

HISTORY 4412W

REFORMATION EUROPE, 1494 – 1598

SPRING 2007

DR. R. LOVE

Lectures: 11:00 am - 12:15 pm, 208 Pafford.

Office Hours: TELC 3-217, Tues.-Thurs., 9:30 – 10:30 am, 2:00 – 3:30 pm, and by appointment.

Telephone: (678) 839-6039

REQUIRED TEXTS:

Machiavelli, The Prince

Luther, Concerning Christian Liberty

Marguerite de Navarre, The Heptameron

Ignatius Loyola, The Spiritual Exercises

Marguerite de Valois, The Entire Memoirs

COURSE DESCRIPTION: As upper-division courses in history normally register twenty or thirty students at most, it is possible to conduct classes in a rather informal manner. History 4412 is no different. There will be no rigid outlines or schedules of lectures, and the discussions will follow student interests insofar as possible. Some years there is a compelling interest in economics (though lord knows why!), others in warfare; some classes seem fascinated with the Habsburg threat of universal monarchy, others with exploration and the Age of Discovery. Obviously, an undergraduate course must touch upon all of these things, but students are promised an effort to give emphasis to subjects in which the class appears to show marked interest. To avoid false assumptions, let it be noted that this is **NOT** a course exclusively focused on the so-called “**Reformation**”. While the non-Catholic revolt against papal authority in Rome is a very important aspect of 16th-century European history, it is but one aspect—along with the Turkish threat to Europe, the pretensions of Philip II of Spain, the northward spread of Renaissance culture and dynamic social change—that characterized the age. In other words, it is merely one jewel in a brilliant setting of other great events and larger-than-life personalities, as well as the more humble aspects of any society.

The purpose of this course, therefore, is to provide a general survey of Reformation Europe, but in a manner that examines it as a complex but interconnected whole, rather than as a mosaic of separate states. The class will explore its different aspects through the various political, religious and social structures of the period, as well as the personalities that shaped the age. The goal is for students to develop an understanding of how this century of ferment helped to mould the modern world in which they live.

LEARNING OUTCOMES: I believe that in most instances students in the first two years of college are being intellectually and mentally challenged for the first time in their lives. You are cutting your permanent mental teeth. It is neither wise nor necessary to give you educational pap especially prepared for easy digestion. The advantage to you in this kind of course is threefold:

First, you are challenged to be as good as you can be at something that is not easy, but which is rewarding and satisfying;

Second, you will develop critical skills of analysis, reasoning and expression (both verbal and written) which—apart from their helping you to master the substantive aspects of this course—have **useful** skills at the end of this course that can be applied in practical ways. This will give you a legitimate come-back when people (parents or peers) ask you contemptuously what you’re going to “do” with “history”;

Third, you are going to get your—or someone’s—money’s worth out of this course.

These objectives will be met by various means: engendering critical thinking through analysis of contemporary sources; presenting history as an account of the human past by scrutinizing the significant role of individuals who imposed their personality on the larger context; and exploding the myth of inevitability by demonstrating the importance of contingencies within history as men and women in positions of power made choices according to personal perspectives. In addition, Hist. 4412 has been

designated as one of the department's **Writing Across the Curriculum (WAC)** classes. This means that students will be doing a considerable amount of writing for the course. The written work will consist of a variety of informal and formal assignments that are intended to stimulate "writing to learn" (**WTL**), as well as "writing to communicate" (**WTC**).

Generally, the course will proceed in a chronological pattern, though some topical considerations necessarily will cross such simple lines. Class time will be devoted primarily to lectures, filling background and acquainting students with the major factors of the period that they have undertaken to study. However, student participation is encouraged at all times, particularly discussion based upon assigned readings, questions arising from lectures and even essays that students are developing. Naturally, this aspect of the course will depend largely upon student effort and willingness. Hence, they are encouraged to participate openly in class by offering their views and ideas on the subjects under discussion, as this kind of exchange and refinement is vital to learning.

The reading list is reasonably heavy, the material is vast and the pace will be rapid, so it is important to stay abreast of the work from the outset. Students are expected to **READ, READ, READ** consistently, in order to follow the class material and complete written assignments on time. The texts and assignments are designed to provide students with a basic understanding of the subject matter. Students are also expected to **ATTEND ALL LECTURES**. Failure to do so will adversely affect their grade. Besides, the textbooks are complements to the lectures, not replacements for them, and examinations will be based on material covered in the classroom. Also, because the course will cover material in the lectures that is not available in the texts, attendance is essential.

COURSE REQUIREMENTS:

Two analytical essays of 6 to 8 pages in length; each is worth **25%** of the final grade. These papers will be due in class on **Thursday, 1 February** and **Thursday, 1 March**, respectively. Each is to be based on a theme taken from one of the primary texts used for the course, either Machiavelli, Martin Luther, Marguerite de Navarre, Ignatius Loyola or Marguerite de Valois.

A third analytical essay of 6 to 8 pages in length to be worth **30%** of the final grade. This paper will be due in class on **Thursday, 5 April**. Like the other two analytical essays, it is to be thematic in nature and based upon the primary texts used for the course. However, for this essay, students will compare and contrast a theme that is common to at least two of those texts.

