

History 439, Summer 2012

Hilmar M. Pabel

Seminar: Wednesdays, 9:30-13:20 (BLU 10655)

AQ 6230

<http://www.sfu.ca/~pabel/439.HTM>

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Catholicism in Early Modern Europe

Content and Learning Objective

This is not a lecture course!

The history of Catholicism in early modern Europe (1500 – 1789) has attracted enthusiastic interest in recent times. Scholars have acknowledged that the religious, intellectual, social, and cultural history of Catholicism is as vital and as fascinating as that of European Protestantism, and they have begun to reassess the validity of the historical nomenclature, e.g. Counter-Reformation, Catholic Reform.

This seminar will begin with an historical overview of significant developments from the sixteenth to the eighteenth centuries in Catholicism in general and in religiously-divided Germany in particular. We will continue by considering the historiographical dimensions of the topic of the course, and we will conclude with a case study.

All students in Hist. 439 will pursue the same goal: an advanced analysis of secondary sources achieved through seminar discussions and two essays and reflected in a midterm test. In the essays, students will hone their analytical skills in response first to questions relating to the first two assigned books and second to a question about how best to name Catholicism in the early modern period: Counter-Reformation, Catholic Reform, Tridentine Catholicism, Early Modern Catholicism? The second essay represents the culmination of the analysis of secondary sources. Students must attend every class, including the first one on 9 May.

Course Requirements

Participation	20%
Midterm (20 June)	20%
First Essay (due 25 June)	20%
Second Essay (1 August)	40%

Texts to be Purchased

- Robert Bireley, *The Refashioning of Catholicism, 1450-1700*.
- Marc Forster, *Catholic Germany from the Reformation to the Enlightenment*.
- John W. O'Malley, *Trent and All That: Renaming Catholicism in the Early Modern Era*.
- Craig E. Harline, *A Bishop's Tale: Mathias Hovius among his Flock in Seventeenth-Century Flanders*.

Prerequisites: 45 credit hours, including 9 hours of lower division History credit, plus one of Hist. 220 / Hist. 223 / Hist. 320 or permission of the instructor. Students who do not have a course prerequisite may apply for permission to enroll in a personal interview with the instructor.

Part 1: Historical Overview: Catholicism in Europe and Beyond; Developments in Germany

* = material on reserve in the Bennett Library.

Week 1, 9 May: Introduction; Vocabulary of Early Modern Catholicism.

Week 2, 16 May:

1. Bireley, *Refashioning of Catholicism*, 1-69.

2. *Canons and Decrees of the Council of Trent*:

a) Session 13, Decree on the Eucharist, Chapters 1-8; On the Most Holy Sacrament of the Eucharist, Canons 1-11.

b) Session 25, Purgatory; Invocation of Saints; On Regulars and Nuns: Chapter 5; Decree on Reformation: Chapters 1-3, 12, 14-15, 19-21; On Receiving and Observing the Decrees of the Council; Bull of Pius IV confirming the Council.

These texts are available in **Canons and Decrees of the Council of Trent*, trans. H. J. Schroeder (Rockford, IL: Tan Books and Publishers, 1978); **Decrees of the Ecumenical Councils*, 2 vols., ed. Norman P. Tanner (London: Sheed and Ward, 1990), vol. 2; and at

<http://history.hanover.edu/texts/trent.htm>

3. Tridentine Profession of Faith (1564) at

<http://darkwing.uoregon.edu/~sshoemak/323/texts/trent.htm>

Week 3, 23 May:

1. Bireley, *Refashioning of Catholicism*, 70-146.

2. Alexandra Walsham, "Miracles and the Counter-Reformation Mission to England," *Historical Journal* 46 (2003): 779-815. **Library stacks** or, electronically, **Cambridge Journals Online**.

Week 4, 30 May:

1. Bireley, *Refashioning of Catholicism*, 147-211.

2. R. Po-Chia Hsia, "Translating Christianity: Counter-Reformation Europe and the Catholic Mission in China, 1580-1780," in **Conversion: Old Worlds and New*, ed. Kenneth Mills and Anthony Grafton (Rochester: University of Rochester Press, 2003), 87-108.

