

History 320, Spring 2014

<http://www.sfu.ca/~pabel/320.HTM>

Lectures: Mondays 9:30-12:20 (SWH 10051)

Tutorials: Wednesdays 9:30-10:20 (AQ 5038), 10:30-11:20 (AQ 5049)

Office Hours: Mondays 12:30-13:30, Wednesdays, 11:30-12:30

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The European Reformation

Course Description and Learning Outcomes

We shall devote most of the course to a thorough examination of the history of the European Reformation. Our goal will be to understand the dynamics of religious change in the sixteenth and seventeenth centuries and the effect that religious change had on European culture and society. We shall begin with a close analysis of Diarmaid MacCulloch's magisterial synthesis of Reformation history. In the last weeks of the course, we shall consider the various ways in which historians have responded to a central question in Reformation scholarship over the past thirty years: Was the Reformation a success or a failure?

The lectures, tutorials, and work requirements of Hist. 320 will help you achieve the following learning outcomes:

- to identify and explain the principal historical developments of the European Reformation
- to formulate and justify the significance of essential questions about these historical developments
- to assess arguments about the success and failure of the European Reformation through an analysis of relevant secondary sources

Course Requirements

Participation	25%
Four Quizzes (20 Jan., 3 Feb., 24 Feb., 5 March)	20% (4 x 5%)
First Essay (1500 words, due 12 March)	20%
Test (7 April, in class)	10%
Second Essay (2000 words, due 9 April)	25%

Texts to be purchased

Diarmaid MacCulloch, *Reformation: Europe's House Divided, 1490-1700* (2004).

Andrew Pettegree, *Reformation and the Culture of Persuasion* (2005).

Hist. 320 will prepare students for Hist. 439 (Catholicism in Early Modern Europe).

Part 1: Survey of the History of the Reformation

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| Week 1 | Monday, 6 Jan. | <ul style="list-style-type: none"> • Introduction: What is an historical question? The question of the Reformation's success or failure. • MacCulloch, <i>Reformation</i>, 3-52 |
| | Wednesday, 8 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 3-52 |
| Week 2 | Monday, 13 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 53-105. • Effective writing: read Banyan, "Japan and the Uses of Adversity," <i>The Economist</i>, 19 March 2011 (p. 54), available in the Bennett Library or online. What are the strengths of this essay, intended to inform and especially to persuade? What is its argument? How does Banyan prove it? Is the structure of the essay effective? |
| | Wednesday, 15 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 106-37. |
| Week 3 | Monday, 20 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 137-79; Article 4 of the Schleitheim Confession (online) Quiz #1. • Take all four parts of SFU's plagiarism tutorial before class. Read the information sections and take the quizzes. We shall go over the tutorial in class. |
| | Wednesday, 22 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 179-212; Act of Supremacy (online). |
| Week 4 | Monday, 27 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 213-69. • John W. O'Malley, "Was Ignatius Loyola a Church Reformer? How to look at Early Modern Catholicism," <i>Catholic Historical Review</i> 77 (1991): 177-93. Retrieve from JSTOR, not EBSCO. |
| | Wednesday, 29 Jan. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 270-313; Articles 22 (XXII) and 28 (XXVIII) of the Thirty-Nine Articles (online). |
| Week 5 | Monday, 3 Feb. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 317-99. Quiz #2 |
| | Wednesday, 5 Feb. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 400-41. |
| Week 6 | 10-14 Feb. | <ul style="list-style-type: none"> • Reading Week: no classes |
| Week 7 | Monday, 17 Feb. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 442-84. • Scott Hendrix, "Rerooting the Faith: The Reformation as Re-Christianization," <i>Church History</i> 69 (2000): 558-77 (EBSCO). |
| | Wednesday, 19 Feb. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 485-501. |
| Week 8 | Monday, 24 Feb. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 502-575. Quiz #3 • Correct form for footnotes and bibliography. |
| | Wednesday, 26 Feb. | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 576-607. |
| Week 9 | Monday, 3 March | <ul style="list-style-type: none"> • MacCulloch, <i>Reformation</i>, 608-708. • Discussion of topics for essay due on 8 July. |
| | Wednesday, 5 March | Quiz #4 |

Part 2: Was the Reformation a Success or a Failure?

