

History 315: The Age of Reformation

Fall 2013, 2:00-2:50 HHH 303

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The Reformation has often been approached as intellectual and spiritual movements which challenged medieval authority and ways of thinking. Intellectual change was certainly a central element of the Reformation. As recent scholarship has made clear, the social, political, material, and gender dimensions of this movement were important as well. We will examine how ideals, politics, and society intersected between 1400 and 1600 to bring about vast changes in everyday life and thought of individuals throughout Europe.

Rental Text

Jonathan W. Zophy, *Dances Over Fire and Water. A Short History of Reformation Europe* (New Jersey: Prentice Hall, 1997)

Purchase Texts

Po-Chia Hisa, *The German People and the Reformation* (Ithaca: Cornell University Press, 1988).

Lyndal Roper, *The Holy Household. Women and Morals in Reformation Augsburg* (Oxford: Oxford University Press, 2001)

Ethan H. Shagan, *Popular Politics and the English Reformation*, (Cambridge University Press, 2005)

Goals of the Baccalaureate

Many students come to the University of Wisconsin-Eau Claire in order to receive training and accreditation for a particular profession. Professional goals are an important part of a university education at a public regional university. Students are often well aware of the value of a university education on the professional job market. This university does not simply train students for a particular job or profession, however. The university also offers a liberal education (general education) for all students. The liberal education component of the UWEC degree is acquired through general education coursework and participation in the larger UWEC learning community. A liberal education is designed to help students become more broadly educated, well-rounded people. It exposes students to new knowledge and offers them a chance to explore new ways of thinking and learning. A liberal education also helps students acquire general knowledge and skills that enable an individual to become a reflective, thoughtful, and effective person in a range of different environments from the personal to the professional, civic, and global spheres. An education that exposes students to knowledge of the world, helps students cultivate a range of analytical skills, awakens interest in learning and problem solving, and enables students to be flexible and adaptable in a range of environments has great value in an ever-changing, increasingly interconnected global world. It prepares students to be thoughtful and effective individuals, parents, employees, employers, and citizens.

This course is designed to be a part of your liberal education at UWEC. Credit for this course can be applied to your *general education* requirements for GEIV and foreign culture. This course is not simply designed to teach you “facts” about European history. Through written work and participation in class,

you can develop knowledge and skills that help make you a more broadly educated person. This course is designed to help you achieve the following *general education* goals:

- Knowledge of Human Culture
- Creative and Critical Thinking
- Effective Communication
- Respect for Diversity Among People.

Your grades for this class will be based, in part, on the extent to which you acquire knowledge, strengthen these skills, and develop these perspectives. Your written assignments will be graded based on the following:

- Content (your ideas, ability to understand and analyze the material, insights and creativity)
- Grammar, style, and argumentation (your ability to convey your ideas and analysis to the reader in an appropriate academic format).

Goals of the BA in History

This course is designed to help students build their knowledge of Early Modern European history, think about periodization in history, and understand the complex dynamics behind change over time in a given historical context. It explores the history of the “Age of Reformation” from the perspectives of intellectual, cultural, political, social, and gender history. Through reading, discussing, and writing about primary sources from the period and the secondary literature on this theme, student will learn to analyze and contextualize documents and recognize and evaluate historical interpretations.

Lessons from the Renaissance: A Liberal Education, Civility and Classroom/Campus Atmosphere

A broadly educated person understands the value of and practices *civility* in public, academic, and professional life. Civility is a term that connotes awareness of the value of community and public life. A civil or civic minded person understands the value of membership within a particular community, demonstrates respect for the community and others in it, and works actively in some way for the public good. Practicing civility means not just being polite, but also showing concern and respect for the community and others within it, even those who are different in some way from oneself. Learning about and practicing civility, therefore, is an essential component of a general education designed to prepare students for life in human communities (from smaller communities like neighborhoods and towns to larger national and even global communities).