3. William Hart, "'The Kindness of the Blessed Virgin': Faith, Succour, and the Cult of Mary among Christian Hurons and Iroquois in Seventeenth-Century New France," in **Spiritual Encounters: Interactions between Christianity and Native Religions in Colonial America*, ed. Nicholas Griffiths and Fernando Cervantes, (Lincoln: University of Nebraska Press, 1999), 65-90.

Week 5, 6 June:

Forster, *Catholic Germany*, 1-103.

C. Scott Dixon, "Urban Order and Religious Coexistence in the German Imperial City: Augsburg and Donauwörth, 1548-1608," *Central European History* 40 (2007): 1-33. **Cambridge Journals Online**.

Week 6, 13 June:

Forster, *Catholic Germany*, 104-201.

Ulrich L. Lehner, "Johann Nikolaus von Hontheim's *Febronius*: A Censored Bishop and His Ecclesiology," *Church History and Religious Culture* 88 (2008): 205-233. **Online: EBSCO or ALPSP Learned Journals.**

Week 7, 20 June: **Midterm**

Part 2: Naming Catholicism

Week 8

Monday, 25 June: First Essay due at 10:00 am in AQ 6230.

27 June: O'Malley, *Trent and All That*, 1-91.

Week 9, 4 July:

Submit proposals and bibliographies for Second Essay.

1. O'Malley, *Trent and All That*, 92-143.

2. Judith Pollmann, "Countering the Reformation in France and the Netherlands: Clerical Leadership and Catholic Violence, 1560-1585," *Past and Present* 190 (2006): 83-120. **Library stacks** or, electronically, **Oxford Journals.**

Week 10, 11 July:

1. Harline, *A Bishop's Tale*, vii-91.

2. Joseph Bergin, "The Counter-Reformation Church and its Bishops," *Past and Present* 165 (1999): 30-73. **Library stacks** or, electronically, **JSTOR.**

Week 11, 18 July:

1. Harline, *A Bishop's Tale*, 92-194.

2. Guy Lazure, "Possessing the Sacred: Monarchy and Identity in Philip II's Relic Collection at the Escorial," *Renaissance Quarterly* 60 (2007): 58-93. **Library stacks** or, electronically, **Project Muse:** Look under vol. 60, issue no. 1, and read the PDF version.

Week 12, 25 July:

1. Harline, *A Bishop's Tale*, 195-310.

2. *Danielle Culpepper, "'Our Particular Cloister': Ursulines and Female Education in Seventeenth-Century Parma and Piacenza," *Sixteenth Century Journal* 36 (2005): 1017-37. Also in **Library stacks.**

After class, I shall make myself available to provide help for the second essays. I shall be out of town and away from the internet from 26 to 31 July. **Please make sure that you discuss your essay with me by 25 July at the latest!**

Week 13, 1 August: **Second Essays due at 9:30 in AQ 6230. You must submit essays on time!**

COURSE REQUIREMENTS

Participation = 20%

Participation will consist of three components: (1) regular attendance, (2) regular contribution to class discussions, and (3) leadership of class discussion. You are expected **to attend every class**, arriving on time and leaving when the class is dismissed. You are also expected to participate in the weekly seminar discussion by raising questions or making observations based on each week's reading and by responding to the comments of your classmates. Attendance without regular participation will lower your mark, and irregular attendance, which includes late arrivals and early departures, will lower your mark even more.

Most weeks, depending on the size of the class, an individual student or a group of students will be responsible for leading a discussion on the week's reading. The group may begin with a short introduction (no more than 5 minutes); then its job will be to engage classmates in a discussion. This may be done in a number of ways, e.g. by dividing the seminar into groups and assigning each group one or more questions, by organizing a debate, by casting a play, by devising a game, etc. You may prepare your classmates by giving them directions a week in advance.

Discussion leaders will be evaluated on the basis of the following criteria: preparation, organization, the ability to engage the entire class in conversation, and grasp of the assigned readings. You are expected to do more than ask questions that require only a short answer. Your goal is to get your classmates to explore the significance of the material about which we are reading. What can we learn about the main topics of the readings, about early modern Catholicism? A game, therefore, should not limit itself to obtaining basic information but should lead to a discussion of that information. Please know that on the day that you lead the discussion the seminar is yours to manage as you see fit. Do not hesitate to consult with me, if you wish, about leading your discussion.

