

## THE BIBLE & REFORM IN EUROPE

HIST 3337.01  
CRN #80204  
MWF 9:00, AB4 #305  
Sam Houston State University  
Fall 2017

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### **Description & Objectives of the Course**

“Despite much wrangling, most historians have agreed for five centuries about when and where [an] epochal shift took place. The time was late October 1517. The place was the University of Wittenberg in Saxony, a new and undistinguished school. The man involved was an obscure monk named Martin Luther. The event was a simple act of defiance: Luther’s public questioning of widely accepted teaching concerning the forgiveness of sins. The era supposedly initiated then and there was called the Reformation.” This semester we will examine the reform movements that preceded the one initiated by Luther, explore the changes in doctrinal teaching made by Luther and the Reformers according to their understanding of the Bible, and consider the intended and unintended consequences these changes had for the spectrum of European life: society, politics, culture, economics, the church, and so forth. We will look at both the Protestant and Catholic movements and also treat the common, ordinary people not as passive recipients of the change instituted from above but rather as active agents in the historical process across the sixteenth and seventeenth centuries.

### **Objectives for the Course**

- Gaining factual knowledge of the subject matter
- Learning fundamental principles, generalizations, & theories pertaining to Reformation Europe
- Developing skill in expressing oneself in writing
- Learning to analyze and critically evaluate ideas, arguments & points of view
- Learning how to find and use resources for answering questions or solving problems

### **Required Books**

1. Euan Cameron, *The European Reformation*, 2<sup>nd</sup> edition. Oxford University Press, 2012. ISBN 978-0199547852.
2. Eamon Duffy, *The Voices of Morebath*. Yale University Press, 2003. ISBN 978-0300098259.
3. Robert M. Kingdon, *Adultery & Divorce in Calvin’s Geneva*. Harvard University Press, 1995. ISBN 978-0674005211.
4. B. Ann Tlusty, ed., *Augsburg During the Reformation Era: An Anthology of Sources*. Hackett Publishing Company, 2012. ISBN 978-1603848411.

### **Attendance Policy**

Enrollment in this course is understood to mean that you agree to all policies found in this syllabus. If you have any questions regarding it, please pose them at some point in the first week of the semester.

It is expected that every student will be present and on time for every class. If you happen to arrive late to a class session, please enter quietly and take a seat by the door. The only exceptions regarding tardiness will be on days of inclement weather. An attendance sheet be passed around at each class session and is to be signed by each student. In the event you miss class for some emergency, you can provide official documentation to explain why you were absent that day. A significant number of absences will result in an increasingly lower grade.

It is also expected that all conduct in the classroom will promote a healthy and encouraging learning environment. A typical class session will be a blend of lecture and discussion, usually facilitated by PowerPoint images and video clips.

Class sessions for which an assignment was completed will be based largely on a discussion of the materials and questions. Come to class, therefore, ready to play a part not only in your own education but also in those of others. Much of learning is a collective enterprise!

Be sure to turn off all cell phones, text messengers devices, and other electronic devices and also to place them in a backpack or somewhere where they will not be seen. Class sessions may not be recorded by electronic means without first having received permission from the instructor.

I will feel obligated to disseminate material and instructions one time only. In case of any absence, whether excused or unexcused, you are still responsible for the material covered and obtaining it is incumbent upon you. It would be a good idea to establish relationships with fellow students in order to assure that you remain well informed and are adequately prepared for exams. In the event you must drop this class, please remember, do so through the Registrar's office. Otherwise, your course grade will be "F."

### **Academic Dishonesty, Holy Days Policy, Students with Disabilities Policy, Visitors in the Classroom**

For the University's policies regarding these: [www.shsu.edu/syllabus](http://www.shsu.edu/syllabus)

## **COURSEWORK**

\*NOTE → Before and during the time you write each paper for this course, you should consult **"The Top Tens – Writing Reminders & Mistakes to Avoid"** that I have posted on our course Blackboard. It addresses many of the common errors and tendencies that I find in students' writing. Remember, too, that organization, grammar, sophistication, depth of analysis, and persuasiveness **all count toward the grade** an assignment receives. It is assumed that you prepare and submit only **your own, original work; plagiarism and academic dishonesty** of any kind will be handled **according to University regulations**.

### **WRITING ASSIGNMENTS**

Four Writing Assignments will be due for the scheduled readings in Cameron's *The European Reformation*, 2<sup>nd</sup> edition. Below I have provided a guided question for each assignment and your written response to it should be **400-500 words** (no less, no more). Each assignment should be organized with a brief introduction and thesis, body paragraphs, and a brief conclusion. It should be written in 12-font (Garamond or Times New Roman) with double-spacing and 1-inch margins on each side. In the top, left-hand corner, put your name, word count, and indicate which assignment it is. Once completed, be sure to upload the Writing Assignment onto its corresponding Turnitin link found on our course Blackboard.