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| Week 10 | Monday, 10 March | <ul style="list-style-type: none"> • Gerald Strauss, "Success and Failure in the German Reformation," <i>Past and Present</i> 67 (1975): 30-63 (JSTOR). • J. M. Kittelson, "Successes and Failures in the German Reformation: The Report from Strasbourg," <i>Archiv für Reformationsgeschichte</i> 73 (1982): 153-75. On reserve. |
| | Wednesday, 12 March | <ul style="list-style-type: none"> • R. W. Scribner, "Why was there no Reformation in Cologne?" <i>Historical Research</i> 49 (1976): 217-41 (Wiley Online Library). • First Essay due |
| Week 11 | Monday, 17 March | <ul style="list-style-type: none"> • Petegree, <i>Reformation and the Culture of Persuasion</i>, 1-75. • Jay Goodale, "Pastors, Privation, and the Process of Reformation in Saxony," <i>Sixteenth Century Journal</i> 33 (2002): 71-92 (JSTOR) |
| | Wednesday, 19 March | <ul style="list-style-type: none"> • R. W. Scribner, "Incombustible Luther: The Image of the Reformer in Early Modern Germany," <i>Past and Present</i> 110 (1986): 38-68 (JSTOR). |
| Week 12 | Monday, 24 March | <ul style="list-style-type: none"> • Petegree, <i>Reformation and the Culture of Persuasion</i>, 76-155. • Christopher Haigh, "Success and Failure in the English Reformation," <i>Past and Present</i> 173 (2001): 28-49 (JSTOR). • Eric Josef Carlson, "Good Pastors or Careless Shepherds? Parish Ministers and the English Reformation," <i>History</i> 88 (2003): 423-36 (EBSCO). |
| | Wednesday, 26 March | <ul style="list-style-type: none"> • Henry A. Jeffries, "The Early Tudor Reformations in the Irish Pale," <i>Journal of Ecclesiastical History</i> 52 (2001): 34-62 (Cambridge Journals Online). |
| Week 13 | Monday, 31 March | <ul style="list-style-type: none"> • Petegree, <i>Reformation and the Culture of Persuasion</i>, 156-217. • Mack P. Holt, "Wine, Community and Reformation in Sixteenth-Century Burgundy," <i>Past and Present</i> 138 (1993): 58-93 (JSTOR). |
| | Wednesday, 2 April | <ul style="list-style-type: none"> • Geoffrey Parker, "Success and Failure during the First Century of the Reformation," <i>Past and Present</i> 136 (1992): 43-82 (JSTOR). |
| Week 14 | Monday, 7 April | Test; Consultation for essays due on 9 April. |
| | Wednesday, 9 April | Second Essay due, 9:30, AQ 6018 |

Course Requirements

Please note: Failure to complete and submit any of the work requirements will result in an automatic final grade of N for the course. This grade has the GPA of a failing grade, namely 0.0.

Participation = 25%

History 320 will mix a traditional lecture format with the active and critical involvement of students in the Wednesday “lecture” blocks and in the Friday tutorials. Class participation, the result of individual effort and group work, is essential.

Participation, which is worth 1/5 of your final grade, consists of **three components**:

1. Regular attendance and participation in the Monday lectures and Wednesday tutorials (= 8%). Prepare for classes by completing the reading assignments before class so you are ready to discuss them on Monday and Wednesday. From 6 January to 3 March review the questions and commentary on the individual reading assignments before class at www.sfu.ca/~pabel/320S.HTM. You will also find links to the power-point slides for each lecture at this URL. Attendance without regular participation will result in a mark no higher than 5/8. Repeated absence, late arrival, and early departure will likely ensure a mark that is less than 4/8. If you miss material owing to lateness or absence, you must make up on your own the material that you have missed. I do not repeat or summarize lectures or class discussions in e-mails or in my office. Finally, please do not eat during class. You will have a break on Mondays, enough time for a snack should you need one.
2. A 500-word essay due in Weeks 3 and 7 (= 10%). The objective of the essay is twofold: (i) to devise **one** significant historical question that emerges from one of the assigned readings from Weeks 3 to 7 and (ii) to support the validity of your question through an analysis of the assigned reading. Devise your own question. Do not use questions posted for the reading assignments. Your question will be the title of your essay. I shall assign reading assignments to individual students in Week 2. You will submit your essay by email attachment (DOCX or DOC) by 9:00 am at the latest on the day (Monday or Wednesday) for which it is assigned. Bring a hard copy to class to help you to discuss the findings of your essay. I have designed this component to enhance your oral participation in class by writing down your ideas in advance in an organized format. Your short essay will allow me to evaluate your historical writing and to provide comments that should help you with your first major essay due on 12 March. Follow the Instructions for Written Assignments on pp. 7-9 and this structure:

Introduction (one paragraph): Briefly provide some background that leads to your question. State the question. Then state your argument or thesis. It should justify the question by giving a reason for the question’s validity.

