

History 306 Syllabus: The Reformation

Dr. Jeannine E. Olson

Gaige 200 E, Office Hours: Monday & Wednesday, 9:30-10:00, Monday 11:50-12:20, 3:30-4:00; Tuesday and Thursday, 10:30-11:00 & by appointment, 456-9716 (office), jolson@ric.edu.

TEXT AND ADDITIONAL READINGS (Buy these today!):

Lewis W. Spitz, The Renaissance and Reformation Movements, vol. 2, The Reformation.

Robert M. Kingdon, Adultery and Divorce in Calvin's Geneva.

Lewis W. Spitz, ed., The Protestant Reformation: Major Documents.

James Kittelson, Luther the Reformer: The Story of the Man and His Career.

Martin Luther, Small Catechism (Wait to buy this).

RECOMMENDED:

Jeannine E. Olson, Deacons and Deaconesses through the Centuries: One Ministry/Many Roles (St. Louis: Concordia Publishing House, revised edition, 2005).

COURSE REQUIREMENTS AND GRADING: Completion of assigned readings, a midterm, and a final (34%); a journal entry summarizing a selected reading (optional) and a summary of our Providence Library Special Collections; a paper topic or topics (due at the end of our visit to Adams Library at RIC); a typed one-page paper proposal with a typed outline and a typed bibliography; a paper of 12-15 pages with notes and bibliography in correct history department style based on the Chicago Manual of Style (33%); short oral reports on historical individuals, events, problems, or the readings and on the longer paper topic; attendance in class unless you are ill; participation in discussion, (33%).

The class will follow a lecture - discussion format. Students are expected to keep up with the reading. Active participation, through questions and comments, is encouraged. Regular attendance is expected. Be on time for class. Come unless you are sick, and after the third absence let me know why you missed class.

It is essential that students complete the reading assignments before the topics are discussed in class.

What if there is no teacher in the classroom? Do three things if the professor (myself) does not appear for class and there is no message left, no substitute instructor, and no messenger from the history department relaying information: (1) Have someone in the class knock on my office door, Gaige 200. (2) Have someone in the class check with the history department as to my whereabouts. (3) If you still cannot resolve my whereabouts, wait at least twenty minutes before leaving in case I appear.

PAPER: The paper must be your original work. The paper will be written over the course of the first ten weeks of the semester in two stages, each of which will build on the other and contribute to your final grade on this writing requirement. First you will suggest topics; then later present a typed paper proposal consisting of a one page summary, an outline, and a bibliography of five items (no more than half of which can only be found on the internet), conforming to the style of Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations or The Chicago Manual of Style. Finally, you will submit a typed paper of twelve to fifteen pages including footnotes, a title page, and a bibliography that contains a scholarly article and that is no more than half from items that can only be found on the internet. Both the paper and the paper proposal should be typed and proofread before handing it in. Hand in as well one preliminary draft of your paper marked in red ink where you edited it to prepare the final draft. I would be happy to help you with any issue, even a footnote or bibliographical entry.

Be careful as you prepare the paper to cite your sources, and note that any quotation of more than three words in sequence needs quotation marks around it and a footnote. To fail to do so constitutes copying from another source, plagiarism. The paper must be your own work.

ORAL PRESENTATIONS: Oral presentations should be presented from an outline with good eye contact rather than read word by word from a prepared text. This is an oral exercise. There is nothing to hand in, and there is no written substitute for an oral presentation.

Possible topics for oral presentations are on the syllabus followed by a blank line for one student to sign on the master syllabus. Do not sign up for a topic for which another student has already signed. These topics are merely to give you some

ideas. You can also pick something or someone that is of interest to you if you alert me to what`'t that is. You will not have time for extensive research unless your topic turns into your paper topic. Nevertheless, provide information to the class on the topic that is beyond that in our text. If you take information from the internet, make sure it is accurate by checking in published materials vetted by scholars. The oral presentation is to be given at the time we are covering the appropriate material when it is of most interest to the class.

