

RELIGION 840:315

The Era of the Reformation, c. 1500-1650

FALL 2014

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YOU ARE RESPONSIBLE FOR EVERYTHING IN THIS SYLLABUS, REGARDLESS OF WHETHER THE PROFESSOR REMINDS YOU OF A SPECIFIC PROVISION OR NOT!!!!!! READ IT AND RE-READ IT!!!!!!

The following pages contain ESSENTIAL practical information. They are, so to speak, your Bible, your fundamental guide to passing the course. If you lose or misplace this syllabus, it is available on Sakai (sakai.rutgers.edu) and on the Religion Department website (religion.rutgers.edu).

Please go through this syllabus as soon as possible and note all assignments and examinations on your calendar!!!!!! While the professor will try to remind you about such assignments, the professor is herself absentminded about such things and relies on a DETAILED, WRITTEN calendar. She recommends that you do the same.

Required books can be purchased at the Rutgers University Bookstore or online.

I recommend the website: www.addall.com if you are looking for the best prices.

Carter Lindberg, *The European Reformations*, 2nd edition. ISBN 978-1-4051-8067-2

Denis R. Janz, *A Reformation Reader*, 2nd edition. ISBN 978-0-8006-6310-0.

Some required Readings will be online—these are detailed in the assignments below. When we read online materials, please either bring a device to class on which you can read the text or print it out and bring it to class. In other words, you need to have a copy of the text in front of you when we discuss it.

The **goals** of this class are as follows:

1. **Content:** Students will learn the chronology of the movements usually termed “the Reformation” from circa 1500 to circa 1650; they will learn the basic history, teachings, and leaders of the Lutheran, Swiss, Radical, Calvinist, English, and Catholic Reformations of the period.
2. **Approach:** Students will become familiar with the ways that secular scholars of religion approach questions of theology and religious evolution; they will learn some of the terminology scholars use to describe religious movements and the religious convictions of individuals; they will learn what kinds of proof are acceptable in scholarly circles and why.
3. **Evidence:** We will approach the age of the Reformation through a secondary textbook, which gives the basic story of the Reformation, and a selection of primary texts. Considerable emphasis will be placed on the primary texts and discussions in class of those texts. Students will learn how to read theological, polemical, confessional, and devotional texts in a scholarly setting. They will learn the considerable care and deliberate speed with which such texts must be read.

Assessment of students’ progress in these three areas will be measured in three ways:

1. Students’ ability to read primary texts from the Reformation carefully will be assessed on the basis of student contributions to in-class discussions. **Participation is therefore a crucial component of this course. At the end of this syllabus is a description of the criteria used for judging participation—please read them carefully.**
2. Students’ ability to analyze primary texts using the context provided by the secondary texts, as well as their ability to apply scholarly methods to understanding those texts, will be assessed through written work: specifically, three papers, due as detailed on the calendar below.
3. On a completely practical level, whether or not students have completed the assigned readings and mastered the chronology of the period will be assessed on the basis of how specifically and appropriately they use references to readings and chronological sequence of events both in discussion and in written assignments.

Grading: 3 papers @ 25% each = 75%; participation 25%.

Attendance and Promptness:

Students are required to attend lectures and discussions. Aware, however, that illnesses, family crises, and such can make even the most diligent student miss a class, the professor allows 3 absences without penalty. The 3 absences are not recommended, should be used only when you NEED to, and are NOT negotiable. Do not use up three absences just because you have them and then expect a fourth absence when you are ill or have an emergency to be excused. For **every absence beyond three**, your grade will drop 1/3 of a grade-point (e.g., from A to B+, from B+ to B, from B to C+, and so on).

If you arrive after the roll has been called, you must talk to me after class is over. You are allowed to be *moderately* late up to three times during the semester without penalty. Your **fourth late arrival will be treated as an absence**, as will any subsequent late arrivals. Please note that I will not make exceptions for late arrivals caused by campus bus schedules or parking problems. If you arrive more than 40 minutes after the class begins you are welcome to attend but you will be marked down as absent rather than late for that class.

IF, BECAUSE OF OTHER COMMITMENTS, YOU CANNOT MAKE IT TO CLASS ON TIME, YOU SHOULD DROP THE COURSE.

Reading assignments and Calendar.

All reading assignments should be completed BEFORE class on the day for which they are assigned.

Thursday, Sept. 4: First day of class; syllabus handed out and explained; no reading assignment.

Monday, Sept. 8: Defining Reformations

Reading Assignment: Lindberg, Chapter 1, “History, Historiography, and Interpretations of the Reformations”, pp. 1-22.