Body (two or three paragraphs): Devote this section of the essay to proving your argument. Provide evidence from the assigned reading for your argument. Document the evidence with footnotes. Use correct footnote form.

Conclusion (one paragraph): Briefly bring your essay to a decisive close. Do not repeat what you have already written. This is unimaginative. Assert the significance of your argument by, for example, reflecting on its larger significance for the history of the Reformation.

3. Leadership of class discussion on an assigned article in Weeks 10 to 13 (= 7%). You will work with at least one other student. Your job is briefly to introduce the topic of the article and then

to ask historical questions that will engage the participation of **all** of your classmates. The focus is on formulating your historical questions and engaging your classmates in answering those questions. While some of those questions may be factual in nature, they should concentrate on generating an extended discussion, not simply one-word or one-sentence answers, of themes relevant to the central question of the second part of the course: Was the Reformation a success or a failure?

Quizzes = 20%

The **four quizzes** will take place at the beginning of class on **20 January, 3 February, 24 February, 5 March**. They will consist of a series of short-answer questions that test your grasp of essential facts and themes of Reformation history covered in lectures and tutorials in the first part of the course. Each quiz will be worth 5% of the final grade for the course. You will have fifteen minutes to complete each quiz. If **for any reason** you are late for or absent from class and do not write a quiz, you will receive a mark of 0 for that quiz. There will be no exceptions to this rule and no opportunities to rewrite a missed quiz

Test = 10%

The test will take place in class on **Monday, 7 April** and will last no more than 60 minutes. It will consist of a series of short-answer questions relating to course material covered between Weeks 10 and 13 inclusive.

Essays

You will write two longer essays in this course. The first, worth 20% of the final grade, is due at the beginning of class on **Wednesday, 12 March**. The second, worth 25% of the final grade, is due by 9:30 am **Wednesday, 9 April** in AQ 6018. **You must follow the Criteria and Structural Requirements on p. 5 and the Instructions for Written Assignments on pp. 7-9. Use these as check-lists before submitting your essays.**

Criteria and Structural Requirements

- The criteria for evaluation are (a) clear communication of ideas, (b) sound structure and organization, (c) a well-defined thesis statement, (d) appropriate evidence for the thesis, (e) appropriate sources, (f) proper style for footnotes and bibliography.
- Devise your own informative title, a title that indicates the topic and / or purpose of your essay. (Do not blandly entitle your paper “Essay 1” or “Final Paper.”)
- The introduction (one paragraph in the First Essay or up to two paragraphs in the Second Essay) must set the stage for your topic by indicating the topic’s significance and by ending with a well-defined thesis statement, i.e. an argument. The thesis will be your answer to the research question that you have chosen.
- You will devote the body of your essay to proving the thesis with compelling evidence based on your analysis of relevant sources. Make sure that the demonstration of the thesis is always logically consistent. Do not contradict yourself. You will document the evidence with **footnotes** (not endnotes). Avoid long quotations from your sources. The priority is your own analysis of the sources. Do **not** substitute many quotations from your sources for your analysis. You must do the thinking. Your sources cannot think for you.

- In the conclusion (one paragraph in the First Essay or up to two paragraphs in the Second Essay), you will recapitulate the thesis by emphasizing its significance through a summary that reflects on the evidence. The conclusion will **not** simply replicate the introduction.
- Append a bibliography at the end of the essay.
- **Follow the Instructions for Written Assignments on pp. 7-9.**

First Essay (1500 words)

You will write a critical evaluation of MacCulloch's *Reformation* by analyzing the book in light of one broad historical question. Begin your essay by introducing the question, justifying it briefly, and articulating an argument in which you evaluate the book according to the question. You should accomplish this in the first paragraph. Devote the rest of the essay to proving your argument based on a close reading of *Reformation*. The question that you formulate should allow you to explore the book as widely as possible; it should not focus on a single chapter. You can devise your question by reflecting on the way in which MacCulloch sets up the book in the Introduction or the way in which he structures the book or on the basis of a book review in a scholarly journal. Alternatively, you can approach the book philosophically by thinking about such topics as causation, the nature and / or effects of historical change, continuity and discontinuity, periodization, or the use of key concepts, such as "Reformation." Please note that a critical evaluation is a response or reaction, based on intelligent judgment, to a piece of writing. It is **not** a summary of the contents of a book. A critical evaluation is not necessarily a negative evaluation.

