

The Radical Reformation: Hist 348/RS 344/TS 642
Winter 2017
MW 2:30-3:50pm, Monday and Wednesday

Instructor Information

Instructor: Troy Osborne

Office: CGR 2114

Office Phone: 519-885-0220 x24260

Office Hours: Tuesday 10:00-12:00 am, or by appointment and after class

Email: troy.osborne@uwaterloo.ca

(Email is the best way to contact me!)

You can find the syllabus and other course links and materials at [The Learn Website](http://learn.uwaterloo.ca)
<http://learn.uwaterloo.ca>

Course Description:

This course surveys the history of the events and ideas known collectively as the sixteenth-century Radical Reformation, a reforming movement distinct from Protestantism and Roman Catholicism. In order to place the radical movements into their historical context, the class attends to late-medieval dissenting groups and reforming efforts. In addition to the historical development of the Radical Reformers, the course traces the articulation of the theological principles central to the movements, particularly as they developed in the Anabaptist traditions. Students will also examine other manifestations of reform, including the Peasants' War and individuals from mainstream reforming traditions.

Objectives:

1. To discover the context of the Radical Reformers by looking at their late-medieval religious background and the socio-political framework of their lives.
2. To understand the main theological issues that fueled their reforming initiatives.
3. To understand the social and cultural effects of the radical reformers' theology
4. To develop written and oral communication skills through the writing and presentation of course content

Studying any period of Christian 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. The legacy of the sixteenth century reformations are still tangible today, but this course's primary goal is to study the past, not to convince you of the rightness or wrongness of certain theological positions. Nonetheless, one of my scholarly assumptions is that students of the Reformation must understand the religious worldview of the past in order to understand why the events of the Reformation unfolded in the way that they did. Therefore, I hope that we can approach the topic with a certain amount

of intellectual detachment, even though the issues of the Reformation continue to be important to many people today.

Required Texts and Readings: Come to class prepared to discuss these books on the day that they are assigned.

- Snyder, C. Arnold. *Anabaptist History and Theology: Revised Student Edition*. 2nd ed. Pandora Press (CA), 1997. You can purchase this in the campus bookstore. This book serves as the main text for the course. (“**Snyder**” in the course calendar)
- Course Reader. This book contains the primary sources (documents written during the time of the Reformations.) The documents are not always easy to understand and require careful reading. Nonetheless, they are important tools for historians to piece together the story and ideas of the movements. (“**Reader**” in the course calendar.) You can buy the reader in the bookstore

Requirements:

1. **Engaged participation:** 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** (i.e. the quality, not the quantity, of your contributions will be most important). The class schedule indicates which readings you will be discussing. Because I work from the assumption that students come to class prepared, I reserve the right to call on you whether or not you raise your hand. If you have a particular problem with speaking in front of others, please come and speak to me privately, and we can work out an arrangement. Remember, asking *informed* questions is also an important part of active participation. 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.
2. **10 reading quizzes** on the course content. These will be a combination of some objective material and the writing of shorter essays. The quizzes will be ‘closed book,’ and can be given at any time in the period.
3. **Midterm Examination** This exam will be given on February 15, but it will include only material covered through February 6. It will be a closed book exam; however, you will receive potential exam questions the week before.
4. **Final Examination.** This will be given at some time during the final exam period. It will likely be based on two longer essay questions distributed before the exam date.

Or, as an alternate to the final exam

If students wish, they may choose to write a **larger research essay (4,000 to 5,000 words)**, on a topic of the student’s choosing in lieu of a final exam. I will assess the essay on both its style and its content. (Was it written well? Was it analyzed well?) 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 prospectus by **March 6** in order to fulfill this option. (Graduate Students are required to choose the paper option.) The final draft is due **April 13**. You should hand in *two* hard copies of the paper to the front office of Conrad Grebel University College by 4:30 pm.

Instructor Contact:

In the fall, my office hours are Monday and Wednesday afternoons from 3:00 – 4:00 pm. However, I will be in my office most days. You are welcome to stop by to chat if the door is open. If your question will take longer than a few minutes, we can schedule an appointment to meet together. Generally, I try to answer all emails within 48 hours during the week (Monday –Friday). When you contact me via email, please make sure to include your name and the course you are taking in order to make sure that I can answer your question as accurately as possible.

