

Conrad Grebel University College University of Waterloo

HIST 379/RS 343/TS 645 – The Reformation

Fall 2020

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.

Office Hours: 1:00-3:00 p.m., Tuesdays and Thursdays and by appointment

* I will use Google Meet for office hours and Calendly to schedule student appointments. See the course homepage on LEARN for links.

Course Description:

This course teaches methods of historical thinking and writing through the study of early modern European religious reformations. Beginning in the sixteenth century, these events fractured Latin Christendom, carrying with them both immediate effects for Europeans' religion, culture, and society and enduring legacies that continue to shape the modern world. Investigating this period from multiple perspectives (cultural, intellectual, social, and political) and at different scales (from everyday life to society's organizing structures), you will leave this class with a deeper understanding of an era of transformational religious change.

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 organize and deliver the course with new realities in mind. While this course is fully asynchronous, I am confident we will have an excellent and rigorous 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 a 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:

* For information on alternative/additional course goals and expectations, those enrolled in **TS 645** should view **Appendix I** of this syllabus.

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

- A. Identify significant events, contexts, and people in the history of early modern European religious reformations.
- B. Assess the impact of contexts, values, interests, and convictions on primary sources.
- C. Critique historical arguments through the evaluation of evidence.

- D. Analyze how and why narratives about the past gain credence.
- E. Formulate arguments about change over time and present them persuasively in writing.

Required Texts:

Physical copies of required textbooks are available through the UW bookstore. All required textbooks are also available in electronic copies, widely available for purchase online.

- Michael Bruening, ed., *A Reformation Sourcebook: Documents from an Age of Debate* (Toronto: University of Toronto Press, 2017).
 - o The UW Library has one electronic copy.
- Ulinka Rublack, *Reformation Europe, Second Edition* (Cambridge: Cambridge University Press, 2017).
- All other required course readings will be posted under the “Content” tab on LEARN.

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 Assignments/Reading Journal	Reading journals due Oct. 2; Nov. 6; Dec. 4, 2020	30%
Primary Source Annotations (3) and Analysis (1)	See schedule below	15%
Secondary Source Annotations (3) and Analysis	See schedule below	15%
Content Quizzes	Sept. 25; Oct. 30; Nov. 27, 2020	15%
Final Essay/Unessay	Dec. 14, 2020	25%

Total		100%

Class Participation/Historical Practice Assignments/Reading Journal:

I expect you to demonstrate active engagement with the course material in the following ways:

1. Completion of course lectures and readings, evaluated through LEARN’s viewing record.
2. Completion of a series of short skill-building historical practice assignments on LEARN.
3. Weekly reading journal: an *informal* thought piece of 1-2 double-spaced pages/week in which you analyze the content of one or more of the assigned readings. You may raise questions, highlight significant themes, or evaluate scholars’ methods and use of evidence. You will submit this journal at the end of modules four, eight, and twelve.

Source Annotations and Analyses (500 words each):

History is not what happened, but rather a set of acts of interpretation in the present to find meaning in the past. This process of historical interpretation is collective. In place of discussion boards, peer interaction in this course will take the form of annotation of primary and secondary sources in small groups.

During the semester, you and your peers will jointly annotate three primary and three secondary sources assigned in the syllabus using source analysis tools I will provide you and the online platform Perusall. You will write formal, individual analyses of **one** of these primary and **one** of these secondary sources.

Content Quizzes:

Three times during the course, you will write one-hour quizzes based on the content of course lectures and readings.

Final Essay/Unessay:

In Zora Neale Hurston's words, "Research is formalized curiosity; it is poking and prying with a purpose." In the discipline of history, scholars produce knowledge about the past through examination of primary source evidence and engagement with the findings of other scholars (usually in the form of scholarly articles and books). This final assignment allows you to put the historical practices you have developed over the course of the semester to work in a piece of original research that falls within the scope of the course. You may present your findings in the form of a research essay (8 pages for HIST/RS, 12 pages for TS) or an unessay, a freer format that allows you to make a historical argument outside the creative bounds of a traditional essay. You select the topic, choose a mode of presentation, and submit your work for feedback and evaluation. My hope is that this will allow you to play to your strengths and, thereby, to model the variety through which people communicate historical knowledge. Unessay ideas require my approval.

Course Outline:

* You will annotate source marked with an asterisk. These sources are eligible for your source analysis assignments.

I: Course Introduction

Module 1 - Course Introduction

Topics	Readings	Completion Date
Course Introduction: Problems and Approaches	Course Syllabus	Sept. 11, 2020

II: Wild Growth

Module 2 - Beginnings

Topics	Readings	Completion Date
Late Medieval Europe	Rublack, Prologue Bruening, I	Sept. 18, 2020
Wittenberg and Luther	Rublack, Chapter 1 Bruening, II*	
Zurich and Zwingli	Rublack, Chapter 3 Bruening, IV	

Module 3 – "Wild Growth": Reformations in the Plural

Topics	Readings	Completion Date
Reformation in the Cities: Strasbourg and Münster	Susan Karant-Nunn, "What Was Preached in German Cities in the Early Years of the Reformation?"	Sept. 25, 2020
Reformation in the Countryside: The Peasants' War	Bruening, III	

III: Religious Confessions and Cultures

Module 4 – Communicating Reform: Preaching, Printing, Praying

Topics	Readings	Completion Date
Communicating Reform: Preaching, Printing, Praying	Selections from Pettegree, <i>Reformation and the Culture of Persuasion</i> Exhibition: Visual Literacy in the Age of the Protestant Reformation Exhibition: The Bible in Print, 1450-1700	Oct. 2, 2020

