

HIST*3750 The Reformation

Winter 2024

Department of History

Credit Weight: 0.50

Instructor: 

1. Course Description

1.1 Calendar Description

The changes in religious, social and cultural life in 16th century Europe will be discussed. This course will examine the impact of humanism, the developments in urban culture known as the Renaissance, the reform movements in central and western Europe, the Catholic response, and the resulting disintegration of the medieval social order. **Pre-Requisites:** 7.50 credits including HIST*1010

1.2 Course Description

HIST*3750 The Reformation discusses the social, political and cultural changes that occurred from 1400-1600 that were driven by new religious movements. The core question of the course is: how did the religious revolution of the sixteenth affect early modern life? The course will look at this question holistically through the lenses of theology, society, gender and politics, and place emphasis on primary sources related to these issues. Topics include early modern Catholicism, humanism and the proto-Reformers of Europe, the reforms of Luther and their impacts on Germany, Calvin and the “Calvinist” reform of Switzerland and France, the “Radical Reformation,” the Reformation in England and Scotland and Catholic reform.

1.3 Timetable

Our course is an in-person 80-minute lecture/seminar class which meets [REDACTED]
[REDACTED] [REDACTED] The first class meeting is 8 January 2024 and
the classes in [REDACTED] conclude 3 April.

1.4 Final Exam

The final exam will be in-person on Thursday April 18, from 8:30-10:30 AM. Further instructions will be provided in class and on CourseLink.

2. Instructional Support

2.1 Instructional Support Team

Instructor:

Email:

Office:

Office Hours:

[REDACTED]
[REDACTED]
[REDACTED]
Mondays 12:30-2:00 and by appointment

3. Learning Resources

3.1 Required Resources

Marshall, Peter, ed. *The Oxford History of the Reformation*. Oxford: Oxford University Press, 2017.

3.2 Additional Resources

The key primary sourcebook for this course will be:

Bruening, Michael W. *A Reformation Sourcebook: Documents from an Age of Debate*.
University of Toronto Press, 2017.

which is available through the library. Other assigned digital documents and articles are on CourseLink.

****Readings may be adjusted as needed during the course****

4. Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Demonstrate perspective and understanding of religious change in early modern Western Europe and how historiography of the Reformation has changed and evolved.
2. Articulate key concepts in the history of the Reformation including: confession, Lutheranism vs Reformed, lay empowerment, urban reformation, Anglicanism, humanism, and counter/Catholic Reformation
3. Demonstrate increased research, writing and debate capacities through execution of course assignments including primary source reading and discussion, research essay, comparative analysis of articles and written final exam.
4. Address stereotypes and contemporary ignorance of historical forms; and, replace stereotypes and prejudices of the past with empathetic understanding of: thinking about God; role of religion in the structure of emotions and interpersonal relations; and social and governmental action, shaped by religious impulse or not, in the early modern world.

4.2 After Successful Completion...

Students who achieve the learning outcomes of HIST*3750 will gain in all 5 of the University of Guelph's Learning outcomes: Creative and Critical Thinking, Literacy, Global Understanding, Communicating and Professional and Ethical Behavior.

5. Teaching and Learning Activities

Week 1, January 8 & 10: Introduction, Confessionalism, Europe in 1500

Readings: Marshall Editor's Foreword (pgs. v-xiii)

Week 2 January 15 & 17: Europe in 1500 (cont.), Renaissance Catholicism

Readings: Marshall Ch. 1 (pgs. 1-50),

Primary Source Discussion: Bruening, “Papal Authority” (pgs. 2-6), “Lay Piety” (pgs. 18-26)

Week 3 January 22 & 24: Heretics and Humanists: the proto-Reformers

Readings: Cameron, *European Reformation* Ch. 4 & 5 (pgs. 54-83) [pdf]

Primary Source Discussion: Bruening, “Late Medieval Heresy” (pgs. 7-12)
“Scholasticism and Humanism” (pgs. 13-18)

Week 4 January 29 & 31: Luther and the German Reformation part 1

Readings: Marshall Ch. 2 (pgs. 51-94); Pettegree, “Print Workshops and Markets” in *Oxford Handbook of Protestant Reformations* (pgs. 373-389) [pdf]

Primary Source Discussion: Bruening, “The Indulgence Controversy” (pgs. 29-36), “Luther’s Three Treatises, Part 3” (pgs. 50-56)

Week 5 February 5 & 7: Luther and the German Reformation part 2

Readings: Marshall Ch. 2 (pgs. 51-94); Jurgens “Katharina von Bora” in *Women Reformers of Early Modern Europe* (pgs. 53-62)

Primary Source Discussion: Bruening, “Karlstadt, Luther, and the Debate Over Images and the Speed of Reform” (pgs. 69-76), “The German Peasant’s War” (pgs. 81-86)

Week 6 February 12 & 14: Calvin’s Geneva and France

Readings: Marshall Ch. 3 (pgs. 95-143); McNutt “Marguerite of Navarre” in *Women Reformers* (pgs. 153-162)

Primary Source Discussion: Bruening, “John Calvin’s Thought” (pgs. 119-122), “Moral Discipline in Geneva” (pgs. 129-134)

Winter Break February 17-25

Week 7 February 26 & 28: The “Radical” Reformation

Readings: Marshall Ch. 4 (pgs. 144-190); Räisänen-Schröder “Anna Scharnschlager and Margarethe Enrdis” in *Women Reformers* (pgs. 199-208)

Primary Source Discussion: Lindberg 7.10 “The Schleithem Confession of Faith” (pgs. 132-133) [pdf]; Calvin, “Treatise Against the Anabaptists” Preface and Introduction (pgs. 1-5) [pdf]; Lindberg 7.4-7.8 on baptism and the Anabaptists (pgs. 128-131) [pdf].

