

**The Reformation
History 336 (3 units)
Fall 2010
TR 9:35 – 10:50
BUS 106**

Laura Lisy-Wagner
Science 265A
lalisy@sfsu.edu
415-338-1243
Office hours: Thursdays 2 – 4
bss.sfsu.edu/lwagner



On Halloween 1517, Martin Luther posted 95 Theses on the door to the Wittenberg Cathedral, calling for a public debate about the Church's practice of selling indulgences. He intended it to be more like a poster for a group meeting than a call to revolution (or so he claimed!), but it became the first shot in a war that would splinter the Catholic Church into a dizzying number of confessions.

The first part of this course will center on Luther's rebellion, looking in-depth at his thought and life, his predecessors and successors. We will then also look at other types of religious reformations in this era – including Calvinist, Anabaptist, and Catholic reform. We will examine the ways in which religious reform transformed charity and social welfare, the power of the nation-state, law and standards of proof, and the relationship of Europe to the wider world. We will think about how Reformation Europe related both to other regions, such as the Ottoman Empire and the New World, and to internal Other(s), such as women and Jews.

The central themes of the course will call on us to examine the impact of ideas, the relationship between ideas, cultural change, and political action, and the ways in which the Reformation helped determine the role that Europe would play in the wider world.

Class time will consist of a mixture of lecture, discussion of primary source texts, and group activities. The goal will be to use primary source documents and insights from historians to go beyond a dry recitation of facts, in favor of a deeper understanding of 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 (before OR after 1500) for the History major. The only prerequisite for

this course is English 214. This course also counts as one of your social science electives for the European Area Studies minor. You can find out more about the requirements for European Studies at: <http://www.sfsu.edu/~bulletin/current/programs/europea.htm>

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 are 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 and one recommended book that will be available at the SFSU bookstore. Our textbook is Carter Lindberg's *The European Reformations* (abbreviated Lindberg on the syllabus). I am not requiring that you buy it, and we will not be discussing it in class. However, I **highly recommend** it, because it will follow along with the material that we cover in lecture. It will be an invaluable study guide, as well as reinforce the material from the lectures throughout the semester.

We will be using its companion sourcebook, *European Reformations Sourcebook* (abbreviated ERS on the syllabus) nearly every class. The sourcebook is required reading for the course. **Please bring the sourcebook to class every time you see it on the syllabus.**

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. We will also be using in week 13 a translation of *The Memoirs of Glückel of Hameln*, the diary of a late seventeenth-century Jewish woman. **Please bring *The Memoirs of Glückel of Hameln* to class during week 13.** Class discussions will be particularly important those two weeks.

In some weeks, additional reading will be provided on-line on our course website. On-line readings will be available in .pdf format. These can be read with the Adobe Acrobat reader, which can be downloaded for free. When the readings are posted on-line, **please either print out the on-line excerpt or take detailed notes on the text.** You can access the on-line readings at ilearn.sfsu.edu – log in with your ID# and pin#.

Carter Lindberg, *The European Reformations*, ISBN 978-1557865755 (recommended)

Carter Lindberg, *European Reformations Sourcebook*, ISBN 0631213627 (required)

Martin Luther, *Three Treatises*, ISBN 0800616391 (required)

Marvin Lowenthal, trans., *The Memoirs of Glückel of Hameln*, ISBN 978-0805205725 (required)

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 midterm exam in week 9 and a final exam in December, 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 5): 15%

Midterm (week 9): 15%

Glückel essay (5 pp., due week 14): 20%

Group presentation (week 15): 10%

Final exam: 30%

If you are a History major and have already completed Hist 300, you may have the option to write a primary source research paper (10 – 15 pp.) in lieu of the two essays. You will choose the topic and create your own thesis. If you choose this option, you must have your topic approved by the professor before week 5. You will hand in a thesis statement, a first draft, and the final version. The thesis statement will count 5% toward the final grade, the first draft 10%, and the final paper 20%.

