

The Reformation
History 336.1 (3 units)
Fall 2006
MWF 11:10 – 12:00
BUS 122

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The Reformation will focus on the history and impact of a series of religious reformations that occurred in the fourteenth through seventeenth centuries in Europe, beginning with John Wycliffe and Jan Hus in England and the Czech lands, expanding exponentially under the influence of Martin Luther, John Calvin, and the printing press, and including parallel reformations such as the Catholic Reformation and the popular rebellions of the Peasants' War. The students and instructor will seek together to use primary source documents and insights from historians to go beyond a dry recitation of facts and to reach out and attempt to understand people who lived in the past. We will both learn about their experiences and think about the ways in which their lives and thoughts have provided and continue to provide a framework for our own.

If you are a junior or senior, this course may count as Segment 3 General Education credit in the Medieval and Renaissance Europe cluster. It is also an upper-level division course in Europe for the History major. The only prerequisite for this course is English 214.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with documented disabilities must register with the DPRC to facilitate the reasonable accommodations process. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 338-2724 (voice/TTY) or by e-mail at dprc@sfsu.edu.

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly prohibited by the San Francisco State University Student Code of Conduct. Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism can be defined as using another person's words or work without proper acknowledgment (see also <http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html#what> for more information on avoiding plagiarism). Students who are found to have cheated or plagiarized will be subject to discipline ranging from receiving a failing grade for the specific assignment to

referral to the Office of Judicial Affairs and Student Discipline to possible suspension or expulsion. All instances of academic dishonesty are reported to the Department Chair and College Dean. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism, found in the University Bulletin and online at: <http://www.sfsu.edu/%7Ehelpdesk/docs/rules/conduct.htm>.

Goals and Objectives for the course –

In this course, we will strive to:

- Learn about the experiences of people from the past,
- Work together to learn how to read and interpret historical documents,
- Conduct enthusiastic and respectful discussions in the classroom,
- Improve writing skills and produce clear, well-organized essays,
- Think about the ways in which ideas can change societies.

Attendance Policy –

Attendance and participation will make up 10% of your final grade for the course. You are encouraged to ask questions at any time and expected to participate in any class activity, discussion, or exercise. An attendance sheet will be passed around at the beginning of every class. You must sign the sheet in order to be counted as present. If you need to arrive late, please make sure you sign in before you leave the room at the end of class.

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process.

Readings –

There are three required books that will be available at the SFSU bookstore. Our textbook is Carter Lindberg's *The European Reformations* (abbreviated Lindberg on the syllabus). We will also be using nearly every class its companion sourcebook, *European Reformations Sourcebook* (abbreviated ERS on the syllabus). **Please bring the sourcebook to class every time you see it on the syllabus.** You do not need to bring the Lindberg textbook.

In addition to the textbook and sourcebook, we will be using an edition of Martin Luther's three famous 1520 treatises in week 4. **Please bring Three Treatises to class during week 4.** You do not need to bring your other books that week. Class discussion will be particularly important this week.

Carter Lindberg, *The European Reformations*, ISBN 1557865752

Carter Lindberg, *European Reformations Sourcebook*, ISBN 0631213627

Martin Luther, *Three Treatises*, ISBN 0800616391

Course Requirements –

In addition to informed and enthusiastic participation in class activities, discussions, and exercises, students in the course will also complete two short essays and a group presentation to help the class review for the final. The two essays will be completed at home and handed in at the start of class on the days that they are due. If the assignments are late, they will immediately lose points and will continue to drop in score the longer they are late. The course will also feature a final exam, which will cover material from the entire course.

The course grade will be determined as follows:

Participation and attendance: 10%
Luther essay (5 pp., due week 4): 15%
Longer essay (5 pp., due week 12): 25%
Group presentation (week 15): 20%
Final exam: 30%

Syllabus –

This syllabus and schedule are subject to change in the event of extenuating circumstances. **If you are absent from class**, it is your responsibility to check on announcements made while you were absent.

The readings are listed according to the week in which they will be discussed. A more detailed schedule of our activities for each class will be available at the start of each week. Be prepared with the sourcebook readings on Monday, and complete the textbook readings through the course of the week.

WEEK 1 - Why Study the Reformation(s)?

8/30: Introduction
9/1: *Luther* the film

Lindberg, ch. 1, pp. 1 – 23

WEEK 2 - The Late Middle Ages

9/4: Labor Day – NO CLASS
9/6: Background for Reform
9/8: Forerunners or Early Reformations? Wycliffe and Hus

Lindberg, ch. 2, pp. 24 – 55
ERS, ch. 1, pp. 1 – 24

WEEK 3 - The Dawn of a New Era

9/11: October 31, 1517
9/13: Why squelch the squeaky mouse? What was so threatening about Luther's message?
9/15: How did Luther get away?