Here are two sample topics that you can pursue:

1. MacCulloch takes for granted a multiplicity of Reformations. Does it make sense to think of several Reformations, or should historians, taking their cue from Scott Hendrix, view the Reformation as a coherent movement with a common agenda? Base your answer on an analysis of MacCulloch's book in light of the argument in Hendrix, "Rerooting the Faith: The Reformation as Re-Christianization," *Church History* 69 (2000): 558-77.
2. MacCulloch frequently refers to the "Counter-Reformation." Is this an appropriate way of labeling Catholicism in the Reformation era? Base your answer on an analysis of MacCulloch's book in light of John O'Malley's discussion of the ways of naming Catholicism in O'Malley, "Was Ignatius Loyola a Church Reformer? How to look at Early Modern Catholicism," *Catholic Historical Review* 77 (1991): 177-93.

Second Essay (2000 words)

In this essay, you will answer the question "Was the Reformation a success or a failure?"

As you prepare your essay, ask yourself what sort of question this is. Does it make sense? Is it the sort of question that historians can and/or should ask? Why or why not? Is the disjunction in the question misleading? In other words, could one predicate both success and failure of the Reformation? Is the question *une question mal posée*, i.e. an improperly formulated and fruitless question that does not help us understand the Reformation? What evidence could one adduce for answering the question? How conclusive can that evidence be?

Base your essay on an analysis of **the assigned readings** for the course and **at least two scholarly publications not assigned in the syllabus**. These publications must be scholarly monographs published by a university press or an established academic publisher (e.g. Ashgate, Brill) and / or

articles in scholarly journals, not popular journals such as *History Today*. You may not use book reviews or review essays. The publications must be at least ten printed pages long. It is unlikely that you will be able to refer to all the assigned readings, but you should consult more than a few. You should make substantial, not simply casual or passing, use of **at least six scholarly sources**, not counting MacCulloch's *Reformation*.

It does not make sense to discuss all your sources one by one. You will need to devise broad themes that will allow you to analyze several sources at once, as it were. Since this course hones your skills in asking historical questions, you could think of these themes as questions that help break down the essay question, e.g. success / failure where, when, for whom, because of whom, in the context of which definition of Reformation? Your essay should demonstrate that you know what the essay question entails and that you can approach it with sophistication and comprehensively by assessing significant facts and interpretations drawn from the sources that you have chosen.

The introduction of your essay (no more than two paragraphs) should clearly indicate your approach to the essay question and articulate your answer. Your answer is the argument of your paper. Your argument will most likely give your essay a more refined analytical focus if you incorporate an explanation of your answer into the argument, e.g. "The Reformation was essentially a failure because..." Devote the body of your essay to proving your argument. Marks will be deducted for deficiencies in footnote or bibliographical form.

Instructions for Written Assignments

- Submit all assignments directly to me. Do **not** hand in any essays to the staff of the History Department, and do **not** ask staff to stamp your essays with the time or date of submission. It is not their job to receive assignments from students. You may, if necessary, submit essays into my Departmental mailbox from the corridor between AQ 6020 and AQ 6023; in that case, notify me by e-mail and keep a copy of the essay.
- **Essays sent by electronic attachment will not be accepted.**
- All essays must be typed, **paginated**, and double-spaced with all margins set at one inch.
- **Use a twelve-point font for the entire essay, including footnotes.**
- Provide a title page with your own title and **include your e-mail address on the title page** in case I need to contact you.
- **Staple** your essay together. No paper clips please!
- Do not exceed the word limit assigned to each essay assignment. I will not read beyond what you are required to write.
- **Do not hand in assignments late.** An assignment is late when it is submitted after the beginning of class on the day that it is due. A penalty of 3% per day will be deducted from late assignments, and I reserve the right simply to provide grades without comments on these. You may **not** hand in the second essay (due 9 April at 9:30 in AQ 6018) late. Students who do not submit the second essay on time will receive an "N" for the course. An "N" signifies that you have not completed the requirements for the course and is equivalent to a GPA of an "F."
- On the title page or at the end of your essay, **provide the precise word count of the essay, not including footnotes and bibliography.**

