop skills that you will continue to use in the future.

This course takes place during its own moment in history, marked by disruptions brought on by COVID-19. I have made every effort to design the course with these realities in mind. While this course is primarily asynchronous, I am confident we will have an excellent learning experience with plenty of opportunities for collective interaction. I realize these conditions require patience and flexibility, which I hope we can offer one another. If, at any point during the semester, you are unable to meet requirements laid out in this course outline, we can communicate about alternatives.

Course Goals and Learning Outcomes:

Upon completion of this course, students should be able to:

- A. Identify significant events, contexts, and people in the history of early modern European religious radicalism.
- B. Assess the impact of contexts, values, interests, and convictions on primary sources.
- C. Analyze how and why narratives about the past gain credence.
- D. Critique historical arguments through the evaluation of evidence.
- E. Gather and interpret evidence from sources of information about the past to produce a historical argument.

Course Format:

I've convened this course in a blended format. Required asynchronous, online elements include regular video lectures, course readings, and larger writing assignments. Learning to think historically requires us to build skills through practice; it's a process best refined through participation in a collective. For this reason, I've requested a weekly, in-person synchronous meeting (Tuesdays from 2:30-3:50 p.m.) that we'll dedicate both to discussion of course readings and to small historical practice activities. Should a general change in COVID-related conditions demand, we can move these sessions to Zoom. Assessment of your participation in these meetings will compose a segment of your final grade. This said, I'm aware that it may not be possible for you to be present at in-person sessions. If this is the case, please let me know as soon as possible and we will find other means for you to fulfill this requirement, likely through a reading journal and periodic Zoom check-ins with me.

Required Texts:

- C. Arnold Snyder, *Anabaptist History and Theology: Revised Student Edition* (Kitchener: Pandora Press, 1997). This text is available at the campus bookstore.
- All other course readings will be posted under the "Content" tab on the course LEARN site.

Course Requirements and Assessment:

I will supplement this brief overview with more detailed assignment instructions on LEARN.

| Assessment | Date of Evaluation | Weighting |
|--|---------------------------|------------------|
| Class Participation/Historical Practice Activities/ Quizzes | N/A | 25% |
| Historiographical Workshop #1: Secondary source scavenger hunt and analysis | Oct. 19 | 15% |
| Historiographical Workshop #2: Primary source analysis | Nov. 9 | 15% |
| Historiographical Workshop #3: Additional syllabus unit | Nov. 30 | 15% |
| Final: Research Project Proposal | Dec. 13 | 30% |
| ----- | | |
| Total | | 100% |

Class Participation:

Given the format of this class, your active participation is a critical factor in determining the course's success. I expect you to demonstrate engagement with the course material in the following ways:

- Completion of course video lectures and readings, evaluated through LEARN's viewing record.
- Active participation in in-person discussion of course readings.
 - o When evaluating your participation, I am looking for evidence of deep consideration of the assigned texts and a willingness to engage with your peers. I realize this is a new format for some, and perhaps an uncomfortable one. Comment as you can and focus on the quality, rather than the quantity, or your contributions. (I won't be keeping track of the number of times you speak.) Curiosity and questions are as important as conclusions!
- Active participation in short, skill-building historical practice activities during in-person sessions.
- Three 5-question, short answer quizzes (60 min.) based on the content of course lectures and readings, assessed through LEARN.

Historiographical workshop #1:

Secondary source scavenger hunt and analysis (1000 words)

You will select two articles from the class's group library on Zotero (a citation management platform that I will introduce in class). You will identify the following elements related to the mechanics of scholarly writing: the author's field and affiliation; the journal's/volume's intended audience; the essay's argument; the location and scope of the essay's literature review; and three pieces of primary source evidence. The analytical portion of your submission will answer the following question: how do the authors address the question of the "radical" quality of their subject matter?

Historiographical workshop #2:

Primary source analysis (800 words)

You will select a pair of primary sources that articulate Anabaptist beliefs from distinct regions, time periods, and writers/groups. I will provide a list of the pairings in the class's group library on Zotero. In your essay, you will (1) contextualize the sources, (2) describe their contents, and (3) formulate a conclusion about Anabaptist theological commonalities and differences, using chapter eight from Snyder (1997) as a framework for comparison.

Historiographical workshop #3:

Additional syllabus unit (~3 pages)

You will create an additional unit for the course syllabus, which includes a topic, outline of lectures and/or activities, and readings. You will include a one-page written reflect in which you explain your choices.

Final: Research Project Proposal

Your final project takes the form of a proposal for a 12-page research project (essay or other mode of historical interpretation). You will **not** write the paper or create the project itself. The purpose of the assignment is (1) to allow you to put into practice your capacity to find, evaluate, and cite sources, and (2) to use primary and secondary source evidence to produce a historical interpretation that engages the work of other historians. I will evaluate your submissions of the following materials:

- An annotated bibliography, containing 2-3 primary source entries and 6-8 secondary source entries

- A two-page outline of your project. For a proposed essay, this should include a title, tentative thesis statement, and descriptive outline of the body of the essay. For an alternative project, the outline should include a title, description of the project's form and presentation, and justification of the work's contribution to historical understanding.

Course Outline

Note: All readings should be completed by the meeting date for which they are assigned.

