

University of Waterloo
Conrad Grebel University College
HIST 379; RS 343; TS 645
European Reformations
Fall 2018
MW 10:00 a.m. – 11:20a.m. CGR 1300

Instructor Information

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(Email is the best way to contact me!)

Course Description

The events collectively known as the Reformation ended the religious and cultural unity of western Europe. The ideas, wars, and rulers of the Reformation continue to shape the world today, even if we do not always perceive them. In this course, we will study the various reforming movements primarily by reading the words of their main actors. The course places the ideas behind the reformers' agendas in their historical context, beginning with a survey of western Christianity on the eve of the sixteenth century. It then examines the particular ways in which the Protestant and Catholic reformers viewed the Bible, salvation, the church, and worship. After exploring the context and the ideas, we will look at the reality of the reformers' struggle to implement their agenda and the legacy of the Reformation in the twenty-first century.

The learning objectives for the semester will be to analyze and understand:

- the intellectual, social, and political context to which the Reformations responded,
- the important ideas of the Reformations, including the differences between Protestants and Catholics and among the different Protestant traditions,
- the longer-term effects and consequences of the Reformation.

By the end of the course, you should have gained an appreciation for the values of past societies, learned how historians piece together the past, and gained an appreciation for the difficult nature of historical argumentation. It is my hope that you will have learned some of the historian's craft and that you will have developed the skills of "thinking historically."

Studying any period of religious history can help us think more clearly about our own convictions. However, this class is not intended to promote a particular belief or criticize the religious traditions of others. History's legacy, including that of the Reformations, is still tangible today, but this course's primary goal is to study the past. Therefore, I hope that we can approach the topic with a certain amount of intellectual detachment, even though the issues of the Reformations continue to be important to many people today.

Course Requirements and Assessment

During the semester, you will read challenging texts and be encouraged to think carefully about the ideas and evidence of the sources. You should, in turn, also, skillfully communicate your analysis of the material in discussions and when writing your exams. I have tried to design this course in a manner that allows you to show me what you have learned and to give you the opportunity to improve in your analysis and communication.

Assessment	Date of Evaluation (if known)	Weighting
Attendance and active participation	ongoing	10%
Short Paper	December 3	15%
Exam One	October 3	25%
Exam Two	November 7	25%
Exam Three	December 14	25%
or		
Research Paper	December 14	25%
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Total		100%

Grading Scale:

Courses in the Faculty of Arts are graded according to the following scale:

Letter Grade	Numeric Value	Description
A+	90-100	Exceptional
A	85-89	Excellent
A-	80-84	Excellent
B+	77-79	Very good
B	73-76	Good
B-	70-72	Good
C+	67-69	Competent
C	63-66	Fairly Competent
C-	60-62	Fairly Competent
D+	57-59	Passing
D	53-56	Barely passing
D-	50-52	Barely passing
F+	42-49	Marginally failing
F	35-41	Failing
F-	0-34	Failing

Attendance and Active Participation – 10 Percent Total

In order to master the course material, it is important that you attend all class sessions and come prepared to participate actively in the day's discussion. If you are to become a critical learner, you must enter into an active conversation with the material and the other students in the course. This means that you have to be more than a "warm body" during class and must come prepared to be an informed participant (the quality, not the quantity, of your contributions will be most important). The class schedule indicates which readings you will be discussing and I will try to provide study questions for the readings in advance. Remember, asking informed questions is an important part of active participation. You should also refer to the attendance policy below.

Short Paper – 15 Percent Total

There will be a short paper due at the end of the term. The paper will be an opportunity to explore historical literature on the Reformation. You will review and analyze primary sources on religious violence in France. The specific details for the assignment will be handed out later in the semester.

Three Exams – 75 Percent Total

The exams will be a combination of short answer objective questions and longer analytical essays, with the analytical portion of the exam worth more than the objective section. The questions will draw from assigned readings, discussions, and lectures. They will reward you for your ability to illustrate comprehension of and think critically about the course content.