Module 5 – Institutionalizing the Reformations

Topics	Readings	Completion Date
Calvin and Geneva	Rublack, Chapter 4 Bruening, V	Oct. 9, 2020
Discipline, Gender, and the Family	Bruening, X: XXXVI, XXXVII Jeffrey Watt, “Women and the Consistory in Calvin’s Geneva”*	

Module 6 – Reformations from Above and Below: Calvinism in Europe

Topics	Readings	Completion Date
The Reformations in England and the Low Countries	Rublack, Chapter 5 Bruening, VI*	Oct. 23, 2020

Module 7 – Catholic Reformation

Topics	Readings	Completion Date
The Catholic Reformation	Bruening, VII Jodi Bilinkoff, <i>The Avila of Saint Teresa</i> , 1-14, 78-107	Oct. 30, 2020

Module 8 – Reformations and Religious Violence

Topics	Readings	Completion Date
Wars of Religion	Natalie Zemon Davis, “The Rites of Violence”* Bruening, VIII Database: 1641 Depositions	Nov. 6, 2020
Refugees and Exile	Jesse Spohnholz, “Exile Experiences and the Transformations of Religious Cultures in the Sixteenth Century”	

Module 9 – Religious Toleration: Practices and Ideas

Topics	Readings	Suggested Completion Date
Religious Toleration: Practices and Ideas	Benjamin Kaplan, “Fictions of Privacy” Bruening, X: XXXIX	Nov. 13, 2020

Module 10 – Feeling the Reformations

Topics	Readings	Suggested Completion Date
Reformations and the Emotions	Rublack, 6-7 Bruening, IX*	Nov. 20, 2020

IV: Legacies of the Reformations**Module 11 - Globalizing Reformations**

Topics	Readings	Suggested Completion Date
Global Early Modern Catholicism	Ulrike Strasser, “Mapping the Unseen: A Bohemian Jesuit Meets the Palaos Islanders, 1697” Luke Clossey, <i>Salvation and Globalization in the Early Jesuit Missions</i> , 136-61 or Karin Vélez, <i>The Miraculous Flying House of Loreto</i> , 77-114	Nov. 27, 2020
Global Early Modern Protestantism	Charles Parker, “Converting Souls Across Cultural Borders”*	

Module 12 - Legacies of Reformations

Topics	Readings	Suggested Completion Date
A Modern Reformation?	Jonathan Sheehan, “Teaching Calvin in California”	Dec. 4, 2020
Reformations and Memory	Exhibition: Remembering the Reformation	

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.

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.

Note on Cross-Listed Courses

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.

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

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) 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

Appendix I: Expectations for TS 645

While early modern European religious reformations merit study in their own right, these events deserve attention given their role in orienting the subsequent development of global Christianity: its practices, politics, and theologies. Study of the Reformation adds depth to our understanding of contemporary Christianity, providing essential context for those training to serve the church and society. The expectations outlined below keep this objective in focus, while consistently encouraging historical approaches to analysis of these events.

Course Goals and Learning Outcomes:

Correspondence between course learning outcomes and MTS program goals (uwaterloo.ca/theological-studies/about) are indicated in parentheses.

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

- A. Identify significant events, contexts, and people in the history of early modern European religious reformations. (2, 5)
- B. Situate theological assertions in social, political, and cultural contexts, with attention to theology's historical impacts. (4, 5)
- C. Assess the effects of contexts, values, interests, and convictions on primary sources. (3, 4, 5)
- D. Critique historical arguments through the evaluation of evidence. (3)
- E. Analyze how and why narratives about the past gain credence. (4)
- F. Formulate arguments about change over time and present them persuasively in writing. (1, Applied Studies option 3)

Additional Required Texts:

- Susan Karant-Nunn, *The Reformation of Ritual: An Interpretation of Early Modern Germany* (London: Routledge, 1997)
 - o The UW Library has an electronic copy.
- Brad Gregory, *Salvation at Stake: Christian Martyrdom in Early Modern Europe* (Cambridge, Mass.: Harvard University Press, 1999).
- Jesse Spohnholz, *The Convent of Wesel: The Event that Never was and the Invention of Tradition* (Cambridge: Cambridge University Press, 2017).

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 Assignments/Reading Journal	Reading journals due Oct. 2; Nov. 6; Dec. 4, 2020	30%
Source Annotations (6)	See course schedule	10%
Book Discussions and Précis (3)	Weeks of Modules 5, 9, and 11	30%
Proposal and Annotated Bibliography	Oct. 30, 2020	5%
Final Essay/Unessay	Dec. 14, 2020	25%

Total		100%

Where TS 645 assessments coincide with those for HIST 379/RS 343, see assignment descriptions above. Alternative requirements include:

Source Discussions

MTS students will be grouped together to complete collective source annotations. You are *not* required to submit individual, formal source analyses.

Book Discussions and Précis (3)

During the weeks of modules 5, 9, and 11, we will meet together for one hour—according to our collective availability—to discuss the additional required books listed above. Prior to each seminar-style discussion, you will submit a two-page précis—or summary analysis—of the monograph that considers guiding questions I have provided to you in advance.

Proposal/Annotated Bibliography (3 pages):

This is a preparatory step for your final essay/unessay, which allows you to put the historical practices you develop over the course of the semester to work in a piece of original research. In your one-page proposal, you should address the following questions:

- What is the topic of your research?
- What is your guiding research question?
- What will we learn as the result of the proposed project? Why is it worth knowing?

In your annotated bibliography, you will present the content of two primary sources and three secondary sources that will demonstrate the viability of your project.