Week 1 - Course Introduction

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|-----------------|---------------------|
| Sept. 14 | Course overview | Course syllabus |

I. Origins

Week 2 – Context

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|----------------------------------|------------------------------|
| Sept. 21 | Religion in Late Medieval Europe | Snyder, chapters 1 and 2 |
| | The Reformation, 1517-1525 | Snyder, chapters 3, 4, and 5 |

Week 3 – Polygenesis

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|-----------------------|--------------------------|
| Sept. 28 | Origin Stories: South | Snyder, chapters 6 and 7 |
| | Origin Stories: North | Snyder, chapter 11 |

Week 4 – Spread and Development

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|--------------------------------------|---|
| Oct. 5 | Persecution, Migration, and Missions | Martin Rothkegel, "Pilgram Marpeck and the Fellows of the Covenant: The Short and Fragmentary History of the Rise and Decline of an Anabaptist Denominational Network," <i>Mennonite Quarterly Review</i> 85, no. 1 (2011): 7-36. |
| | Conversion | "Hans Fischer Responds to Questioning (1548)," in C. Arnold Snyder (ed.), <i>Later Writings of the Swiss Anabaptists, 1529-1592</i> (2017), 57-67 |

Week 5 – Historiographical Workshop #1: A "Radical Reformation"?

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|---------------------------------------|--|
| Oct. 19 | Definitions of Reformation Radicalism | Student selections from Zotero group library (2) DUE: Secondary source scavenger hunt |

II. Anabaptist Religious Cultures

Week 6 – Authority and Gender

| Completion Date (no in-person meeting) | Topic(s) | Readings/Assignment |
|--|---|---|
| Oct. 26 | Scripture, Prophecy, and Communal Practice and Belief | “Margret Hottinger of Zollikon” and “Ursula Jost and Barbara Rebstock of Strasbourg,” in C. Arnold Snyder and Linda A. Huebert Hecht, <i>Profiles of Anabaptist Women</i> (1996), 43-53 and 273-87. |
| | Courtship and Marriage | Lyndal Roper, “Sexual Utopianism in the German Reformation,” <i>Journal of Ecclesiastical History</i> 42, no. 3 (1991): 394-418. |
| | The Anabaptist Kingdom of Münster | |

Week 7 – Communication

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|------------------------------|--|
| Nov. 2 | Orality and the Written Word | Snyder, chapter 9; Kat Hill, “Anabaptism and the World of Printing in Sixteenth-Century Germany,” <i>Past and Present</i> 226, no. 1 (2015): 79-114. |

Week 8 – Historiographical Workshop #2: Anabaptist Theological Divergence and Commonalities

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|---------------------------------------|--|
| Nov. 9 | A Common Anabaptist Theological Core? | Snyder, chapter 8; selected primary source pairing DUE: Primary source analysis |

Week 9 – Anabaptist Minorities in Conflict and Coexistence

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|------------------|--|
| Nov. 16 | Swiss Brethren | “Strasbourg Discipline,” in Snyder (ed.), <i>Later Writings</i> , 92-99 |
| | Dutch Mennonites | Mary S. Sprunger, “Being Mennonite: Neighborhood, Family, and Confessional Choice in Golden Age Amsterdam” |

Week 10 – Identity Formation

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|--------------------------|--|
| Nov. 23 | Hymns and Martyr Stories | Ausbund, number 17; Erin Lambert, “Friction in the Archives: Storytelling in Sixteenth-Century Anabaptism,” <i>Renaissance and Reformation/ Renaissance et Réforme</i> 41, no. 2 (2018): 113-138 |

| Meeting Date | Topic(s) | Readings/Assignment |
|--------------|---|--|
| | Transnational Disputes and Convergences | Troy Osborne, "The Development of a Transnational 'Mennonite' Identity among Swiss Brethren and Dutch Doopsgezinden in the Sixteenth and Seventeenth Centuries," <i>Mennonite Quarterly Review</i> 88, no. 2 (2014): 195-218 |

III. Continuing Anabaptist Traditions

Week 11 – Historiographical Workshop #3: New Directions

| Meeting Date | Topic(s) | Readings/Assignments Due |
|--------------|--|---|
| Nov. 30 | Anabaptist Historiography and New Approaches | Synder, appendix; selected posts on the <i>Anabaptist Historians</i> blog DUE: Additional syllabus unit |

Week 12 – Continuing Anabaptist Tradition

| Meeting Date | Topic | Readings/Assignments Due |
|--------------|--------------------|--|
| Dec. 7 | Global Anabaptisms | Student selected article from Zotero group library |

Course Policies

Style and Submission Guidelines and Policy on Late Work

All written assignments should be double-spaced and use 12-point font and one-inch margins. When direct citations to sources are necessary, please use footnotes in accordance with *The Chicago Manual of Style*, 16th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

Proper spelling and grammar and the clarity of your writing—in short, evidence of careful editing and proofreading—influence the reader’s ability to understand your ideas, and may impact your grade.

All individual writing assignments must be uploaded as Microsoft Word documents to appropriate submission folders under the “Assignments” tab on the course LEARN page by 11:59 p.m. on the due date. Please save your assignment submission receipts (that arrive via email) until the assignment has been returned to you. This will help us clear up any confusion about whether an assignment is submitted on time or not. If you do not receive a receipt, this means that your assignment was likely not accepted by LEARN. You will need to resubmit it.

Submission deadlines are firm, but I will make accommodations in the case of necessity at my discretion. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can. I will not accept late submissions of your final project unless there is a

documented emergency.

University policy regarding grades and grading systems is available [here](#).

Information on Plagiarism Detection

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment

Attendance Policy

This course is asynchronous, allowing you to work through the weekly reading and assignment schedule as works best for you. I will evaluate attendance—the completion of course lectures and readings—through LEARN's viewing record, which forms part of your class participation grade.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Cross-listed Course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a HIST/RS cross-list will count in a History major average, even if the course was taken under the Religious Studies rubric.

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information