

The Reformation

History 649

Contact Information:

Professor Eric Nelson

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Office Hours: virtual Tuesday 9-11, Thursday 1-3, or *by appointment*. Note the best way of contact me is via e-mail, we can then set up a Zoom or telephone connection.

The Reformation and the Counter-Reformation that it provoked are one of the great discontinuities in European and world history In the following two hundred years, the Christian world broke apart and the nature of not just religion but also of politics, thought, society and culture all changed utterly. The course of history down to our own time has been decisively shaped by this revolution.

Diarmaid MacCulloch

This course takes as its focus the profound cultural, social and political implications of Western Christendom's permanent schism in the sixteenth century. It seeks to come to terms with the key role played by religion in the creation of the Western world by assessing the profound impact on political, ecclesiastical and social structures of the changes in theology, belief and practice associated with the Protestant and Catholic Reformations. At its broadest, this course provides an opportunity for students to examine how the early modern period is distinctive from but also bridges the medieval and modern periods.

Course Contingency Statement:

I have designed this online course to minimize any potential disruption caused by Covid-19. If the MSU campus is forced to close, our class will continue as scheduled. Virtual office hours will continue as scheduled, but the in-person meeting option will be suspended.

Required Books:

To be purchased/Accessed on Perusall

Available at the Bookstore

Peter Marshall, *The Reformation: A Very Short Introduction* (Oxford: Oxford University Press, 2009). ISBN: 978-0-19-923131-7.

Peter Marshall (ed.), *The Oxford Illustrated History of the Reformation* (Oxford: Oxford University Press, 2015). ISBN 978-0-19959549-5.

Perusall Books

*Our two source books are housed on the Perusall platform. Simply click on the book in our Perusall course site to purchase access. The price is the equivalent of the cheapest e-book option from the publisher. **Note** if you would like a paper copy, used copies are available for a modest price.*

Michael Baylor, *The German Reformation and the Peasant's War: A Brief History with Documents*. Boston: Bedford Saint Martin's, 2012. ISBN: 978-0312437183.

Barbara Diefendorf, *The Saint Bartholomew's Day Massacre: A Brief History with Documents*. Boston, Bedford Saint Martin's, 2009. ISBN: 978-0312413606

BLACKBOARD and PERUSALL Readings:

Aside from the required texts, all other readings are available on our Blackboard site and/or Perusall site. Links to these readings can be found in the Weekly Assignment button for the week that the reading is due. All readings are .pdf files, so you will need Adobe Acrobat Reader. This program can be down-loaded for free at <http://adobe.reader-download.org/>. Adobe Reader will allow you to view these files which are in .pdf format.

Weekly Topics

DATES	TOPICS
18-21 January	Introductions and the Late Middle Ages (1300-1450)
24-28 January	Culture and Economy (1450-1650)
31 January-4 February	Politics and Society (1450-1650)
7-11 February	Tying it all together "What is the Reformation?"
14-18 February	Mid-Term Exam
22-25 February	Salvation at Stake
28 February-4 March	Luther's Break with the Church
7-11 March	The Radical Reformation
21-25 March	The Reformed Tradition
28 March-1 April	The Peasant's War
4-8 April	Britain's Reformations
18-22 April	Catholic Reformation and Renewal
25-29 April	The Saint Bartholomew's Day Massacre
2-6 May	Debating Religious Violence
9-12 May	Reformation Legacies

Course Requirements

Course Assessment Breakdown

Type of Assignment	Points per assignment	Number per Semester	Total Points	Percentage of Overall Grade
Weekly Perusall and Discussion Board Contributions	100	14	1400	46.67%
Mid-Term Exam	300	1	300	10%
Final Exam	400	1	400	13.33%
Primary Source Essay	300	1	300	10%
Historiography Essay	300	1	300	10%

Comprehensive Exam Portfolio	300	1	300	10%
Total			3000	100%

Class Participation:

Please note that participation in all class activities is mandatory and non-participation without the professor's permission can adversely impact upon your final grade beyond the points for individual activities. **Missing more than three activities without instructor permission will lead to the loss of 1/4 of a letter grade per absence. Students who miss more than 6 activities without instructor permission cannot expect to pass the class.** Course work missed can only be made up at the discretion of the instructor. Makeups will be considered on a case-by-case basis.