If you choose, you can also pick any of the assigned reading in the Major Documents book around which to formulate some questions and to lead the discussion with the class.

Summaries of your readings: It is a good idea to summarize in a few sentences, for your own use, any article or chapter to force yourself to think succinctly about what you have read and to provide a starting point for review when you go back to the material later. If you would like me to look over your summaries to see if you are on the right path, I would be happy to do so.

Bring these summaries to class. The written summary is optional, but I will call on members of the class to summarize or comment on readings for the day orally to aid discussion.

GRADUATE STUDENTS: Your research presentation and paper should be longer than that of the undergraduates (up to twenty pages); you can do additional reports on an individual, event, problem, or the readings; you can have an opportunity to teach if you want. We will meet separately if desired.

Assignments and handouts will be handed out once. After that they can be found in the box marked Reformation on the file cabinets outside my office door. Hand in your papers to me in person. Do not put them in my post office box or under my door. Keep a copy of everything you hand in to me and everything I hand back to you. No papers or assignments will be accepted during finals week or after the last day of class, May 6.

INDIVIDUALS WITH DISABILITIES: Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the American with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. It is located in Rm. 127

in Craig-Lee Hall. The phone is 456-8061. To receive academic accommodations for this class, please obtain the proper Student Life Office forms and meet with me at the beginning of the semester.

Rhode Island Beginning Teacher Standards: This course teaches skills towards fulfilling standards 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 8.1, 8.2, 10.1, 10.2, 10.3, and 10.4.

National Council Social Studies Standards: This course teaches skills towards fulfilling standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1.1., 2.1.2., 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8

History 306 Schedule: Tuesday and Thursdays, 11:00-12:20

January 26 Introduction

Write a short piece on (1) what history classes you have had before, (2) whether or not you have had history 200 if you are a history major, (3) what topics interest you most in this period of history, (4) and what you are hoping to get out of the class!

Reformation Europe and the Impact of Humanism

January 28 **Europe on the Eve of the Reformation**

Lewis W. Spitz, The Renaissance and Reformation Movements, vol. 2, The Reformation. Hereafter assignments in this book will be designated as text and chapter and/or page numbers alone.

Prefaces, Contents. Look over the book.

Chapter 12, 301-26.

Read to answer the questions: **Why did the Reformation Happen? Why did the Reformation happen in Germany?**

February 2 Europe on the Eve of the Reformation,
The Renaissance, Humanism, the Larger Picture

Lewis W. Spitz, ed., The Protestant Reformation:

the Major Documents. Introduction, 1-13. Look over book. Hereafter assignments in this book will be designated as "Documents" by author and or title:

Documents:

Erasmus, Praise of Folly, 14-22.

Erasmus, Enchiridion, 23-33.

Hutten, Letter to Elector Frederick, Saxony, 33-35.

These are examples of Renaissance literature.

How do they differ from one another?

Was the Reformation the religious expression of the Renaissance?

A Renaissance humanist of your choice_____.

Several people can sign here _____.

HANDOUT: Martin Luther

LUTHER AND THE HABSBURG EMPIRE

Feb. 4 James Kittelson, Luther, the Reformer: The Story of the Man and His Career. Contents, preface, and "The Formation of the Young Man & Genesis of the Reformer," 13-114.

Chapter One: The Son of a Peasant.

Chapter Two: A Man of Sorrows.

Chapter Three: A Student of Theology.

Chapter Four: The Maturing Professor.

Chapter Five: The Explosion.

For class discussion, be prepared to answer the study questions on Martin Luther. Include the following:

Was Luther's impulse to reform primarily psychological or theological?

Johann von Staupitz_____.

February 9Text, Chapter 13, 328-40.

Kittelson, "The Genesis of the Reformer, an Outlaw's Work, and "The True Church," 115-212.

Chapter Six: The Lines Drawn
 Chapter Seven: The Public Disputant
 Chapter Eight: The Outlaw
 Chapter Nine: The Exile
 Chapter Ten: Return to the Fray
 Chapter Eleven: "False Brethren"

REQUIRED: Documents: Luther, Ninety-Five Theses.
 What point(s) were these theses trying to
 make?
 Why were they so inflammatory?