An understanding of European history helps us see when and why the link between a liberal education and civility emerged. During the Renaissance, European elites began to conceive of and promote the notion of a liberal education or the idea of cultivating the self in a general way rather than training individuals narrowly for a particular station or job in life. During this period, European elites thought a great deal about the nature and value of community. Political theorists, philosophers, and literary figures all argued that public mindedness and courtesy were traits that were essential for communities. A highly developed culture of politeness or courtesy emerged in this period at the palaces of the kings and queens and in other spaces where powerful people and those seeking power and prestige gathered. The term courteous comes from the European name for the palace of the king and the elite society that gathered there (the court). To be courteous was in some way to imitate the behaviors practiced at the king’s court. Being courteous by showing signs of deference and respect for others had a great value at court, a world in which rank, status, and even political commissions and wealth were distributed in part

based on the ability to be pleasing to others in court society. The general education of the courtier or the person of status and prestige included, therefore, instruction in the value, utility, and art of polite, respectful behaviors. A broadly or liberally educated person in this period worked hard to demonstrate community spirit, respect for others, and a pleasing demeanor. Since this period, advocates of a liberal education have always stressed that civility is an essential component of fully developing the self. (For more information on the history of the court and courtesy in Europe during the Renaissance, see Norbert Elias' book entitled *The Civilizing Process*).

We no longer live in a world in which kings embody and distribute power and the court sets the tone for polite behaviors. Yet, does civility still play an important role in society and education today? One could answer either yes or no. The University of Wisconsin-Eau Claire and most universities in America argue that it does. Teaching students the value of community spirit, public engagement, and respect for others is part of the process of preparing students for personal and public life beyond the university. University administrators and professors are not alone in seeing the value of civility for the broadly educated person. Many Employers firmly believe that civility is an important skill for any manager and employee. They note that employees who are recent college graduates simply do not understand the value of or know how to practice civility in the work place. They claim that there is a high demand for college graduates who cultivate public spirit, understanding and tolerance for others, and courteous or respectful behaviors. In this class, therefore, students are encouraged to reflect upon and practice civility.

Students are encouraged to

- be engaged (take ownership of something that contributes in a positive way to the class)
- take responsibility (make a positive difference)
- show respect to others (honor other people and their opinions, even when they differ from you)
- promote integrity (hold others and yourself responsible for maintaining excellence in the class and campus)
- recognize civility (realize small acts generate large results)

<http://www.uwec.edu/civility>

Rules for Proper Behavior in This Course

- please demonstrate civility in and outside of the classroom
- please be aware that your behaviors have an effect on the classroom environment
- please let me know when you feel that I and/or other students are not being respectful of students in the class or the material
- If you have any questions about what is appropriate behavior, please ask
- please let me know when you are excited, moved, or inspired by the material or the discussion and feel free to ask me how you can learn more about the topic
- please call me Dr. Sanislo or Prof. Sanislo and please let me know what you liked to be called as well.
- please have patience when contacting me on email. I will try to respond as quickly as I can but please remember that it takes time for me to sort through the multiple student emails that I receive and respond with thought
- In each email you send, please tell me which class and section you are in so I can effectively manage email
- please let me know if you have any issues that are potentially disrupting your participation in class and help me generate strategies for dealing with them
- please do not use ipods, ear phones, cell phones, or computers in class

-please trying to not to talk while I am talking or someone else is talking. Doing so, shows that you are not interested in what is being said and hence, do not respect or appreciate what others have to say. Talking while others are talking may also prevent other students from hearing what is said.

-If you have a question about the material or would like me to clarify, slow down or repeat something, please let me know. Asking for help or clarification is a sign that you are engaged in class. Remember, you are probably not the only one that has a question or doesn't understand something. So you are helping others and contributing to the class if you speak up.

Academic Integrity

I consider any academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described in the UW-Eau Claire *Student Services and Standards Handbook* (<http://www.uwec.edu/sdd/publications.htm>) in the section titled, "Chapter UWS 14—Student Academic Disciplinary Procedures."