If you are a graduate student, you have two options. The first is that you can complete the course requirements as though you were an undergraduate History major who had already taken Hist 300 (see above). If you choose this option, your paper will be 20+ pages instead of 10 – 15, and you do not need to turn in a thesis statement and draft (though you are encouraged to do so). Your paper will count 35% toward the final grade.

The second option is that you may also enroll in an additional unit of Hist 799: Directed Historiography, in conjunction with this class. If you choose this option, you will not write the two smaller essays and you will not take the midterm. Instead, you will read an additional list of secondary literature. We will meet as a group periodically during the semester to discuss this literature, and you will also produce a longer paper using this additional reading. You may either write a 15 – 20 page historiographical essay, canvassing a topic from the additional reading, or use the historiographical background from the reading to write a 20+ page primary source research paper. If you intend to take a field exam with me, it is highly recommended that you choose the Hist 799 option, because it will give you a headstart on your exam reading. The readings discussions will count as 10% of your grade, and the final paper will count 50%.

All graduate students should see the instructor at the beginning of the course to discuss which option they would like to pursue.

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. If you are not present in class to pick up a worksheet or assignment sheet, they will also be available on-line.

When the syllabus says a text is on-line, it can be found on our course website. **Log on to our website at ilearn.sfsu.edu by putting in your ID # and pin #.**

WEEK 1 – What was the Protestant Reformation?

8/24: Introduction

- Lindberg, ch. 1, pp. 1 – 22

8/26: *Luther* (2003) – Director: Eric Till

WEEK 2 – Social and Religious Unrest in the Late Middle Ages

8/31: Background for Reform

- Lindberg, ch. 2, pp. 23 – 53

9/2: Unrest in the Late Middle Ages

- ERS 1.4 “Reynard the Fox”, 1.6 “Ship of Fools”, 1.23 “Theologia Deutsch”, 1.29 “Donation of Constantine”, 1.31 “Letters from Obscure Men”

WEEK 3 – The Dawn of a New Era

9/7: Was Luther the first reformer?

- Foxe, “The Life of John Wickliff”, “Articles Presented unto Pope John XXIII”, and “The Sentence of Judgment of the Council of Constance against John Huss” (on-line)
- Anonymous, “The Lollard Lady” (on-line)
- Hus, “Two Letters” (on-line)

9/9: Luther Takes His Stand

- Lindberg, ch. 3, pp. 54 – 85
- ERS 2.10 “The Ninety-Five Theses”

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

9/14: Luther’s Thoughts on Church vs. State and on the Sacraments

- *To the Christian Nobility of the German Nation*, pp.
- *The Babylonian Captivity of the Church*, pp.

9/16: Luther’s Theological Breakthrough

- *The Freedom of a Christian*, entire

WEEK 5 – Dissension in the Ranks

9/21: Karlstadt and Melancthon

- Lindberg, ch. 4, pp. 87 – 107
- ERS 3.6, 3.7, 3.8, 3.9, 3.10, 3.11

9/23: Disputation – how fast and how far should reform go? [In groups, students will prepare and assume the role of an historical figure to debate this topic]

- ERS 3.13, 3.16, 3.18, 3.19, 3.20

ESSAY (5 pp.), due in class Thursday 9/23 – 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 9/16. This assignment must be typed and double-spaced with sensible margins, and must include footnotes. Please use Times New Roman 12 for your type font. With the permission of the instructor, you may also choose your own topic.

WEEK 6 – Social Welfare and the Common Man

9/28: Lutheranism and Charity

- Lindberg, ch. 5, pp. 108 – 127
- ERS 4.4, 4.5, 4.6, 4.9, 4.10, 4.11

9/30: The Peasants’ War

- Lindberg, ch. 6, pp. 130 – 159
- ERS 5.9, 5.10, 5.11, 5.13, 5.16, 5.17

WEEK 7 – Different Styles of Reformation: The Swiss Cantons

10/5: Zwingli and the Reformation in Zurich

- Lindberg, ch. 7, pp. 161 – 187
- ERS 6.4, 6.5, 6.6, 6.12, 6.14, 6.21, 6.23

10/7: Calvin and the Reformation in Geneva

- Lindberg, ch. 10, pp. 234 – 258
- ERS 9.2, 9.5, 9.7, 9.8, 9.12, 9.13, 9.16

WEEK 8 – The Radical Reformation

10/12: Militants and Pacifists

- Lindberg, ch. 8, pp. 188 – 213
- ERS 7.5, 7.8, 7.9, 7.10, 7.12, 7.14, 7.17, 7.18, 7.21
- Menno Simons, “On the Ban” (selections on-line)