**Was a deeper religious drive decisive as a general
 cause of the Reformation?**

Report on Cardinal Cajetan _____ on John
 Eck _____.

Documents: Luther, An Appeal to the Ruling Class.
 Luther, Treatise on Christian Liberty.

Report on Pope Leo X _____.
 Report on Martin Luther, The Babylonian Captivity
of the Church _____.
 Report on Frederick, Elector of Saxony _____.

Feb. 11 Text, Chapter 13, 340-47.

Kittelton, "The True Church & the Mature Luther,"
 213-300.

Chapter Twelve: Pastor and Teacher.
 Chapter Thirteen: Damnable Rome.
 Chapter Fourteen: To Build the Church.
 Chapter Fifteen: Negotiator for the Faith.
 Chapter Sixteen: Defender of the Faith.
 Chapter Seventeen: The Last Years.
 Chapter Eighteen: "We Are All Beggars."

How did Luther change from his youth?

Documents:
 Melanchthon, Funeral Oration. Summarize.
 Luther, Preface to the Epistle of St. Paul to
 the Romans.

Luther, Small Catechism.

Was a deeper religious drive decisive as a general cause of the Reformation?

How has the Reformation been interpreted?

Bring Luther's Small Catechism to class.

Report on Johannes Sturm_____.

Report on Catherine Zell_____.

Olson, Deacons and Deaconesses through the Centuries, 71-108, 145-47 on reserve or in the 2d ed., 77-118, 153-54, 177-84.

How did the Church deal with the poor before the Reformation?

How did the Reformation affect social welfare in Lutheran regions?

How did Pietism affect social welfare?

Report on Johannes Bugenhagen _____.

Report on Philip Melanchthon_____.

Report on Andreas Karlstadt (Carlstadt)_____.

Report on Thomas Müntzer_____.

Report on the Peasants War_____.

Report on Luther's wife, Katherine von Bura_____.

Report on Philip of Hesse_____.

Feb. 16 session Meet at the reference desk in **Adams library!** We will go upstairs to the computer room. This will introduce you to some of the specialized resource materials in the Reformation era and will help you to select a topic that you will enjoy working on for your paper. This session is required of everyone unless you are sick. We will attempt to treat at an advanced level those of you who have had History 200.

HANDOUT: History style sheet

HAND IN BEFORE YOU LEAVE: A topic or topics that you are thinking about doing research on for your

paper.

Text: Chapter 14, "The Empire in Crisis," 357-80.

Feb. 18

Zwingli

Text, chapter 15, 381-95.

Documents:

Zwingli, The First Zurich Disputation and the Sixty-Seven Articles, 77, 82-88.

Note articles 18, 29, 40, 50-53. Bring these and Luther's Small Catechism to class.

Using articles 18 and 50-53 and Luther's Small Catechism (sections on "the Sacrament of Holy Communion," "The Office of the Keys," and "Confession.") **How did Zwingli differ from Luther on the Mass or "Communion," as Protestants would say, and on Confession?**

Olson, Deacons and Deaconesses, pp. 108-111 in the first edition on reserve and pp. 118-21 in the second edition.

How did the Reformation affect social welfare in Zurich? In Strassburg (Strasbourg) ?

Report on Heinrich Bullinger_____.

The Impact of the Reformation on Literacy

February 23

The Radical Reformation

Text, chapter 15, 395-410.

Documents;

Sattler, The Schleithem Confession of Faith, 89-96. Summarize!

"The Trial and Martyrdom of Michael Sattler" as recorded in Martyr's Mirror Rottenburg, 1527, 97-

101?

Bring the documents book, Luther's Small Catechism, and Zwingli's Sixty-Seven Articles to class.

How did Anabaptists differ from Zwingli and Luther
 (1) on baptism (p. 91 in Major Documents), (2) on
 pacifism (the use of the sword, pp. 93-94), (3) on
 serving as a magistrate (pp.94-95), (4) on taking
 oaths, (pp. 95-96), and (5) on participating in
 civic affairs (separation, pp. 92-93)?