Optional Research Paper

In lieu of a final exam, students may choose to write a larger research paper (12-15 pages) on a topic of the student's choosing. I will assess the essay on both its style and its content. (Was it written well? Was it analyzed well?) The final essay will include 5 different sources, including both primary and secondary sources (journal articles and book chapters). Unless they are academic sites, the paper should not refer to internet sources (see me if you are unsure whether your site is suitable). The essays must follow the citation guidelines set forth in the Chicago Manual of Style and use footnotes when citing (not parenthetical referencing). You can find a concise summary of the Chicago guidelines in the 7th edition of Kate Turabian's book, *A Manual for Writers*. You must submit a research topic by November 4 in order to fulfill this option. (Graduate Students are required to choose the paper option.) The final draft is due December 14. You should hand in a hard copy of the paper to the front office of Conrad Grebel University College by 4:30 pm.

Required Texts

- Alister McGrath, *Reformation Thought* (3rd ed.) (as *Reformation Thought* in the syllabus)
McGrath provides a well-written explanation of Reformation ideas in their context and will help you understand the arguments behind the Reformation and the readings.
- Michael W. Bruening, *A Reformation Sourcebook* (as Bruening in the syllabus)
Bruening's primary source collection presents documents in a way that encourage you to see the Reformation as a series of arguments and debates. Take the time to read the chapter introductions and the focus questions. These will be the starting place for our class discussions.
- Richard Wunderli, *Peasant Fires*
This
- Barbara B. Diefendorf, *The Saint Bartholomew's Day Massacre*

Readings Available on LEARN and E-Reserves

There are also required online readings and E-Reserves (E-Reserves) that are accessible through learn.uwaterloo.ca or through the library course reserves portal. If you have problems finding any of the books or electronic resources, please let me know immediately. Some of the material (but not all of it) can be purchased as a reader in the bookstore.

Course Outline

Read the course materials: The literature and background material we read will provide us with the common ground upon which we base our conversations. Without that common ground, our conversations will lose some of their richness. You are expected to bring the appropriate books or printouts with you to class. Failure to do so will affect your participation grade and I may mark you absent for that class session. If overall participation wanes, I may decide to introduce occasional quizzes and in-class writing assignments to encourage you to keep up with the reading and to aid class participation.

Session	Date	Topic	Readings Due
THEME ONE: LATE MEDIEVAL CHRISTIANITY In the first part of the course, we will examine the history of the medieval church and its theology, focusing on the German-speaking lands. In doing so, we can better understand how the Reformation was both a continuation of and a change to its medieval heritage. In this first section, pay attention to the following themes: What were the strengths and weaknesses of the medieval church? How does understanding the medieval church help historians understand the Reformation more clearly? Should the church have seen the Reformation coming, or was it a total surprise?			
1	Sept 10	Course Introduction: Political and Geographical Contexts	Syllabus
2	Sept 12	Contexts: Late Medieval Church	Bruening, 1-12
3	Sept 17	Late Medieval Christianity in Germany	Peasant Fires, 1-71 Indulgence documents (E-reserves)
4	Sept 19	Late Medieval Christianity in Germany	Peasant Fires, 72-150 Reformation Thought, 23-35
5	Sept 24	Medieval Ideas about God: Augustine, Realism, and Nominalism	Reformation Thought, 59-70 Via Moderna v Schola Augustana (E-reserves)
6	Sept 26	Reform & Renewal within the Church: Lay spirituality and humanism	Bruening, 18-26
7	October 1	Reform and Renewal within the Church: Institutional Reform:	Excerpts from John Colet, "Convocation Sermon" Gasparo Contarini, "On the Office of Bishop" (E-Reserves)
8	October 3	FIRST EXAM	
THEME TWO: Reformation Thought In this section, we will look at the ideas of the main reformers (Luther, Zwingli, Calvin) and the Anabaptists. Pay attention to the roots of Reformers' ideas in medieval theology. In addition, make sure to note differences between the reformers' ideas and ask yourself whether it may be			