10/14: Disputation – how literally should the Bible be read, and how should that translate into action? [In groups, students will prepare and assume the role of an historical figure to debate this topic]

WEEK 9 – Review Week and Midterm

10/19: Review Session

10/21: **MIDTERM EXAM**

WEEK 10 – Reformation and the State

10/26: Cuius Regio, Eius Religio (“Whose State, His Religion”)

- Lindberg, chs. 11, 12, pp. 260 – 292
- ERS 10.14, 10.15, 10.16, 10.22, 11.4, 11.6, 11.15

10/28: The Tudors: A State Reformation?

- Lindberg, ch. 13, pp. 293 – 320
- ERS 12.3, 12.7, 12.8, 12.14, 12.17, 12.18, 12.19, 12.21, 12.25

WEEK 11 – The Catholic Reformation

11/2: The Counter-Reformation: The Council of Trent and the Inquisition

- Lindberg, ch. 14, pp. 335 – 344, 350 – 357
- ERS 13.9, 13.14, 13.15, 13.16, 13.17, 13.18, 13.19

11/4: Catholic Reform: Loyola and Teresa of Avila

- Lindberg, ch. 14, pp. 345 – 350
- Loyola, *Spiritual Exercises* (selections on-line)
- Teresa of Avila, *Interior Castle* (selections on-line)

WEEK 12 – Reformation on the Road

11/9: Missionaries, Catholic and Protestant

- Kevin Terraciano, “Religion and the Church in Early Latin America” (on-line)
- Ines Županov, “Compromise: India” (on-line)

11/11: VETERAN’S DAY – NO CLASSES

WEEK 13 – Reformation Europe and the Other(s)

11/16: Reformation Europe and the Other(s): “Indians”, Turks, Jews, Women

- ERS 14.25 Ginés de Sepúlveda “On the Indians”, 14.26 de las Casas “On the Indians”
- Luther, “That Jesus Christ was Born a Jew” (selections on-line)
- Luther, “On the Jews and their Lies” (selections on-line)
- Marie le Jars de Gournay, *Apology for the Woman Writing* (selections on-line)

11/18: Discussion – *The Memoirs of Glückel of Hameln*, entire

ESSAY (5 pp.), due in class Tuesday, 11/30 – Write a clear, well-organized essay with a coherent thesis statement on *The Memoirs of Glückel of Hameln*. Questions will be distributed in class 11/14. This assignment must be typed

and double-spaced with sensible margins, and must include footnotes. Please use Times New Roman 12 for your type font. With the permission of the instructor, you may also choose your own topic.

THANKSGIVING BREAK – 11/22 – 11/26 – HAPPY THANKSGIVING!!

WEEK 14 – Reform and the Law

11/30: Witchcraft, Treason, and Heresy: Torture and the Law of Proof

- Heinrich Kramer and Jacob Sprenger, *Malleus Maleficarum* (selections on-line)
- Henk van Nierop, *Treason in the Northern Quarter* (selections on-line)
- Excerpts from the *Constitutio Criminalis Carolina* (1530) (on-line)

12/2: Group Preparation for Class Presentations

WEEK 15 – Review week

12/7: Class Presentations

12/9: Class Presentations

CLASS PRESENTATIONS, due in class 12/7 – 12/9. Guidelines and assignment will be given in class 11/30, and groups will have an entire class session and any additional time they choose to prepare.

FINAL EXAM – Tuesday, December 14, 8 – 10:30