Lindberg, ch. 3, pp. 56 – 90
ERS, ch. 2, pp. 25 – 45

WEEK 4 – Luther's Three Treatises of 1520: A Close Reading of his Thought

9/18: *To the Christian Nobility of the German Nation*
9/20: *The Babylonian Captivity of the Church*
9/22: *The Freedom of a Christian*

Martin Luther, *Three Treatises*, entire

WEEK 5 – The Implementation of Reforms in Wittenberg

9/25: Karlstadt and Melancthon
9/27: Clerical Marriage
9/29: Reformation as Revolution?

Lindberg, ch. 4, pp. 91 – 110
ERS, ch. 3, pp. 46 – 66

ESSAY (5 pp.), due in class Monday 9/25 – Write a clear, well-organized essay with a coherent thesis statement on one of Martin Luther's three 1520 treatises. Questions will be distributed in class on 9/18. This assignment must be typed and double-spaced with sensible margins, and must include footnotes.

WEEK 6 – Social Welfare and Education

10/2: *Caritas* Starts at Home
10/4: The Media-Savvy Luther: Education and Oral Culture
10/6: Was this Reformation effective?

Lindberg, ch. 5, pp. 111 – 134
ERS, ch. 4, pp. 67 – 82

WEEK 7 – The Reformation of the Common Man

10/9: Changing Ideas of Lordship and Peasant Demands

10/11: Thomas Müntzer: Self-proclaimed Daniel

10/13: Did they misunderstand, or did he sell them out? Luther and the Peasants

Lindberg, ch. 6, pp. 135 – 168

ERS, ch. 5, pp. 83 – 102

WEEK 8 - Zwingli and the Radical Reformations

10/16: Zwingli and Breaking the Lenten Fast

10/18: The Anabaptists and other Sects

10/20: Münster: The Kingdom of God on Earth?

Lindberg, chs. 7 and 8, pp. 169 – 228

ERS, chs. 6 and 7, pp. 103 – 123

WEEK 9 - Calvin and the Genevan Reformation

10/23: John Calvin and Predestination

10/25: Genevan Theocracy

10/27: Michael Servetus and Tolerance in Early Modern Europe

Lindberg, ch. 10, pp. 249 – 274

ERS, ch. 9, pp. 163 – 183

WEEK 10 - The Reformations in France and the Netherlands

10/30: Wars of Religion and St. Bartholomew's Day

11/1: Was Paris Worth a Mass?

11/3: Dutch Reformations

Lindberg, chs. 11 and 12, pp. 275 – 308

ERS, chs. 10 and 11, pp. 184 – 216

WEEK 11 - The Reformations in England and Scotland

11/6: What is the most important difference between Edward VI and Elizabeth I?

11/8: Mary Stuart, John Knox, and Scotland

11/10: Veteran's Day Observed – NO CLASS

Lindberg, ch. 13, pp. 309 – 334

ERS, ch. 12, pp. 217 – 239

WEEK 12 - The Catholic Reformation

11/13: What to Expect from the Inquisition

11/15: The Council of Trent

11/17: Loyola and Teresa of Avila

Lindberg, ch. 14, pp. 335 – 356

ERS, ch. 13, 240 – 259

ESSAY (5 pp.), due in class Monday, 11/13 – Write a clear, well-organized essay with a coherent thesis statement, comparing two sources from the ERS sourcebook. Questions will be distributed in class 11/6. This assignment must be typed and double-spaced with sensible margins, and must include footnotes. With the permission of the instructor, you may also choose your own topic.

THANKSGIVING BREAK – 11/20 – 11/24

WEEK 13 - Legacies of the Reformations, Part 1

11/27: Women and the Reformations

11/29: The Witch Craze

12/1: Group Preparation for Class Presentations

Lindberg, ch. 15, pp. 357 – 365

On-line: Documents on witchhunting

WEEK 14 - Legacies of the Reformations, Part 2

12/4: Reformations and the Other(s)

12/6: A Day of Shakespeare

12/8: Group Preparation for Class Presentations

Lindberg, ch. 15, pp.366 – 380

On-line: Scenes from Shakespeare's plays

WEEK 15 - Review week

12/11: Class Presentations

12/13: Class Presentations

12/15: Class Presentations

CLASS PRESENTATIONS, due in class 12/11 – 12/15. Guidelines and assignment will be given in class 11/27, and groups will have two class sessions and any additional time they choose to prepare.