Grading Scale:

Grade	Grade Scale	Points Required
A	93-100%	2790-3000
A-	90-92.99%	2700-2789
B+	87-89.99%	2610-2699
B	83-86.99%	2490-2609
B-	80-82.99%	2400-2489
C+	77-79.99%	2310-2399
C	73-76.99%	2190-2309
C-	70-72.99%	2100-2189
D+	67-69.99%	2010-2099
D	60-66.99%	1800-2009
F	0-59.99%	0-1799

Assessment Descriptions

Participation in Perusall and Discussion Board Activities

This course is based around frequent discussions and other group activities where you will refine your thinking by exchanging viewpoints with your classmates. Your engaged participation is absolutely essential for both your own and your classmates' learning. The outcome of these assignments for the class as a whole is dependent on you. With this in mind I have assigned 100 points for each of the fourteen weeks that incorporate class interaction for a total of 1400 of the 3000 points in this course. Each exercise is different, and so I provide specific instructions with each Perusall and Discussion Board activity.

What I am looking for is thoughtful engagement with other students. Do you raise issues or ask questions that elicit responses or impact on the thinking of your classmates? Do you return to the activity as it develops and contribute to its evolution? While I sometimes define minimum numbers of posts and provide other clear markers for participation, in general the quality of your contributions is more important than quantity.

Here is a general rubric that provides overarching guidance for how I will grade these exercises:

A: Moved the discussion forward significantly. Summarized relevant information and arguments well, provided thoughtful analysis of relevant sources, added useful insights and took the discussion in new and appropriate directions. Not all of the above are required for an excellent ranking but the majority must not only be present but well developed.

B: Did most the above but not as completely or consistently. Summaries of main arguments may be incomplete in places for example. Analysis must still be logical with appropriate support although can be lacking in some non-critical details.

C: Provided the required number of posts, provided the basic facts required to participate in the discussion but tended to let others provide the analysis and insight.

D: Failed to provide the required number of responses, or provided responses that were inappropriate, or failed to move the discussion forward.

F: No participation, inflammatory remarks

I expect everyone to abide by the following 12 rules when interacting with others. If you feel that a classmate is failing to meet these standards contact me directly.

12 Ground Rules for Online Discussions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and **c u l8r**'s.

Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).

No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution is clear.

I have taken these rules from Peter Connor - TILT Web Content Writer and Editor

Mid-Term Exam

The mid-term exam is a take home, open-book exam worth three hundred points. It is due at the end of week five of our course and requires you to write your own *ca.* 10-page history of the Reformation. Detailed instructions as to what a good history of the Reformation should include are provided in the Weekly Assignments folder for week five. The first four weeks of our course prepare you to write this history. Although I give you time in week five to write this paper, I would encourage you to write parts of it in weeks one through four. There is no need to wait until week five to start writing.

Final Exam

The final exam is a take home, open-book exam worth four hundred points. It is due on Tuesday of finals week. This exam requires you to return to your mid-term exam history of the Reformation and rewrite and annotate it to reflect what you have learned in the final ten weeks of our course. Detailed instructions on how to do this can be found in our Final Exam folder in the Weekly Assignments button.

Primary Source Essay

One 10 page essay is required (double spaced, 12pt font and one inch margins). It is worth 300 points. A dropbox for this assignment can be found in our second to last weekly assignments folder.

Essay questions:

Please answer **ONE** of the following questions. This is a primary source analysis paper and so you will be graded on the persuasiveness and thoroughness of your argument and your use of primary sources to substantiate your argument. Do not ignore evidence that runs counter to your thesis, rather identify it and explain to your reader how it impacts on your argument. While you are welcome to use outside sources, these questions can be fully answered using one of the two assigned source collections for this course.

1. Drawing on the primary sources found in Michael Baylor's *The German Reformation and the Peasants' War* answer the following: Were the values and principles that the commoners expressed during the Peasants' War influenced by the early Reformation, or were they the same as those expressed by peasants prior to Luther's protest?

2. Drawing on the primary sources found in Michael Baylor's *The German Reformation and the Peasants' War* answer the following: Trace through time the evolution of Luther's thought concerning the legality of opposition to ecclesiastical and secular authorities. Then compare Luther's strongest condemnations of rebellion by the common people (as expressed in Documents 8 and 22) to the arguments presented in *To the Assembly of the Common Peasantry* (Document 24). On what points do the two authors agree, and where do they disagree?

