

History 314.01E
European Reformations
Spring 201

Instructor: Dr. Judy Ann Ford
Office Location: SS 113
Office Hours: Mon. & Wed. 9:15 AM to 10:30 AM; Tues. & Thurs. 3:15 – 4:45 PM;
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COURSE INFORMATION

Materials--Required:

Malcolm Lambert, *Medieval Heresy*, 3rd ed. (Malden, MA: Blackwell, 2002).
Carter Lindberg, *The European Reformations*, 2nd ed. (Malden, MA: Wiley-Blackwell, 2010).
Brad S. Gregory, *The Unintended Reformation* (Cambridge, MA: Belknap Press of Harvard University Press, 2012).

Course Description:

This course examines how Christian beliefs, institutions, and practices altered in Europe from the late fourteenth through the mid-seventeenth centuries. The course will begin with a consideration of theologians and the theology, both from the late middle ages, such as John Wycliffe, and the sixteenth century, such as Martin Luther. It will analyze the institutional cultural, and political ramifications of religious beliefs, including the formation of new Christian churches; the alliances formed between churches and national governments; and the changes in attitudes towards women and the poor, manifested in episodes such as the witch craze.

Student Learning Outcomes:

1. Students will demonstrate an ability to conduct historical research on the topic of the European Reformations.

COURSE REQUIREMENTS

Attendance and Participation

Attendance at all class meetings is strongly encouraged. You are responsible for all material covered in our class meetings, regardless of your physical presence in the room. The course will be taught primarily through lectures and classroom exercises.

Assessment

A. Exams

There will be three exams. The first two will consist of two parts: short answer questions and an essay. Exam three will be essay only. The exams will draw upon the lectures and all assigned reading material. Answers must be written in ink either in a blue book or on stapled paper. No work in pencil will be accepted.

Students who miss the exams, for any reason, may make them up at the end of the semester during the final exam week.

B. Primary Source Exercises

There will be three classes in which primary sources will be analyzed by small groups.

Students who miss the Primary Source Exercises, for any reason, may make them up at the end of the semester during the final exam week.

C. Team Presentation

There will be a semester-long team project in which each team will write a fictional but historically grounded dialogue in which people respond to attempts by religious reformers to persuade their fellows to change their views on religion. These will be set in the sixteenth century, in various European locations assigned by the instructor.

Each student will receive two grades for the team project: one for the written work, which will be the same for all members of the team; one for the performance, which will be the same for all team members who participate.

There will be four or five teams, depending on enrollment, none smaller than four students, none larger than six students. Students who miss the formation of teams may join an existing group only with the permission of all members of that group. Students in that situation must contact the instructor.

There is class time provided for teams to meet together so that students need not arrange meeting times outside of class. Students do not have to remain in this class room during team meeting time.

The written portion of the project will consist of the following elements:

- 1) a cover page with: project title, class title, instructor's name, group members names, and date;
- 2) the body, including an introduction providing background and setting (no more than a page), and a dialog among historical characters offering insight into multiple perspectives of important issues of the time. The dialog may be written in play form.

The performance portion of the project should last approximately fifteen minutes. A narrator may be used to communicate setting and background and to introduce the characters, but groups may devise other ways to communicate those elements. Props are permitted but not required.

Students who miss the performance portion may not make it up. If students are going to be away that week on university business only, they must inform the instructor well in advance—at least a month in advance--and produce documentation. They will then be assigned an individual topic to research and will make an individual presentation to the class at a time designated by the instructor.

D. Research Paper

Each student will research and write an individual paper directly related to their team project. It will analyze the European Reformations from the perspective of location, status, occupation, gender, age, theological perspective or some combination thereof in regard to the location specified by the instructor.

For example, if a team were examining the introduction of Lutheranism in sixteenth-century Commerce, Texas, one student might focus an individual project on the conversion or resistance experience of young women in Commerce, Texas (or Texas as a whole); another on the conversion or resistance experience of the town's ministers, perhaps using comparative evidence from other rural towns in the southwest; and another might compare and contrast the conversion or resistance experience of lower-income families in Hunt county to that of upper-income families.

No two students in a team may research exactly the same project. Please discuss your research among yourselves to avoid too close a similarity.

The research paper should consist of ten to twelve typed, double-spaced pages of body and notes in a standard size font with one-inch margins. There must also be a cover page and bibliography, but these do not count towards the ten to twelve pages.

The bibliography should consist of at least six sources, and must be written in Turabian format. The bibliography may include one scholarly, reputable internet source. Please note: Wikipedia is neither scholarly nor reputable--any student choosing to include Wikipedia in a bibliography should expect its grade to reflect the consequences of that choice. The bibliography must not include reference works, such as textbooks, historical dictionaries, and encyclopedias; popular books or magazines; children's books; or book reviews.

GRADING

○ Exams	400 points
<i>two @ 150 points each</i>	
<i>one @ 100 points</i>	
○ Primary Source exercises	100
<i>two @ 30 points each;</i>	
<i>one @ 40 points</i>	
○ Team Project: Written Portion	100
○ Team Project: Presentation	100
○ Research Paper	300

TOTAL 1000 points

The grading scale used for this course is as follows:

900-1000	=	A
800-899.9	=	B
700-799.9	=	C
600-699.9	=	D
599.9 or less	=	F

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

Word Processing:

You will need access to a word processor and printer to prepare the proposal and research paper. You should be able to insert footnotes in your papers.

eCollege:

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you.

COMMUNICATION AND SUPPORT

If you cannot see me during office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don't have a prior commitment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct).

Academic Honesty

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask me.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can

only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

WEEK ONE

Jan. 14 Introduction; discuss syllabus in E-College

Jan. 16 Lindberg, chs. 1 & 2

WEEK TWO

Jan. 21 Primary Sources; team formation

Jan. 23 Lambert, Part One; team meeting

WEEK THREE

Jan. 28 Lambert, Part Two

Jan. 30 Lambert, Part Three

WEEK FOUR

Feb. 4 Lambert, Part Three

Feb. 6 Lambert, Part Four; team meeting

WEEK FIVE

Feb. 11 Lambert, Part Four

Feb. 13 Primary Sources

WEEK SIX

Feb. 18 Exam One

Feb. 20 Team meeting

WEEK SEVEN

Feb. 25 Lindberg, ch. 3

Feb. 27 Lindberg, ch. 4; team meeting

WEEK EIGHT

March 4 Lindberg, ch. 5

March 6 Primary Sources

WEEK NINE SPRING BREAK

WEEK TEN

March 18 Lindberg, chs. 6, 7, & 8

March 20 Lindberg, chs. 9 & 10

WEEK ELEVEN

March 25 Lindberg, chs. 11 & 12; team meeting

March 27 Lindberg, ch. 13

WEEK TWELVE

April 1 Lindberg, 14

April 3 Lindberg, 15

WEEK THIRTEEN

April 8 Exam Two

April 10 Gregory, Introduction; team meeting

WEEK FOURTEEN

April 15 Gregory, chs. 1 & 2

April 17 Gregory, chs. 3 & 4

WEEK FIFTEEN

April 22 Gregory, chs 5 & 6

April 24 Gregory, Conclusion; team meeting

WEEK SIXTEEN

April 29 Presentations; papers due

May 1 Presentations

WEEK SEVENTEEN

May 6th Exam Three: Final exam period (1:15 – 3:15 PM)