Thursday, Sept. 11: Late Medieval Europe

Reading Assignment: Lindberg, Chapter 2, “The Late Middle Ages: Threshold and Foothold of the Reformations”, to the end of the section on “Social Tensions”, pp. 23-40.

Monday, Sept. 15: Late Medieval Europe, part 2

Reading Assignment: Lindberg, chapter 2, “The Late Middle Ages,” from “The Crisis of Values” to the end, pp. 40-53.

Janz 1.2: Boniface VIII, *Unam sanctam* **Please note!!! There are different editions of Janz, with different chapter and section numbers. You should read the excerpt for which I give the title—for example, “Boniface VIII, *Unam sanctam*”—even if your section number is different.**

Francesco Petrarch, Letter to a Friend—criticism of the Avignon papacy: online:
<http://www.fordham.edu/halsall/source/14Cpetrarch-pope.asp>

Thursday, Sept. 18: Luther, Part 1

Lindberg Chapter 3, to the section “Theological Implications”, pp. 54-67.

Janz 1.12: Dietrich Kolde, *Mirror for Christians*.

Monday, Sept. 22: Luther, Part 2

Lindberg Chapter 3, from “Theological Implications” to “Politics and Piety”, pp. 67-75.

Luther, a statement about faith:
<http://www.projectwittenberg.org/pub/resources/text/wittenberg/luther/luther-faith.txt>

Janz 2.19: Martin Luther, 95 Theses.

Thursday, Sept. 25: Luther, part 3

In the Bible: Romans, chapter 3

Janz 2.21, Luther, To the Christian Nobility of the German Nation.

Janz 2.22, Luther, The Freedom of a Christian

Monday, Sept. 29: Luther, part 4

FIRST PAPER DUE: Instructions will be handed out in class.

Lindberg, Chapter 3, from “Politics and Piety” to the end, pp. 75-86.

Thursday, Oct. 2: “Lutheran” Reform

Reading assignment: Lindberg Chapter 4, 87-107.

Monday, Oct. 6: “Lutheran” Reform, part 2

Lindberg, Chapter 5, to “Education for Service to God and Service to the Neighbor”, pp. 108-122.

Luther, Ordinance of a Common Chest, online http://media.sabda.org/alkitab-8/LIBRARY/LUT_WRK4.PDF, pp. 68-73.

Thursday, Oct. 9: “Lutheran” Reform, part 3

Lindberg, Chapter 5, to the end, pp. 122-129.

Janz 2.25: Luther, The Small Catechism.

Luther, To the Councilmen of All Cities in Germany, That They Establish and Maintain Christian Schools, online http://media.sabda.org/alkitab-8/LIBRARY/LUT_WRK4.PDF, pp. 76-97.

Monday, Oct. 13: Luther—Peasants and Other Challenges

Lindberg, Chapter 6, to “The Revolution of the Common Man”, pp. 130-150.

Thursday, Oct. 16: Luther—Peasants and Other Challenges, part 2

Lindberg Chapter 6, to the end, pp. 150-160.

Janz 3:39: 12 Articles of the Peasants

Luther, Against the Robbing and Murdering Hordes of Peasants. This text was originally at the following url (on the top of the next page), but **it is also posted on the Sakai site under “Resources”**.

[https://umdrive.memphis.edu/jisledge/public/1102%20-%20Fall%202011/Week%201/Martin%20Luther%20-%20Against%20the%20Robbing%20and%20Murdering%20Hordes%20of%20Peasants%20\(1525\).pdf](https://umdrive.memphis.edu/jisledge/public/1102%20-%20Fall%202011/Week%201/Martin%20Luther%20-%20Against%20the%20Robbing%20and%20Murdering%20Hordes%20of%20Peasants%20(1525).pdf)

Monday, Oct. 20: Swiss Reformations—Zwingli

Reading Assignment: Lindberg, Chapter 7, pp. 161-187.

Thursday, Oct. 23: Swiss Reformations—Zwingli, part 2

Reading Assignment: Janz 3.31: “Of Freedom of Choice in the Selection of Food.”

Janz 3.32: “Petition to the Bishop of Constance”

Janz 3.33: “Of the Clarity and Certainty of the Word of God”

Janz 3.35: “On True and False Religion”

In the Bible (if you do not own a Bible, you can go to biblegateway.com): Luke 22:7-20, Matthew 26:17-29; Mark 14: 12-25.

Monday, Oct. 27: Radical Reformations, part 1

Reading Assignment: Lindberg, Chapter 8, pp. 188-214.