3. Drawing on the primary sources found in Barbara Diefendorf's *The Saint Bartholomew's Day Massacre* answer the following: What role did royal officials, city officials and local militias play in the Saint Bartholomew's Day massacre? On balance do you think that they did more to keep the peace or disturb it and why? Consider the massacre both in Paris and in the provinces.

4. Drawing on the primary sources found in Barbara Diefendorf's *The Saint Bartholomew's Day Massacre* answer the following: How did the violence that took place during the Saint Bartholomew's Day Massacre echo earlier incidents of religious violence in France, and how did it differ? How might we explain the differences? What, in your opinion, was most responsible for people's willingness to go beyond previous limits in attacking the Huguenots?

Historiography Paper

The 500th anniversary of the start of the Reformation in 2017 inspired a flurry of publication on all things Reformation. This historiography assignment offers you the opportunity to sample some of the best books written for the anniversary. Due on Tuesday of finals week, in this *ca.* 12 page paper you will offer a brief review of three books. Beyond a summary of their arguments, be sure to indicate how each scholar placed his work in the context of what has already been written on the Reformation. It may be helpful to read some book reviews of these texts to help digest their major contributions. In the conclusion be sure to explain how reading these texts changed your thinking on the Reformation and on the historiography of the Reformation.

To make sure that you have some choice in what you read, while also ensuring that you get a sense of the types of studies that were produced, I have paired up six books that I consider important asking you to choose **one** from each pair. Please chose from the following:

First Pairing: Luther Biographies

Lyndal Roper, *Martin Luther: Renegade and Prophet* (New York: Random House, 2016). ISBN 978-0-8129-9619-7.

OR

Andrew Pettegree, *Brand Luther: How an Unheralded Monk Turned His Small Town into a Center of Publishing, Made Himself the Most Famous Man in Europe—and Started the Protestant Reformation* (New York: Penguin, 2015). ISBN: 978-1-59420-496-8.

Second Pairing: Luther in Context

Brad Gregory *Rebel in the Ranks: Martin Luther, the Reformation, and the Conflicts that Continue to Shape Our World* (New York: Harper, 2017). ISBN: 978-0-06-247118-5.

OR

Richard Rex, *The Making of Martin Luther* (Princeton: Princeton University Press, 2017). ISBN: 978-0-6911-5515-9.

Third Pairing: The Long View

Alec Ryrie, *Protestants: The Faith that Made the Modern World* (New York: Penguin, 2018). ISBN 978-0-73520-2282-3.

OR

Peter Marshall, *1517: Martin Luther and the Invention of the Reformation* (Oxford: Oxford University Press, 2017). ISBN: 978-0-19-968210-0.

Comprehensive Exam Portfolio

This portion of your assessment is designed to ensure that upon completion of the class you have a fully developed comprehensive exam portfolio that will serve you well when you take your comprehensive exams. Unlike Perusall or Discussion Boards this portfolio is private; only you and I will have access to it. It provides a space for you to note your final thoughts each week while they are still fresh.

By the Friday of the following week, log into the comprehensive exam portfolio and in a paragraph or two summarize your key takeaways from the previous week. Be sure to include your assessment of any readings and also what you learned from your interactions with classmates. Did your opinion change concerning any of the readings over the course of the week? What were the key ideas that you took away from that week? Remember, the whole purpose of this exercise is to create a study guide for yourself. A critical element of this is to include comments that will help jog your memory months or years from now. I will grade this portfolio based on its thoroughness and usefulness as a study guide.

This exam portfolio is a critical part of our course. It serves two important roles:

1. It provides you with an opportunity to take stock of class readings and discussions in a methodical manner.
2. It provides the perfect review tool for your comprehensive exams. **PLEASE BE SURE TO EXPORT YOUR PORTFOLIO AT THE END OF OUR COURSE AND SAVE IT. IT WILL BE YOUR PRIMARY REVIEW TOOL FOR YOUR WRITTEN AND ORAL COMPREHENSIVE EXAMS.**

Class Policies

This class conforms to all University Policies as posted on the Missouri State University web site. I have created a button on our Blackboard site that provides a direct link to these policy statements. Don't hesitate to contact me if you have any questions concerning these policies.