(6) How might the position of the Anabaptists on
 these issues have contributed to "The Trial and
 Martyrdom of Michael Sattler" as recorded in
Martyr's Mirror Rottenburg, 1527, 97-101?

(7) Was the Anabaptist position on Communion (the
 breaking of the bread, pp. 91-92) closer to Luther's
 or to Zwingli's position?

Report on Caspar Schwenckfeld (Schwenkfeld) and the
 Schwenckfeldians_____.

Report on Sebastian Franck_____.

Report on Hans Denck_____.

Report on Melchior Hofmann_____.

Report on Menno Simons and the Mennonites_____.

Report on Jakob Hutter and the Hutterites_____.

Report on the Amish_____.

Report on Antitrinitarians or Unitarians_____.

**Was there anything unique about the Anabaptists and
 their organization of social welfare?**

Olson, Deacons, pp. 119-23, 160-62 in the first
 edition and pp. 129-33 and 171-73 in the second
 edition.

February 25 Midterm Examination

March 2 **The Reformation in France, and the Emergence of the
 Reformed Tradition in Geneva,
 Calvin**

Text, chapter 16, 411-21.

Handout on Guillaume Briçonnet & Calvinism

Report on Pierre

Viret_____.

Documents:

Calvin, Conversion and Call to Geneva, 110-14.

Farel and Calvin, The Geneva Confession, 114-15,
118-19.

Zwingli's (Bring this, Luther's Small Catechism, and
Sixty-Seven Articles to class!)

**Was Calvin closer to Luther and the Catholic Church
on Baptism or to the Anabaptists (pp. 118-19 in
Major Documents)? Was Calvin closer to Luther or to
Zwingli on Communion (The Holy Supper, p. 119)?**

March 4 **Early Reformation in France, Strasbourg (Strassburg),
Geneva**

Text, chapter 16, 421-28.

Reformation and Revolution, The Case of Geneva.

Documents:

Calvin, Ecclesiastical Ordinances, 122-27.

Calvin, The Institutes, 129-45.

Calvin, Letter to the Five Prisoners of Lyons, 145-
47.

March 9 Discussion groups of six: Divide up the
discussion leadership responsibility amongst
yourselves for chapters 2 - 7 in Kingdon,
Adultery and Divorce in Calvin's Geneva. (The
discussion will take place on March 20.)

Discuss Document: Castellio, Concerning Heretics,
106-9.

Olson, Deacons, 112-19 in the first edition and pp,
123-29 in the second edition.

**How did Calvin organize social welfare in Geneva?
Where did he get his ideas?**

Report on Theodore
Beza_____.

Social Welfare in the Reformed Tradition

Calvin and Social Welfare.
The Double Diaconate.

Olson, Deacons, 123-26 in the first edition and pp. 133-35 in the second edition. This is a summary of Protestant social welfare and deacons in the sixteenth century. It should bring everything together for you on this topic.

March 11 Individual discussions of paper proposals.

PAPER TOPIC DUE & FIVE SOURCES: A tentative title, a bibliography of five sources you intend to use, no more than half of which are from the internet, a one page summary, and an outline.

Keep in mind that you will need a scholarly article on your topic for the final paper bibliography. Include it now. Hand in the above typewritten.

Kate The bibliography should conform to the style of Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations or The Chicago Manual of Style.

I will discuss individual paper proposals with class members individually today. There is no time available to do this during class time at any other time during the semester.

Robert M. Kingdon. Adultery and Divorce in Calvin's Geneva, pp. 1-97.

Be able to summarize in class each of the chapters in this book:

Foreword and Introduction
Chapter One: The Institutional Matrix.
Chapter Two: The Pierre Ameaux Case: Divorce for Adultery and Blasphemy.
Chapter Three: The Antoine Calvin Case: Divorce for Adultery.

March 23 Kingdon, Adultery and Divorce, pp. 98-184.