Midterm = 20%

The midterm test will take place in class on **Wednesday, 20 June** from 9:30 to 11:30. It will consist of a mix of short-answer and essay questions, designed to evaluate your grasp of material covered from Weeks 1 to 6 inclusive.

First Essay = 20%

The first essay is due on **Monday, 25 June at 10 a.m. in AQ 6230**. It should be 1500 words long. Topics, available on the relevant course web page, are based on the readings from Weeks 2 to 6, inclusive, namely Bireley, *Refashioning of Catholicism* and Forster, *Catholic Germany*. Follow the Instructions for Written Assignments on pp. 5-7 of this syllabus.

Second Essay = 40%

The second essay is due on **Wednesday, 1 August at 9:30 in AQ 6230**. It should be a research paper between 2000 and 2500 words long. Follow the Instructions for Written Assignments on pp. 5-7 of this syllabus.

So that you can better prepare for this essay, I require you to hand in a typed proposal with a preliminary annotated bibliography in class on **Wednesday, 4 July**. In 100 to 200 words, state how you intend to answer the essay question and describe what methodology you will use. The methodology should be linked to the sources that you have chosen. On a separate sheet stapled to your

statement of intent and methodology, list in correct bibliographic form (see Instructions for Written Assignments) the sources you have consulted. All entries in the bibliography must be annotated. In other words, in one or two sentences after the title of each book or journal article, you must point out why the source is relevant to your paper. Try to be as specific as possible by referring to specific sections, themes, arguments, etc. in your sources.

Your essay must address the following question:

Is John O'Malley's concept of "Early Modern Catholicism" an improvement on earlier attempts, and thus an appropriate term, to describe Catholicism in the era of religious division in Europe?

While the essay must, of course, refer to O'Malley, it should not limit itself to an analysis of *Trent and All That*. You must seek the evidence for your argument, i.e. your answer to the essay question, elsewhere. Your sources may include the assigned readings for the course, but you must also draw on sources that you are not required to read for Hist. 439. I assume these will be secondary sources, but, depending on your approach, you may also use primary sources. You are welcome to take a thematic approach, concentrating on one or more themes, e.g. the papacy, the Jesuits, popular religion, women, art, missions, etc.

Your secondary sources must be scholarly: monographs published by reputable academic presses (usually university presses) and / or articles that appear in scholarly journals. Avoid survey textbooks, including Western Civilization textbooks, encyclopedia articles, popular history journals (e.g. *History Today*, *Christian History*), journals of informed opinion (e.g. *America*, *First Things*, *Commonweal*), and material published exclusively on the internet. Aim to consult *recently* published scholarship, although you may come across some older seminal books and articles that have influenced subsequent research. The quality of your sources will affect the evaluation of your paper.

Your bibliography should list at least seven sources, and of these, at least three must not be from the assigned readings. The sources listed in your bibliography must be cited in your essay. Do not include in your bibliography sources that you have not read or that you do not use to sustain your argument.

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 / endnotes.**
- 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.

- On the title page or at the end of your essay, **provide the precise word count of the essay, not including footnotes/endnotes and bibliography**. For MS Word, select the entire text of the essay, click on Tools, then Word Count. Provide the figure given.
- 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/researchhelp/writing/plagiarism.htm>. This site links to the SFU Library 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>.
- When citing your sources, supply footnotes or a separate page (or separate pages) for endnotes. (I prefer footnotes.) Alternatively, you may cite direct quotes from or references to the book in question by indicating page numbers in brackets within your own text. Do not forget to cite your source precisely! Failure to do so constitutes plagiarism.
- For all matters of **style**, including the correct format for footnotes and bibliography, 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/>. Examples of footnote and bibliographical form required for this course may be found at <http://www.sfu.ca/~pabel/403FN.HTM>. **Marks will be deducted for incorrect and inconsistent form.**
- 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.**
- **Do not hand in assignments late.** The first essay will be late if not submitted by 10:00 a.m. on Monday, 25 June and will receive a penalty of 3% per day late. I reserve the right simply to provide grades without comments on late essays. You may **not** hand in the second essay (due 1 August at 9:30 in AQ 6230) late. Students who do so 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.”
- 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

These are my office hours: **Tuesdays, 9:30-11:30.**

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 final essay, 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 an e-mail, please put **Hist. 439** in the subject line. I will reply as soon as I can. Check for an answer. I respond to course-related e-mail on weekdays only.

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.**