An historiographical paper of 6 pages in length to be worth **10%** of the final grade. Students will be required to look through the issues of the past five years of the journal *Sixteenth Century Studies* (located in Ingram Library) to describe current trends in scholarship related to the period. Because the journal must be read in the library, and there is only one copy of each issue making it possible for only one student to read an issue at a time, the paper can be submitted at any point during the semester prior to **Thursday, 29 March**. After that date, it will be unacceptable.

Participation, which will be worth up to **10%** of the final grade and will be awarded at the instructor's discretion. It will reward student engagement in the course and participation in to class discussions. To earn the percentage or a portion of it requires making a contribution, beyond merely sitting, listening and otherwise warming a seat.

N.B.: No mid-term exam will be administered for this course. Although a final examination is scheduled for this course on **Tuesday, 1 May**, from 11 am. – 1:00 pm., it too will not administered, provided that the students engage fully in the class, the discussions, the readings and the essays, which will take the primary focus. If there is no such engagement on the part of the students, a final examination will be administered, it will be comprehensive, and it will be worth **40%** of the final grade. In that event, the weight for the essays will be reduced to **20%** each, while the participation grade will represent an additional **10%** to be awarded at the instructor's discretion to those individuals who have engaged fully in the course.

About The Analytical Essays: For each essay, students are required to develop a theme from one of the primary texts according to what the author wrote about it, how he defined it, and what its significance was to the age. Ultimately, the question to be answered is how this theme helps us to understand the mentality of people who lived 400 years ago. The same approach and goal applies to the comparative essay. The purpose of these essays, in other words, is to view the world **through the eyes of the authors**, not through 21st century eyes. Consequently, the objective is to understand the age in which these people lived and to explain an aspect of it from their point of view. The purpose is not to judge or criticize their ideas simply because they were people of their times, molded, educated and informed by its standards, not ours. These essays are not book reviews, therefore; nor are they simple summaries. Also, they are **NOT** research papers. Although students may consult the introduction to each work as a guide, the essays are to be based **exclusively** on the primary text itself. All examples, all quotations must be taken from that source. No outside information is to be included.

About the Historiographical Paper: Students are required to consult the issues of the journal *Sixteenth Century Studies*, and will write a paper that outlines current trends in current scholarship on the period by professional historians. Is the prevailing focus on religious topics, for example, or political? Within those topics, what are scholars most interested in exploring? What is the preponderance of their interests? Etc. The object is to expose students to the various ways that academics deal with the period, owing especially to the fact that *Sixteenth Century Studies* is an inter-disciplinary periodical that publishes articles from other fields (e.g., literature, religious studies, art history, etc.).

All four papers are to be **type-written** in standard, grammatical English on 8 ½” x 11” paper, and to use acceptable forms of academic apparatus (i.e., citation of sources, etc.). So be careful to **revise** and **proofread** your work before final submission to correct needless typographical or spelling errors and other silly mistakes. **Failure to do so will materially affect the grade awarded. To avoid that result, and because this is a WAC class that seeks to enhance writing skills, all students will be required to work with an instructor in the Writing Center, either individually or in small groups for more general instruction.** At least ONE draft of each major writing assignment for the class must be signed by the Writing Center instructor and submitted in class, attached to the final draft of the essay. Students who fail to meet this requirement will lose 10% of their paper grade. **Students are also welcome to consult with the professor in developing their essays. Writing is lonely work, but it need not be isolated work, and this class is designed to ensure that students receive the additional instruction that they need.** PLAGIARISM—defined as presenting another author’s published thoughts, writings and discoveries as one’s own, without appropriate credit or citation—will result in immediate failure for the paper and possibly the course.

A Word About Deadlines: Most of the value of the preparation of an essay is lost if there is not time for careful criticism and consideration of the criticism before the next written assignment is due. Hence, students should strive to submit their essays on time. Such papers will receive a thorough **written** critique with marginal comments. **Late papers**, on the other hand, will have an automatic extension of one week without penalty to the grade, but they will be returned with a mark only, minus marginal comments and a critique. Finally, any papers submitted after the extended deadline will lose a **full grade. NO PAPERS WILL BE ACCEPTED AFTER THE LAST DAY OF CLAS AT THE END OF THE TERM.**

COURSE GRADES:

First Analytical Essay	25%
Second Analytical Essay	25%
Third Analytical Essay	30%
Historiographical Essay	10%
<u>Participation</u>	<u>10%</u>
Total	100%

The foregoing is a rough profile of the composition of student grades for the course—it is not to be regarded as a rigid framework. If a student starts off poorly and improves, that will be taken into account.

If a student goes straight downhill after a brilliant beginning, well,...that also will have to be considered. The composition of the grades for this course also will change depending upon student engagement and the addition of a final exam, should that engagement be insufficient.

ATTENDANCE POLICY: Given the rapid pace of the course and the fact that no basic textbook has been assigned—the lectures will serve that function—regular attendance is essential for keeping abreast of the material. Otherwise, the only penalty exacted for consistent unexcused absences will be the imposition of a comprehensive final exam, worth 40% of the final grade, on the principle that frequent cutting of classes is clear evidence for the lack of sustained student engagement in the course. Absences accompanied by a doctor's note or due to family emergencies, etc., will not be penalized.

BETWEEN ME AND THEE: My office door is open to students. If you want to stop by to chat about the course, please do. If you want to drop in just to chat, do that also. Above all, should you have any difficulties in understanding the course material, whether from the readings or the lectures, see me! If you are having problems, it is best to get a drop on them early instead of when it becomes too late.

GOOD LUCK, AND ENJOY THE COURSE!