Plagiarism is a serious academic offence and will not be tolerated in this class. Anyone caught engaging in plagiarism in any way in this class may receive an F for that assignment and will possibly fail the class. Any student who is caught plagiarizing will be notified by me and must meet with me to discuss the issue in order to continue and eventually pass the class. **If you engage in plagiarism for the Midterm, Final, or the Critical Book Review, you may receive an F for the whole class.** Please read the handout on plagiarism on D2L. If you have any questions regarding plagiarism and my policy on it, please ask.

Any student who has a disability and is in need of classroom accommodations, please contact the instructor and the Services for Students with Disabilities Office in Old Library 2136 at the beginning of the semester.

Grade Breakdown

10% Attendance and Class Participation
15% Journals
10% Group Discussions
15% Group Presentation
15% 1st Exam
15% 2nd Exam
20% Critical Book Review

Attendance and Participation %10

This course is designed to be interactive and interpretive. In addition to lectures, we will be doing large group discussions, small group work in class, and on-line discussions. It is important that you have the readings done before class, attend class, and are well prepared for active participation. 10% of your grade is based on attendance and the quality of your **participation** in class and in on-line discussions. An attendance sheet will be handed out each class. **You are responsible for making sure that you get credit for the days that you attend. If you come late, make sure that you ask for the attendance sheet before you leave the room. If you are unable to attend class due to severe illness, family crisis, and/or an**

important extra-curricular activity, then please contact me either in class (to discuss future absences) or prior to class by phone (to discuss emergencies, including illness). My cell phone is 715 456-8391. Feel free to call me in the case of an emergency or severe illness but please respect my privacy and do not call after 11:00 at night.

Attendance contributes to this portion of your grade as follows.

- 0-2 absences = B
- 3 absences = B-
- 4 absences = C
- 5 absences = D
- 6 absences = F

If your participation in class and in on-line discussions is outstanding – i.e. frequent, usually insightful, relevant, and respectful of other’s positions- one full letter will be added to your attendance-based portion of the grade. Thus someone whose attendance merits a B but whose participation has been outstanding will earn an A for this portion of the grade.

Journals 15%

The journals are short, two or three-page writing assignments on the readings for the course. They are designed to help draw you into the readings and develop your critical thinking skills. They are graded on a pass/fail basis. If you hand a journal in and have put some serious effort into it but do not pass, then you will be allowed to redo the journal and try again. If you do well the second time, then you will earn a pass for that journal. Please type the journal assignments. You will be expected to follow basic standards for grammar and academic regulations regarding plagiarism for these assignments. The assignments for the journals will be on D2L. The dates that they are due are listed in the syllabus.

These assignments help you prepare to understand and participate in lecture and class discussions. Therefore, if you miss the day that the assignment is due and do not have an excused absence, then you will not be able to make up that assignment. Please keep all of your returned reflection assignments in a folder and hold on to them until the end of the semester. You will have them in order to check our record keeping at the end of the semester.

Your journal grade will be calculated according to the following criteria:

Journals will be graded on a pass/fail basis.

- A = passed all journals
- A- = tried all but failed 1 journal
- B = missed and/or failed 2 journals
- B- = missed and/or failed 3 journals
- C = missed and/or failed 4 journals
- D = missed and/or failed 5 journals
- F = missed and/or failed 6 or more journals

D2L Group Discussions 10%

This class is a hybrid. We will usually meet Mondays and Wednesdays in class. Fridays will be D2L days. If we are deviating from this schedule, then it will be clearly marked in the syllabus. On D2L days, you will be asked to do readings, watch videos, post journals, and/or engage in small group discussions. Group discussions will be graded on a pass/fail basis. Please note: I have set up a drop box submission requirement for D2L discussions, in order to ensure that students do their own work and reflect upon class materials on their own before engaging in discussion. You will not even be able to see the discussion forum until you submit to the drop box. Instructions for what to do for each discussion are posted in the content page on D2L. The drop box for the D2L discussions will close by the end of class. You will have until 7:30pm on Sunday to read the postings of other students and respond.

On-line discussions will be graded on a pass/fail basis.