Student Assessment:

10 Reading Quizzes:	20% (average of your scores)
Engaged Participation and attendance:	10%
Exam I (midterm):	30%
Exam II (final):	40%

Or

Research paper:

- ❖ Research Prospectus, **March 6** 10%
- ❖ Complete, Due **April 13** 30%

General guidelines for assignments:

- Citation of sources **must** be Chicago Style, footnote/bibliography format. See Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 7th ed. Chicago: University of Chicago Press, 2007, or a previous but recent edition. [Chicago manual of Style http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Use inclusive language when referring to people.
- Number your pages.
- Unless other stated, your work must be submitted in hard copy at the beginning of class.
- In order for you to 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 mark that would have been a 85 will become a 82 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.

NOTE 1: Changes to Courses Syllabus:

Some aspects of the course may be revised during the semester. These may include topics or particular readings. I will try to avoid this, but when such circumstances do arise, I will inform you as early as possible. These changes will be minor and I will inform you via learn.uwaterloo.ca and email.

NOTE 2:

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

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

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 off for everyday that it is late. A grade that would have been a 85 will become a 82 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. If they are given, LATE TAKE HOME EXAMS WILL 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 looking at non-course related material tends to not only lower your grade, but studies have shown that it affects the grades of those around you. If I feel that your laptop or other electronic device is distracting me or your peers, I will ask you to turn it off.

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.

CALENDAR FOR THE SEMESTER

January 4	Introduction to the Course and the late medieval Church	
January 9	The Late Medieval Inheritance	1. Snyder, Chapter 1
January 11	Calls for Reform	
January 16	Evangelical and Radical Reforms/ Peasant Wars	<ol style="list-style-type: none"> 1. Snyder: Chapters 2 2. Reader: Martin Luther – “Freedom of a Christian” in Denis Janz, <i>A Reformation Reader: Primary Texts With Introductions</i>, 2nd ed. (Fortress Press, 2008), 105–113.
January 18	Radical Reform	<ol style="list-style-type: none"> 1. Snyder: Chapter 3 2. Reader: Carlstadt – “On the Removal of Images and That There Should Be No Beggars Among Christians” in Andreas Rudolff-Bodenstein von Karlstadt, <i>The Essential Carlstadt: Fifteen Tracts, Classics of the Radical Reformation 8</i> (Waterloo, Ont: Herald Press, 1995) 100-128. 3. Reader: Müntzer – “The Prague Protest.” In Baylor, <i>The Radical Reformation</i>, 1-10.
January 23	Peasants’ War	<ol style="list-style-type: none"> 1. Snyder, Chapters 4 and 5 2. Reader: Reader: “<i>The Twelve Articles of the Peasants</i>” Baylor, <i>The Radical Reformation</i>, 231-238.
January 25	Origins of Swiss/South German Anabaptism	<ol style="list-style-type: none"> 1. Snyder: Chapters 6. 2. Reader: Conrad Grebel, “Grebel to Müntzer” in Harder, ed., <i>The Sources of Swiss Anabaptism</i>, 284-294. 3. Reader: Felix Mantz, “Petition of Defense,” in Harder, ed., <i>The Sources of Swiss Anabaptism</i>, 311-315. 4. Reader: “Brotherly Union” and “Congregational Order,” in Yoder, <i>The Legacy of Michael Sattler</i>, 34-54.