Week 8 March 4 & 6: The British Reformations

Readings: Marshall Ch. 6 (pgs. 238-291); MacCulloch “The Myth of the English Reformation” (pgs. 1-19)

Primary Source Discussion: Bruening, “Henry VIII’s Break from Rome” (pgs. 143-147), “Protestantism Under Edward VI and Catholicism Under Mary I” (pgs. 147-152)

Week 9 March 11 & 12: The British Reformations cont.

Readings: Heal, “The English, Scottish, and Irish Reformations” in *Oxford Handbook* (pgs. 233-252) [pdf]; Dawson “John Knox and the Scottish Protestant Reformation” in *A Companion to the Reformation in Scotland* (pgs. 105-125) [pdf]

Primary Source Discussion: “Knox and Lesley on the Assault of Perth” (pgs. 1-4) [pdf]; Bruening “Elizabethan (Un)Settlement” (pgs. 152-158)

Week 10 March 18 & 20: The Wars of Religion

Readings: Davis, “The Rites of Violence: Religious Riot in Sixteenth-Century France” (pgs. 51-91) [pdf];

Primary Source Discussion: Bruening “The Schmalkaldic War and the Peace of Augsburg” (pgs. 190-194), “The French Wars of Religion” (pgs. 194-202)

Week 11 March 25 & 27: Counter/Catholic Reform

Readings: Marshall Ch. 5 (191-237); María Tausiet “Excluded Souls: The Wayward and Excommunicated in Counter-Reformation Spain” (pgs. 437-450) [pdf]

Primary Source Discussion: Bruening “The Council of Trent” (pgs. 161-170), “The Society of Jesus and Campion’s Brag” (pgs. 176-183)

Week 12 April 1 & 3: Reformation, Society and Legacy

Readings: Marshall Ch. 7 (292-346)

Primary Sources Discussion: Bruening “Women” (pgs. 237-244); Lindberg, 4.9-4.13 on charity and education (pgs. 76-81) [pdf]; Act of Thirds of Benefices (pg. 1) [pdf]

6. Assessments

6.1 Assessment Details

Chapters Analysis (10%): For this assignment, students will read the chapters “Confessional Europe” by Heinz Schilling and “Elements of Popular Belief” by Robert Scribner (pdfs provided on Courselink). The assignment will consist of an essay that will answer the question: Should the Reformation be viewed as modernizing, continuing with thought from the Middle Ages, or both? This essay should be 750-1000 words long— inclusive of Chicago Style footnotes—and include content from both chapters.. The goals of this assignment are to provide experience in comparing and contrasting historical arguments and refining writing skills in preparation for the final paper. This assignment is due in the Courselink Dropbox for Turnitin analysis and in physical copy either directly to the instructor or departmental mailbox by **5pm on Wednesday February 7**. Further instructions will be provided in class and on Courselink.

Discussion Participation (30%): Students will be expected to participate in **weekly** discussions discussing primary and secondary sources. Assessment will be made based on regular participation and contribution by answering and asking questions and contributing insights based on close reading of the sources under discussion. The goals of this are to develop and improve skills of primary source analysis and formulating and expressing arguments.

Research Essay (35%): Students will produce an academic research essay on a topic of their choice related to an aspect of the course subjects. The goals of this assignment are centered on the development and expression of lengthier arguments using a variety of forms

of evidence including primary and secondary sources. This essay will require a minimum of **10** secondary sources and **1** primary source which may be selected from either the sourcebook used in the course or from another source. A proposed research question and primary source must be provided for approval via email to the instructor by **4:30pm on Friday February 16**. The final paper of 3000 words—inclusive of Chicago Style footnotes—is due in the Courselink Dropbox for Turnitin analysis and in physical copy either directly to the instructor or departmental mailbox by **5pm on Friday March 29**. Further instructions will be provided in class and on Courselink.

Final Examination (25%): The final exam for this course will be a 2 hour, in person exam on Thursday, April 18, from 8:30-10:30 AM. Further instructions will be provided in class and on Courselink. The location for this exam will be announced on Web Advisor at a later date.

6.2 Extra Credit Opportunity

The history department's Scottish Research Circle will be hosting a guest lecture by Gordon Milne from the University of Aberdeen. Gordon's research focuses on the Reformation in the burgh of Aberdeen, Scotland. Attendance at this virtual lecture will provide 2.5% extra credit towards the final grade for the semester.

7. Course Statements

7.1 Extensions and Late Penalties

General extensions for written assignments in this course will be granted for requests submitted by email **before** the closing time for the assignment. In the case of extenuating circumstances (e.g. long-term illness, death in the family) or needs accommodations please contact the instructor as soon as possible.

Late penalties for assignments in this course will be 2% per day to a maximum of 20%.

- No submissions will be accepted for the Chapters Analysis beyond 30 days (**Friday March 8**) after the due date without further arrangements being made with the instructor.
- No submissions will be accepted for the Research Essay after the last day of regular course time (**Monday April 8**) without further arrangements being made with the instructor.

7.2 Turnitin & AI

HIST*3750 Fall 2020 uses Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

All submissions must be original work and reflect the ideas and research conducted by the student. Use of AI software (e. g. ChatGPT) may result in charges of academic misconduct. Please see the instructor if you are unsure as to what tools may be used.

8. UNIVERSITY POLICY STATEMENTS

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When you cannot meet a course requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS).

Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre

requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website:

<https://www.uoguelph.ca/sas> For Ridgetown students, information can be found on the Ridgetown SAS website <https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms, and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health, or government directives