- A = passed all discussions
- A- = tried all but failed 1 discussion
- B = missed and/or failed 2 discussions
- B- = missed and/or failed 3 discussions
- C = missed and/or failed 4 discussions
- D = missed and/or failed 5 discussions
- F = missed and/or failed 6 or more discussions

Passing grades for a discussion are based on the following:

- demonstration that you completed the readings or exercises and thoughtfully responded to them
- demonstration that you read the postings of other students and engaged in a respectful and thoughtful discussion with them
- effective use of quotations and page numbers (citations from the readings) to back up your points

You will not receive a passing grade if

- you engage in the discussion without evidence that you did the readings. (You do not need to understand everything in the readings. You simply need to show me that you read them, made an effort to understand them, and engaged in some sort of reflection about them.)
- you do not cite specific examples from the material and use quotations and page numbers (citations) from the readings to back up your work.
- you only post a response to the readings or activities and do not engage with other students in a discussion. (You need to read and respond to at the postings of at least two other students.)
- your responses to other students do not really contribute or add to the group discussions (simply writing "I agree with you" or "good point" does not expand further and do not really contribute to the discussion)

Hints for how to respond effectively in small group discussion:

- mention specific points in the other student's posts that you found useful
- mention specific points in the other student's posts that you found confusing or inaccurate
- explain in detail why you agree or disagree with something specific in the student's post
- start a new post for the whole group that helps others to see the merit in what someone in the group said
- pose a question about the student's post or the material to further generate discussion

-pose a question about the student's post in a new message to the whole group to further generate discussion

You can find your grades for each discussion in the feedback area of the drop box. (P = pass, F= fail, M missed, failed because you did not do the discussion at all). Please be patient when you are looking for your discussion grades. It takes a while to read through and grade discussions for 28 students.

Group Presentations on Articles from the Anthology *The German People and the Reformation* 15%

You will be asked to work in groups of 4 on a book chapter relating to the themes of the course. You should discuss the material outside of class and then present the material from the text and your reflections on it to the class. Each group must create a power point presentation and a two-page handout for their presentation for the class. Put copies of your presentation and your handout in the d2l drop box after your presentation.

Take Home Midterm and Final Essay Exams (15% each)

The midterms and finals for this class will both be five page, take-home, essay exams. The midterm is due on 10-11. The final is due on 12/11.

Critical Book Review 20%

Your paper for this class will be a six-page critical book review of one of main books for the course. Please select one of the following books for your paper.

Lyndal Roper, *The Holy Household. Women and Morals in Reformation Augsburg*

Ethan H. Shagan, *Popular Politics and the English Reformation*

The critical review is due on 11/22. We will discuss what a critical book review is and how to write one in class. I will give you a detailed handout explaining the assignment and the evaluation sheet that I use to grade it in class.

Extra Credit

Please see my extra credit handouts in content section of D2L. You are allowed to do a maximum of two extra credits this semester. One extra credit may be used to make up for a discussion that you failed or missed. One extra credit may be used to make up for a journal that you failed or missed. If you completed and passed all of the discussions and journals, you may use extra credit to make up for 1 unexcused absence and/or raise your participation grade.

Syllabus

Week One

- 9/4 **Introduction to the Course**
- 9/6 **Early Modern Europe- Overview and Key Terms (Practice Journal)**
Readings:
Zophy, pp. 1-3
MacCulloch, Introduction, xix-xxiii, 76-87

Week Two

- 9/9 **The Peoples of Europe
Journal 1**
Readings:
Zophy, pp. 7-23.
- 9/11 **The States of Europe on the Eve of the Reformation**
Readings:
Zophy, pp. 26-37.
- 9/13 **D2L Day – [Big Picture -Overview](#)
[D2L –Movie Link “When the World Changed” 1300-1700 \(56minutes\)](#)
[D2L Discussion 1](#)**