January 30	Theological and Ecclesiological Core of Swiss and South/German Anabaptism	<ol style="list-style-type: none"> 1. Snyder: Chapters 7 2. Reader: Hans Hut, "On Baptism" in Baylor, Michael G., <i>The Radical Reformation</i>. 152-171. 3. Reader: Hans Denck, "Concerning Genuine Love" in Furcha, <i>The Selected Writings of Hans Denck</i>, 268-284 4. Reader: Balthasar Hubmaier, "Concerning the Sword," in Klaassen, ed. <i>Anabaptism in Outline</i>, 271-272.
February 1	Core Teachings	<ol style="list-style-type: none"> 1. Snyder, Chapter 8
February 6	The development and spread of the movement	<ol style="list-style-type: none"> 1. Snyder, Chapter 9-10 2. Reader: Nadler, Confession, in <i>Sources of South German/Austrian Anabaptism</i>, 136-149.
February 8	North German / Dutch Anabaptism	<ol style="list-style-type: none"> 1. Snyder, Chapter 11, to page 216 2. Reader: Obbe Philips, "A Confession" in Williams, ed. <i>Spiritual and Anabaptist Writers</i>, 206-225. 3. Reader: Melchior Hoffman, "Ordinance of God," in Zuck, <i>Christianity and Revolution</i>, 83-87. 4. Reader: Bernhard Rothmann, "A Confession of Faith and Life at Muenster," "Thirteen Statements of the Order of Life and A Code for Public Behavior," and "A Restitution" In Zuck, <i>Christianity and Revolution</i>, 88-100
February 13	North German / Dutch Anabaptism	<ol style="list-style-type: none"> 1. Snyder, Chapter 11, 216 to end 2. Reader; Menno Simons. "Conversion, Call, and Testimony," in J.C. Wenger, ed. <i>The Complete Writings of Menno Simons, C. 1496-1561</i>. 268-274.
February 15	MID-TERM EXAM	In-Class, closed book
February 20-25	READING WEEK = NO CLASS	
February 27	Views of Scripture	<ol style="list-style-type: none"> 1. Snyder, Chapter 12 2. Reader: Various authors, in Klaassen, <i>Anabaptism in Outline</i>, 140-151. 3. Reader: Ursula Jost's Visions in C. Arnold Snyder and Linda A. Huebert, eds. <i>Profiles of Anabaptist Women</i>, 280-284.

March 1	Martyrdom	
March 6	Views of Sword and Oath: Swiss and South German	1. Snyder , Chapters 13
March 8	Views of Sword and Oath: Hoffman and the Melchiorites	<ol style="list-style-type: none"> 1. Snyder, Chapter 14 2. Reader: Rothmann “Concerning Revenge.” In Zuck, <i>Christianity and Revolution</i>, 88-100 3. Reader: Menno “A Reply to False Accusations,” in Zuck, <i>Christianity and Revolution</i>, 122-126.
March 13	Ideals and Reality : Socio – Economic and Gender	<ol style="list-style-type: none"> 1. Snyder, Chapter 15 2. Reader: Stadler on Community of Goods, in Klaassen, <i>Anabaptism in Outline</i>, 234-240 3. Reader: Menno on Covetousness in Klaassen, <i>Anabaptism in Outline</i>, 241-242.
March 15	Ideals and Reality : Socio – Economic and Gender	<ol style="list-style-type: none"> 1. Reader: Riedemann on Marriage, in Riedemann, <i>Peter Riedemann’s Hutterite Confession of Faith</i>, 127-130. 2. Reader: Riedemann on Marriage, <i>Love is like Fire</i>, 57-59. 3. Reader: Letters of Lijskens Sircks, in <i>Elizabeth’s Manly Courage</i>, 94-103.
March 20	Authority for the movement: Inner or outer?	<ol style="list-style-type: none"> 1. Snyder, Chapter 16. 2. Reader, Various, Church Discipline in <i>Anabaptism in Outline</i>, 215-228.
March 22	Ecclesiology: what is the church?	1. Snyder , Chapter 17
March 27	Christology – Who is Christ, and what difference does it make?	<ol style="list-style-type: none"> 1. Snyder, Chapter 18 2. Reader, Menno, “The Incarnation of Christ” in Wenger, ed., <i>The Complete Works of Menno Simons</i>, 427-432
March 29	The Legacy of the Radical Reformation	Snyder, Chapter 19. (Optional: Chapter 20)
April 3	Course Wrap up and final exam prep	

Final Exam – In Class – Date to be determined later.

Final Paper Due April 13

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: 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 [UWaterloo Academic Integrity webpage](#) and the [Arts 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. 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](#).

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.