Thursday, Oct. 30: Radical Reformations, part 2

Second Paper Due. Instructions will be handed out in class.

Reading Assignment: Hans Hut, “True Baptism”: <http://www.anabaptistchurch.org/Baptism.htm>

Janz 3.38: Thomas Müntzer, “A Sermon before the Princes”

In the Bible: Daniel 2

Janz 3.43: “The Schleithem Confession”

Monday, Nov. 3: “Lutheran” Reform, part 4

Lindberg, Chapter 9, pp. 215-233

Janz 2.27: Augsburg Confession

Janz 2.28: Melancthon, Apology for the Augsburg Confession

Janz 2.29: Formula of Concord

Thursday, Nov. 6: Calvin, part 1

Lindberg, Chapter 10, to “The Reformation in Geneva,” pp. 234-239

Janz 4.56-60: Excerpts from Calvin’s “Institutes of the Christian Religion”: “Knowledge of God,” “Scripture”, “Original Sin”, “Christ”, “The Holy Spirit”.

Monday, Nov. 10: Calvin part 2

Reading Assignment: Janz 4:61-65: Excerpts from Calvin’s “Institutes of the Christian Religion”: “Christian Life”, “Predestination”, “The Church”, “The Lord’s Supper”, “Civil Government”.

Thursday, Nov. 13: Calvin, part 3

Reading Assignment: Lindberg, Chapter 10, “The Reformation in Geneva” to the end, pp. 239-258.anz 5.83-86

Janz 4:53-55: “The Servetus Affair” (3 documents)

Monday, Nov. 17: The spread of Calvinism and the Reformation in France

Lindberg, Chapter 11, to “The Wars of Religion,” pp. 260-274.

Marguerite de Navarre (see Lindberg p. 264), an excerpt from the *Heptameron*:
<http://digital.library.upenn.edu/women/navarre/heptameron/heptameron.html#N5>

Thursday, Nov. 20: Wars of Religion

Lindberg, Chapter 11, “The Wars of Religion”-end, 274-280.

Beza, “On the Rights of Magistrates,” questions 1 and 10:

<http://www.constitution.org/cmt/beza/magistrates.htm#ques1>

<http://www.constitution.org/cmt/beza/magistrates.htm#ques10>

Monday, Nov. 24: English Reform, part 1—Henry VIII and Edward I

Reading Assignment: Lindberg, Chapter 13 to “Mary Tudor and Protestant Regress,” pp.293-308.

Janz 5.66: Act of Supremacy

Janz 5:67: Act of Six Articles

Janz 5:74: Thirty-Nine Articles

Tuesday, Nov. 25 is a Thursday on the Rutgers Calendar

English Reform, part 2—Mary

Lindberg, Chapter 13, “Mary Tudor and Protestant Regress,” pp. 308-310.

Janz 5.70: Marian Injunctions

Thursday, Nov. 27: Thanksgiving—no class.

Monday, Dec. 1: English Reform, part 3: Elizabeth I

Reading Assignment: Lindberg, Chapter 13: “Elizabeth I and the *Via media*” – end, pp. 310-320.

Janz 5.74: Thirty-Nine Articles (again—see Nov. 24 above).

Thursday, Dec. 4: Catholic Reform—part 1

Lindberg, Chapter 14, to “The Council of Trent”, pp. 321-337.

Janz 6.77: Pope Adrian VI to the Diet of Nuremberg

Janz 6.78: Cardinal Cajetan, On Faith and Works

Monday, Dec. 8: Catholic Reform—Trent and beyond

Lindberg, Chapter 14, from “The Council of Trent” to the end, 337-346.

Janz 6.81: Decree and Canons on Justification

Janz 6.82: Canons on the Sacraments in General

Janz 6.85: Reform Decree on Establishing Seminaries

Final Paper Due by 5 p.m. on Wednesday, December 10

Standards for Grading Student Participation in
Seminar Courses and Class Discussions

A:

A student who receives an **A** for participation in discussion typically comes to every class with questions about the readings in mind. An **A** discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

B:

A student who receives a **B** for participation in discussion typically does not always come to class with questions about the readings in mind. A **B** discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

C:

A student who receives a **C** for participation attends regularly but typically is an infrequent or unwilling participant, or an obstreperous one.

D:

A student who fails to attend regularly and prepare adequately for discussion risks the grade of **D**

Or even F

[These standards are adapted only slightly from those officially adopted by the Princeton University Department of History in 1998. They were authored primarily by Andrew Isenberg (thanks, Drew).]