Week Three

- 9/26 **The Old Church
Journal 2**
Reading:
MacCulloch, “The Old Church 1490-1517,” pp. 3-34.
- 9/18 **The Call for Reform**
Readings:
Zophy, pp. 40-51.
MacCulloch, “A Pillar Cracks: Politics and the Papacy,” pp. 35-42.
Documents: Wycliff, Hus
- 9/20 **D2L Day [The Catholioc Church in a Global Context](#)
Readings:
[MacCulloch, “Hopes and Fears,” pp. 53-70.](#)
[D2L discussion 2](#)**

Week Four

- 9/23 **Humanism
Journal 3**
Readings:
Zophy, pp. 51-57.
MacCulloch, “Erasmus: Hopes Fulfilled, Fears Stilled?” pp. 97-105.
Documents: Petrarch, Erasmus

9/25 **Luther's Revolt**
Readings:
Zophy, pp. 61-75.

9/27 **D2L Day- Luther's Revolt**
Readings:
MacCulloch, "New Heaven: New Earth 1517-24," pp. 106-123.
D2L Documents
[D2L Discussion 3](#)

Week Five

9/30 **The Spread of Lutheranism**
Journal 4
Readings:
Zophy, pp. 78-93.
D2L Documents

10/2 **Changing Times**
Readings:
MacCulloch, "Changing Times," pp. 549-575

10/4 **D2L Day – What is a Critical Book Review**
Readings:
Po-Chia Hisa, *The German People and the Reformation*, pp. 1-9.
Critical Book Review from an academic journal in the field
[D2L Discussion 4](#)

Week Six

10/7 **Presentation: Group 1**

10/9 **Zwingli and the Anabaptists**
Journal 5
Readings:
Zophy, pp. 97-108.
D2L Documents

10/11 **D2L day- Midterms Due in the Drop Box by 9:30pm**

Week Seven

10/14 **Presentation: Group 2**

10/16 **Calvinism**
Readings:
Zophy, pp. 111-123.
D2L Documents

10/18 D2L Day - Roper, *Holy Household*
Readings – page numbers tba
[D2L Discussion 5](#)

Week Eight

10/21 **Presentation: Group 3**

10/22 **Roper *Holy Household***
Readings (pages tba)

10/25 D2L Day Critiques of *Holy Household*
Journal 6
[D2L Discussion 6](#)

Week Nine

10/28 **Presentation: Group 4**

10/30 **Politics and Religion in England**
Journal 7
Readings:
Zophy, pp. 126-138.

11/1 **Politics and Religion in England**
Readings:
Zophy, pp. 140-148.
D2L Movie Link- “Movie on Early Modern England”
[D2L Discussion 7](#)

Week Ten

11/4 **Presentation: Group 5**

11/6 **Presentation: Group 6**

11/8 D2L Day – Shagen, *Popular Politics and the English Reformation*
Readings (pages tba)
[D2L Discussion 8](#)

Week Eleven

11/11 Shagen
Readings (pages tba)

11/13 Shagen
Readings (pages tba)

11/15 D2L Day Critiques of *Popular Politics*
Journal 8
[D2L Discussion 9](#)

Week Twelve

11/18 **Presentation: Group 7**

11/20 **Presentation: Group 8**

11/22 **D2L Day – Critical Book Reviews Due in the Drop box by 9:30pm**

Week Thirteen

11/25 **Spain and the Catholic Reformation**

Readings:
Zophy, 151-163

Thanksgiving Break – Enjoy!

Week Fourteen

12/2 **Spain and the Catholic Reformation
Journal 9**

Readings:
D2L Documents

12/4 **D2L Day- [An Age of Religious Warfare](#)**

Readings:
Zophy, pp. 166-187
D2L Movie Link- Religious Wars
[D2L Discussion 10](#)

12/6 **European Empires – Global Impact**

Readings:
MacCulloch “pp.400-441, 533-545

Week Fifteen

12/9 **The Legacy
Journal 10**

Readings:
Zophy, pp. 191-210
MacCulloch, “Outcomes,” pp. 668-708.

12/11 **Final Exams Due in Class**

12/13 **D2L Day- Personal Reflections and Lessons from HIST 315**

[D2L Discussion 11](#)

Week Sixteen: Finals Week!