For **Writing Assignment #1**, read the Introduction & Part I (pp. 1-98) and answer the following:

- Why, according to Cameron, was the late medieval Church set on a precarious balance or equilibrium? In your response, be sure to discuss and analyze the historical evidence provided in pp. 1-98.

For **Writing Assignment #2**, read Part II (pp. 99-196) and answer the following:

- In Part II, Cameron asserts that the reformers of the sixteenth century reconstructed the Church and society. How did the reformers do this? In your response, be sure to discuss and analyze the historical evidence provided in pp. 99-196.

For **Writing Assignment #3**, read Part III (pp. 197-319) and answer the following:

- Sixteenth-century Europeans who endorsed (or adhered to) the ideas in the reformers' message did not all adopt, interpret, and apply them in the same way. Why? In your response, be sure to discuss and analyze the historical evidence provided in pp. 197-319.

For **Writing Assignment #4**, read Part IV (pp. 321-441) and answer the following:

- As Cameron puts it, the Reformation was “more than just the build-up to a ‘moment’ of profound political, social, and ecclesiastical transformation. It marked the first step in a long, broad process of cultural change and evolution” (p. 322). What, then, had it evolved into by the earlier seventeenth century? In your response, be sure to discuss and analyze the historical evidence provided in pp. 321-441.

### **SHORT PAPERS**

A Short Paper will be due for two of the other required books: Duffy's *The Voices of Morebath* and Kingdon's *Adultery & Divorce in Calvin's Geneva*. Each Short Paper is to be **700-800 words** (no less, no more) in length and organized with a brief introduction and thesis, body paragraphs, and a brief conclusion. It should be written in 12-font (Garamond or Times New Roman) with double-spacing and 1-inch margins on each side. In the top, left-hand corner, put your name, word count, and indicate which Short Paper it is. Once completed, be sure to upload the Short Paper onto its corresponding Turnitin link found on our course Blackboard.

For **Short Paper #1** – on Duffy's *The Voices of Morebath* – choose **one** of the following two questions and write a Short Paper in response to it:

1. According to Duffy's rendering of Morebath, what happened to the locals' notion and sense of “community” over the course of the period covered in the book (1520-1574)?

or

2. During the nineteenth and earlier twentieth centuries, historians in England who wrote about the Reformation in sixteenth-century England commonly described it as a rousingly successful affair in which people generally supported the break with the papacy in Rome, embraced the rise of Anglicanism (English Protestantism) and its form of worship, and experienced a surge in national identity as Englishmen. What critique would Duffy's account offer of that view?

For **Short Paper #2** – on Kingdon's *Adultery & Divorce in Calvin's Geneva* – choose **one** of the following two questions and write a Short Paper in response to it:

1. Ideally, the Consistory in Geneva aimed to discipline and reform moral concerns such as marital relationships according to biblical standards. In reality, as the case studies here testify, achieving that goal proved complicated and challenging, and that even with John Calvin directly involved in the Consistory's proceedings. Why so? Write an essay that explains your response and, in it, be sure to discuss and analyze evidence found in Kingdon's book.

or

2. How did developments in settings such as sixteenth-century Geneva, as described in Kingdon's book, contribute to the establishment of the modern notion of divorce?

## **RESEARCH PAPER**

\*NOTE: *Early in the semester I will post a PDF on “Directions & Guidelines” for the Research Paper on the corresponding course Blackboard link. It will contain details and particulars beyond what is stated here:*

Each student is to write a 6-7 page research paper based on the last required book: Tlustý's (ed.) *Augsburg During the Reformation Era*. The paper is to make use of the primary sources found in it and also incorporate 6-10 scholarly works of secondary literature (e.g. books, essays in an edited volume, journal articles) that are accessible in hard copy or electronic form. Bonus points will be given to papers that make good use of material (primary sources, secondary books and journal articles, ...) in a foreign language. I recommend that you search other library catalogs and sources on the Internet to find the best possible materials for your paper and, if you do find them, order them via interlibrary loan. Because interlibrary loans may take several days to arrive, you should place the order with plenty of time to spare.

I strongly recommend that you take a draft of your research paper at least once to the university Writing Center so that they can help you improve on it: <http://www.shsu.edu/centers/academic-success-center/writing/>. You should **reserve a day-and-time well in advance** because spots there fill up quickly, especially in the later part of the semester. The due date for the Term Paper itself is Monday, Dec. 4 at 12:00 noon. It is to be uploaded onto its corresponding Turnitin link found on our course Blackboard.

## **REFLECTION PIECES**

During two class periods (Oct. 6 and Dec. 1), you are to write a reflection piece based on notes you took during class periods. You are to consult the notes while writing the piece and compose a text that identifies and explains what you think are the three most significant historical developments that we have discussed to that point. The piece is to be organized with an introduction and thesis, body paragraphs, and a conclusion. It will be graded primarily according to how well it utilizes subject matter covered during class periods and the strength of its arguments.

