

Sessional instructor:

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**THE HISTORY OF THE REFORMATION, SAH-HIS 640/740
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PURPOSE: This course will familiarize students with the work of major personalities and movements of the Protestant Reformation as these arise and flourish in the social and historical context of Sixteenth and Seventeenth Century Europe. While students will be exposed to the family resemblance between the various Protestant Reformation trajectories, an appreciation of the range of reforms and reformers and their continuing influence on Protestant and Anglican confession, worship and church polity will be explored.

PREREQUISITES: HIS 500

COMPETENCE OBJECTIVES:

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In completing this course, a student will be able to:

- 1) Identify the major personalities and movements of the Protestant Reformation.
- 2) Describe the social, historical, political and theological factors that gave rise and success to the Protestant Reformation.
- 3) Compare and differentiate between the various strands of the Protestant Reformation in matters of doctrine, liturgy and church polity.
- 4) Assess the continuing influence of the Protestant Reformation in the life of the denominations/traditions to which it gave rise.

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- 5) Identify and critically assess central themes in Reformation thought and reflect on their current usefulness for the life of the church catholic through interaction with primary and secondary resources.
- 6) Demonstrate historical and theological dexterity in conversation with current theological/historical scholarship on the Magisterial Reformers.

FORMAT AND CONTENT: This 3-credit hour class meets once a week for three hours for eleven weeks. The primary format is lecture interspersed with discussion of students' questions regarding the material. Each week there will be a student-led interaction with a small set of primary documents. We will indulge in a movie review. Students will also prepare a paper (papers, for 740 students) and write a final exam. Synchronous distance students will be welcomed to class times and participate as if present. Arrangements to complete the final exam will be made. Asynchronous distance students will review class sessions, which will be posted to the Canvas website, and complete assignments as follows: the paper(s) and readings as for all other students; class participation will be evaluated through timely participation in a weekly discussion forum on Canvas; the primary source assignment will be written, selected in advance

in consultation with the professor; arrangements to write the final exam will be made. (All students may participate in the weekly online discussion forums; asynchronous distance students must participate.)

TEXTS:

Michael W. Bruening, ed., *A Reformation Sourcebook: Documents from an Age of Debate* (University of Toronto Press, 2017).

Carter Lindberg, *The European Reformations*, 2nd ed. (Oxford: Wiley-Blackwell, 2010).

Peter Marshall, *Reformation England, 1480-1642*, 2nd ed. (London: Bloomsbury Academic, 2012).

The texts will be available through the UBC Bookstore. Alternatively, students could purchase these books through Amazon, where they are available in several formats. A Kindle edition is acceptable, as long as students are comfortable using it.

RESERVES: There will not be any additional course reserve material. The three texts will cover all required readings.

COURSE POLICIES

1. **Attendance** For a weekly course, VST requires at least 80% attendance. For on-campus students, this means attending class on time with no more than 2 allowable absences for any reason. For distance students, this means attending class through Zoom synchronously with class with no more than 2 allowable absences for any reason.
2. **Reading and assignments** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. **Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and Course Evaluation**
 - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
 - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.
 - For a passing grade in the course, all assignments must be Approved.
6. **Late assignments**

Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment and may affect the final grade for the course.
7. **Limitation on use of social media**

Ordinarily, the use of electronic devices in the classroom context will be to support the learning and formation at hand. Uses that distract may negatively affect the evaluation of a student's class participation.

8. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which *you* anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