Chapter Four: The Jean Bietrix Case: Forced Reconciliation. Summarize!
 Chapter Five: Death for Adultery. Summarize!
 Chapter Six: The Galeazzo Caracciolo Case: Divorce for Religious Desertion. Summarize!
 Chapter Seven: The Rationale for Divorce. Summarize!

March 25 **Spread of the Reformed Tradition**

Text, chapter 16, 428-38.

Chapter 19, 496-506.

The Spread of the Reformed Diaconate.

Chapter 19, 506-20.

Olson, Deacons, 147-48, 153-59 in the first edition and pp. 155-56 and 164-71 in the second edition.

How did Reformed churches organize social welfare and the diaconate (deacons) as they spread? In Scotland? In France? Among Women?

Reformation Martyrologists: Jean Crespin

Report on Juan de Valdés_____.

Report on Pietro Paolo Vergerio_____.

March 30 **The Reformation in England and Scotland**

Text, chapter 17, 441-59.

Documents:

Thomas Cromwell, The Restraint of Appeals to Rome, 151-55. Summarize!

Thomas Starkey, Exhortation to Unity and Obedience, 156-62. Summarize!

What are "things indifferent?"

Henry VIII, The Six Articles, 162-63. Summarize!
 Thomas Cranmer, Preface to the Bible, 164-68.
 Summarize!.

Bibliography:

Powicke, Maurice. The Reformation in England.
 Dickens. The English Reformation.

Report on Thomas Cromwell_____.
 Report on Thomas Cranmer_____.

April 1 Text, chapter 17, 459-66.

Document:

Lady Jane Grey, A Certain Communication.

Summarize!

Report on Reginald Pole_____.

Elizabethan Puritans.
 Minority Churches in England.

Text, chapter 20, 523-44.

Documents:

Elizabethan Settlement, The Act of Supremacy, 1559,
 172-73. Summarize!

1559,

Elizabethan Settlement, The Act of Uniformity,

174-76. Summarize!

Stuart Puritans.

April 6 **What was social welfare and the diaconate like in
 Reformed churches in the British Isles and in
 America?**

Olson, Deacons, 111-12, 149-53, 162-66, 178-86 in
 the first edition and pp. 122-23, 156-60, 173-77.
 188-96 in the second edition.

April 8 Papers due: With your (1) final paper, please hand
 in your (2) preliminary proposal, which we reviewed

together in March, and (3) a copy of a preliminary draft of your final paper marked up with a red pencil or pen to indicate your editing.

The Catholic Reformation

Chapter 18, 469-95.

Report on Gasparo Contarini_____.

Report on Pietro Bembo_____.

Report on Giampietro Caraffa_____.

Report on Charles Borromeo_____.

Report on Vincent de Paul_____.

Report on the Sisters of Mercy_____.

Report on the Ursulines_____.

Report on Christian Brothers_____.

Report on Juan Luis Vives, _____.

Report on any new religious order or confraternity and its leadership_____.

April 13 Welfare

The Catholic Reformation, **social welfare, and new religious orders.**

Olson, Deacons, 126-45, 174-79 in the first edition and pp. 135-43, 184-89 in the second edition.

Summarize!

How did Catholics help the poor? What institutions did they work through? What did Catholic deacons do?

April 15 The Larger Picture: **Society and Culture**

Text, chapter 21, 547-90.

April 20 Providence Public Library

Manuscripts and Printing: Meet at the Providence Public Library Special Collections

Downtown at 150 Empire near the corner of Empire and Washington, near Trinity Theater and next to the Providence Police Station. We will meet in the special collections library to view manuscripts and old

early printed books with Dr. Philip Weimerskirch and Richard Ring.

Write a one-page summary of this library session.

Read the pages on "printing" in Lewis W. Spitz, The Renaissance and Reformation Movements, vol. 1, The Renaissance, 134-35, 188-89.

April 15, 22, 27, 29, May 4, Reformation subjects of interest to the class.

May 6 Review

May 10-15 Examinations