## **GRADING**

Attendance, Participation, etc.	14%
Writing Assignments (4)	32% (8% each)
Reflection Pieces (2)	10% (5% each)
Short Papers (2)	20% (10% each)
Research Paper	24%

## **LATE POLICY**

Make-ups for missed assignments can be done only if you can verify with official documentation (e.g. doctor's note) that you were not able to be in class that day. Make-ups must be done within 5 school days of the scheduled due date.

## **CITATION**

Citations are to be done **in footnotes**. For this, be sure to follow the Chicago style of citation. For more, you can: (1) consult the hard copy of the Chicago Manual of Style found at the Reference section of the university library, or (2) access it via our university library website: enter the words “Chicago Manual of Style” in the Engine Orange search box and it will take you to a page where you can click “Online Access” and access it that way, or (3) consult the 8<sup>th</sup> edition of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, which is available for purchase at reasonable price. A quick guide to Turabian can also be found here: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**OUTLINE** (subject to change)

Date	Topic	Assignment due
8/23	Introduction to the Course	
8/25	A Shifting Worldview in the Late Roman Empire: The Bible & St. Augustine	
REFORM MOVEMENTS OF THE MIDDLE AGES		
8/28	Reform movements in the High Middle Ages – lifestyle: poverty & preaching ( <i>vita apostolica</i> )	
8/30	Vibrant yet Vulnerable: spirituality & the church in the Late Middle Ages	
9/1	Reform movements in the Late Middle Ages – church governance: the age of Conciliarism	
9/4	<i>No class – University holiday</i>	
9/6	Reform movements in the Late Middle Ages – varieties within the Holy Roman Empire	<b>Writing Assignment #1</b>
9/8	Reform movements in the Late Middle Ages – clerical-theological: Wyclif & Hus	
9/11	Reform movements in the Late Middle Ages – education and learning: Christian humanism of the Northern Renaissance	
THE REFORMERS & THEIR MESSAGE		
9/13	Martin Luther, I	
9/15	Martin Luther, II	<b>Writing Assignment #2</b>
9/18	The Reformers & Their Message: the Bible & the reformation of doctrine	
9/20	The Reformers & Their Message: the Bible & the reformation of doctrine	
THE APPEAL OF THE MESSAGE		
9/22	Disseminating the Message: Printing, Propaganda, and the Populace	
9/25	The Urban Reformation, 1521-	<b>Writing Assignment #3</b>
9/27	The Rural Reformation, 1524-	
9/29	The “Radical” Reformation, 1525-	
10/2	The Territorial Reformation, 1526-	
THE REFORMATION IN ENGLAND		
10/4	The king’s great matter: The Henrician Reformation	
10/6	Reflection Piece #1	<b>Refl. Piece #1 (in class)</b>

10/9	Views of the English Reformation #1: Martyrs & Martyrdom in the 16 <sup>th</sup> cent.	
10/11	Views of the English Reformation #2: The parish of Hailes	
10/13	Views of the English Reformation #3: Discussion of Duffy's <i>The Voices of Morebath</i>	<b>Short Paper #1</b>
10/16	Visit to Class: Profs. Amy Nelson Burnett & William Bradford Smith	
CALVIN'S GENEVA, PROTESTANTISM'S BIBLICAL REFORM OF SOCIETY		
10/18	Calvin & Geneva	
10/20	Marriage, Sex, & the Family	
10/23	Discussion of Kingdon's <i>Adultery &amp; Divorce in Calvin's Geneva</i>	<b>Short Paper #2</b>
10/25	Education	
10/27	Research Tutorial (in our classroom) – Erin Owens, History Librarian	
10/30	Ritual: Death & the Dead	
INTERNATIONAL DEVELOPMENTS		
11/1	The Catholic “Counter-Reformation”: Defense, Advance, Reaffirmation	
11/3	The Catholic “Counter-Reformation”: Defense, Advance, Reaffirmation	
11/6	Politics & the Theory of Political Resistance	<b>Writing Assignment #4</b>
11/8	Society & the Practices of Toleration	
11/10	The Age of “Religious” Wars? Late 16 <sup>th</sup> -Earlier 17 <sup>th</sup> cent.	
11/13	From Christendom to Europe: The 1648 Peace of Westphalia	
11/15	Paradoxical Effects: Christianity in the German Village before & after 1648	
LEGACIES OF THE REFORMATIONS		
11/17	Legacies of the Reformations: Nationalist View of the 19 <sup>th</sup> century	
11/20	Legacies of the Reformations: Marxist View of the 19 <sup>th</sup> century	
11/22	<i>No class – University holiday</i>	
11/24	<i>No class – University holiday</i>	
11/27	Legacies of the Reformations: Modernist View of the early 20 <sup>th</sup> century	
11/29	Legacies of the Reformations: The View of the European Union of today	
12/1	Reflection Piece #2	<b>Refl. Piece #2 (in class)</b>
12/4	RESEARCH PAPER DUE BY 12:00 NOON	<b>Research Paper</b>