CALENDAR

- January 24, 2019 Course Introduction Historiography on the Reformation (L[indberg], chap. 1) Reform in the Air (L, 2) This week's readings can be done after the class session. For other weeks all reading should be done in advance of the class.
- January 31 Read carefully B[ruening], "How to Read a Primary Source Document," xix-xxiv. In all discussions and assignments involving primary sources, you will want to practice this kind of analysis. Primary source discussion, "Papal Authority," B, pp. 2-6 _____ (student leader) Catholic England (M[arshall], 1) Late Medieval Heresy The Renaissance Papacy
- February 7 Printing Revolution Humanism Luther (L, 3) Primary source discussion, "The Indulgence Controversy," B, pp. 29-36 _____
- February 14 In class discussion on the Luther movie listed in the bibliography. Watch in advance. Primary source discussion, "Food and Fasting," B, pp. 212-217 _____ Evangelical Reform (L, 4)
- February 21 Swiss Reformation (L, 7) Primary source discussion, "Henry VIII's Break from Rome," B, pp. 143-147 _____ Henry VIII of England (M, 2) Poor Relief (L, 5)
- February 28 Health Care Primary source discussion, "The German Peasants' War," B, pp. 81-86 _____ Peasants' War (L, 6)
- March 7 READING WEEK—No class
- March 14 Primary source discussion, "Zwingli and the Anabaptists," B, pp. 100-107 _____ Anabaptists (L, 8) Bloody Headlines (L, 9) Heroic Peacemaking
- March 21 Primary source discussion, "Moral Discipline in Geneva," B, pp. 129-134 _____ Calvinism (L, 10) England under Edward VI and Scotland (M, 3; L, 13) **Due: Advance degree Book Review on a biography of a Major Reformer**
- March 28 French "Reformation," including Gérard Roussel, a major but forgotten reformer (L, 11) Catholic Response (M, 4; L, 14) Primary source discussion, "Women," B, pp. 237-244 _____
- April 4 Primary source discussion, "The Council of Trent," B, pp. 162-170 _____ Elizabeth I of England, and beyond (M, 5) Everyday Peacemaking (M, 6) Thirty Years War Movement toward the English Civil War (M, 8)
- April 11 Primary source discussion, "The Servetus Affair and Religious Toleration," B, pp. 259-264 _____ Persecuted People and Freedom of Conscience (M,7; L, 12) Confessionalization (L, 15) Impact on Science English Civil War
- Due: Major paper, for all students**
- April 18 FINAL EXAM
- April 19 **End of Term;** last day for submission of all written work.

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA

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1. Class participation: Students are expected to participate in class interactions and have completed necessary readings in advance (except week 1). Evaluative criteria: Students will demonstrate increasing mastery, through their comments and questions, of course competency objectives 1, 2, 3 and 4.
2. Source analysis. Students will choose, at the beginning of term, which set of primary documents in Bruening's text they will present on. (See the options in the course calendar. Each student will lead only one week.) They will present for 8-10 minutes and lead the class discussion that follows (approximately 15 minutes). Evaluative criteria: How well does the student grasp and how clearly present the "who, what, where, when, how and why" related to the selected documents, according to the guidelines in Bruening's chapter "How to Read a Primary Source Document." This assignment particularly addresses course competency objective 2. The student may hand in the presentation or simply make the presentation orally.
3. A major paper which compares/contrasts how two major Protestant Reformers deal with a central Reformation doctrine, liturgical practice or matter of church polity and reflects briefly on the relevance of the matter for the life of the church today. (Course competency objectives 3 and 4.) Evaluative criteria: The use of primary resources, fidelity of depiction and clarity of contrast, relevance of connection made to the twenty-first century. Deadline: April 11, last class. (10-12 pages, 2500-3000 words)
4. Final exam: Students will provide a one-paragraph (2-3 sentence) description of the significance of 20 of 24 names, places or dates important in the course content. Only salient (not obscure) items will appear on the exam. Evaluative criterion: The paragraph should be a suitable explanation in response to a hypothetical question that might be asked during coffee time after a worship service. (Course competency objective 1.) April 18, during regular class hours; up to 3 hours maximum.
5. Audit students are required to do all the reading and participate in the class. Permission of the professor is required prior to enrolling.

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6. Expectation 3, above, will be addressed in a longer paper of 25 pages. Additional evaluative criteria: A bibliography which demonstrates extensive reading in secondary resources is expected (15-20 entries beyond the course texts). A more substantive reflection on the relevance of the matter considered for ecclesiastical life today should be evident. (Course competency objectives 5 and 6.)
7. Reading of a biography or short work (approved by the instructor) on an important reformer and a written review of 5 pages. Students should critically review the book in light of the author's thesis. Evaluative criteria: clarity of understanding, cogency and conciseness of evaluation. Due: March 21. Course competency objectives 1, 2 and 6.

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