- When citing your sources in the first and second essays, supply **footnotes**, not endnotes. For the chapter / article analysis and for the first essay (if you refer exclusively to MacCulloch's *Reformation*) you may cite direct quotes from or references to the source in question by indicating page numbers in brackets within your own text, but supply a footnote that provides publication details at the first reference. Do not forget to cite your source precisely! Failure to do so constitutes plagiarism. **Supply a bibliography for all written assignments.**
- Superior essays will be written with **correct grammar** and **good academic style**. Above all, they will directly address the relevant question and will be based on a clear, well-defined thesis statement sustained with logical consistency and by compelling evidence taken from the relevant source(s) in the form of quotations and/or specific references.
- **Avoid the most common stylistic problems of undergraduate essays:** Aim to express your ideas clearly and concisely. Write in complete, grammatically correct sentences. Do not use colloquial language or contractions. Avoid convoluted, run-on sentences. Wherever possible use the active voice, not the passive voice. (If you do not know what these terms mean, find out!) Know what words mean before you use them. Consult a dictionary regularly to help you use and spell words correctly. Use authoritative dictionaries, e.g. the various Oxford dictionaries. Avoid internet dictionaries. Do not rely on spell-check programs.
- Your written work should be the organized and intelligible record of **your own thinking** about a particular problem. Avoid stringing together the ideas of others, and especially avoid **plagiarism**, the unacknowledged use of the words or ideas of another author. For more information on plagiarism visit <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>. **Plagiarism is a serious offence that carries serious consequences.** Any written assignment marred by plagiarism will automatically receive a failing grade; more severe penalties may be handed down at the discretion of the Department Chair. I am an expert at detecting plagiarism. I have detected plagiarism in essays submitted in courses that I regularly teach and even in documents published centuries ago. **Do not plagiarize!** You are responsible for being familiar with SFU's policies on academic honesty and student conduct. These are policies S 10.01, 10.02, 10.03, 10.04. You can find them online at <http://www.sfu.ca/policies/Students/index.html>.
- For all matters of **style**, please consult the most recent editions of either *The Chicago Manual of Style* or of Kate L. Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. For help with style, see also *Merriam-Webster's Dictionary of English Usage* (SFU Library: PE 1460 W425 1994) and William Strunk, Jr. *Elements of Style* (SFU Library: PE 1408 S772 2000). An early edition of Strunk's *Elements of Style* is available on the World Wide Web at <http://www.bartleby.com/141/>.
- All students who wish to write clearly and effectively should read George Orwell's essay, "Politics and the English Language." They can find this essay in collections of Orwell's essays or online at http://www.orwell.ru/library/essays/politics/english/e_polit.
- Keep all the notes that you take and all other preparatory work (e.g. outlines) for your essays until I have returned them. Return all books to the library before submitting your second essay so that I can check your references.
- Use your sources correctly and honestly. All page references must be accurate. **Quote accurately and do not misrepresent your sources.** Adapt your prose to quotations from your sources, not vice versa. Do not quote fragments that make no grammatical sense. **Do not alter the text of your source when quoting from it by replacing words in or adding words to the text.** Provide a context for your quotations so that they make sense to your readers. Do not expect your readers

to guess the connection between a quotation and an argument you wish to make. **Essays that violate academic honesty will be penalized.**

- I will gladly allow for extensions for the term essay without penalty but **only if you have a significant and urgent reason for not handing in the paper on time** (e.g. illness, family tragedy) and if you speak with me **before** the deadline for submission. **As a rule, e-mail requests for extensions will not be considered.**

Keeping in contact outside of class

Please check your SFU e-mail regularly, i.e. the e-mail address on file with the Registrar's Office, for communications from me throughout the semester.

My office hours are **Mondays 12:30-13:30** and **Wednesdays 11:30-12:30**. You will find in me in **AQ 6018**. If you have any questions about the course, especially about the course requirements, I strongly encourage you to see me during my office hours. No appointment is necessary. **Person-to-person discussions are much more productive than e-mail exchanges.** If you are looking for advice on your essays, for example, do **not** send me what you have written by e-mail and ask for my comments. Come to my office; we will go over your questions on the spot. Avoid leaving important questions about course assignments to the last minute, which could turn out to be too late.

You are welcome to contact me by e-mail, but please limit your communications to brief notices or questions that can be answered with a short reply. If you send me e-mail, please put **Hist. 320** in the subject. **I reply promptly to messages that I receive on weekdays, but I do not email on weekends** (from 17:00 on Friday to 08:00 on Monday).

If an extraordinary situation develops that prevents you from completing the course requirements on time, **contact me immediately. Do not wait until the end of the semester.**