Session	Date	Topic	Readings Due
more appropriate to speak of multiple reformations rather than a monolithic movement. Why were the Anabaptists seen as a threat by the mainstream reformers?			
	October 8	No Class-- Thanksgiving	
9	October 12 Friday!	New views of salvation	Reformation Thought, 115-133, 191-204 Bruening, 29-37, 50-66
10	October 15	The Bible as authority	Reformation Thought, 91-112 Bruening, 264-268
11	October 17	Reforming Worship	Reformation Thought, 163-187 Bruening, 42-50, 69-76
12	Oct 22	New understanding of the church	<i>Reformation Thought</i> , 141-161 Bruening, 36-42, 119-122
13	Oct 24	Church and State: A new relationship	<i>Reformation Thought</i> , 207-221 Bruening, 122-134
14	Oct 29	The Radical Agendas	Bruening, 100-107
15	October 31	Catholic Reforming Agendas: Trent	<i>Reform. Thought</i> , 112-113, 133-138, 161-162, 187-189 Bruening, 161-170
16	Nov 5		NO CLASS: SIXTEENTH CENTURY CONFERENCE
17	Nov 7	SECOND EXAM	
Theme Three: The Practical Reformation There is a new appreciation among historians that the reformers enjoyed different degrees of success in implementing their ideas. This section looks at the response to the Reformation in Protestant areas, and how the laity selectively adapted parts of the reforms. It then looks at the Catholic lands and their reforms. When you read these sources, pay attention to the ways that the reforms of the laity differed from those of the reformers. How did the Reformation reshape European society?			
18	Nov 12	The Reformation and Revolution	Bruening, 76-86
19	Nov 14	Establishing the Reformation: the Laity	Bruening, 223-227
20	Nov 19	Establishing the Reformation: Protestant Institutions	McGrath, 241-252 Luther, Small Catechism, (E-reserves) skim for how Luther structures this document. Bruening, 205-223
21	Nov 21	Establishing the Reformation: New Catholic Institutions	Bruening 161-183
22	Nov 26	Reformation of family life and gender	Bruening, 237-250.
23	Nov 28	Religious Wars	Diefendorf, 1-35, 41-56, 65-74

Session	Date	Topic	Readings Due
24	Dec 3	Confessionalization; Success of Failure of the Reformations	Diefendorf, 82-111, 114-48
FINAL EXAM AND FINAL PAPER DUE: December 15			

NOTE: You must attend class regularly, take **all** exams, and participate in an informed manner in order to pass the course. If you think that you may have difficulties fulfilling aspects of the course, see me as soon as possible (that is, before it becomes a problem!).

Late Work

In order that you get prompt feedback on your work, I encourage you to complete all of your assignments on time. In the rare circumstance of a documented family or medical emergency, I will grant an extension. In such a circumstance, you should contact me as soon as possible in order to make alternate arrangements. Otherwise, late work will be marked 1/3 grade off for everyday that it is late. A grade that would have been a B will become a B- for a paper that is one day late. Remember...it is always better to turn something in late than to get zero points for an assignment. However, LATE TAKE HOME EXAMS CAN NOT BE ACCEPTED

Electronic Device Policy

If you want to take notes on a laptop, please feel free to do so. However, be aware that studies have shown that taking electronic notes is a less effective tool for learning than writing out longhand ones. In addition, looking at non-course related material tends to not only lower your mark, but also those sitting around you. If I perceive that your laptop or other electronic device is distracting me, you, or your peers, I will ask you to turn it off. No electronic devices will be permitted during the final exam.

Attendance Policy

Excused absences are those caused by documented illness. In the case of documented absences, it will always be possible to make-up exams, quizzes, or papers. Up to two unexcused absences per semester are acceptable. If you will have to miss more than this, see me as soon as possible. Unexcused absences are inevitable, but more than two of them will result in a lowering of your final grade. Missing more than six classes might result in failing the entire course. At the graduate level, attendance at all sessions is expected. If you have to miss class, please let me know in advance so that we do not wait for you to start.

Statements and links to be included on all course outlines

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 PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity and Discipline

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](#).

Grievances and Appeals

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](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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.

Finally: If you have questions about *anything* this semester, ASK ME. If you are unsure about whether you should ask me about something, you are better off checking with me.