

**History 306: The Reformation
George Mason University
Fall 2015**

MW 10:30-11:45 a.m.: Lecture Hall 2

Instructor: Dr. Mack P. Holt

Office: Robinson B 226

Office Hours: Mondays and Wednesdays 9:00-10:15 a.m. and by appointment

Fax: (703)-993-1251

Email: mholt@gmu.edu

Goals of the course:

1. To understand why the break-up of the late medieval church happened, why it was significant, and what its consequences were.
2. To understand how and why people's perception and definition of Christianity changed as a consequence of the various Protestant and Catholic reformations.
3. To understand the process of historical change generally.
4. To realize that the past can never be fully recaptured, and to understand how history, which is always an interpretation of the past, is constructed.

Required materials:

1. Books (all are available at the GMU Bookstore):
 - John Bossy, *Christianity in the West, 1400-1700*
 - John Dillenberger, ed., *Martin Luther: Selections from his Writings*
 - John O'Malley, *The First Jesuits*
 - Carlo Ginzburg, *The Cheese and the Worms*
 - Barbara Diefendorf, *Beneath the Cross*
 - William Shakespeare, *The Taming of the Shrew*
2. Film: "The Taming of the Shrew" dir. Franco Zeffirelli (1967)

Schedule of assignments:

Week 1 (Aug.31, Sept.2): Introduction

Reading, Bossy, 1-87

Week 2 (Sept.9): Europe on the Eve of Reform

NOTE: Monday, Sept. 7 is Labor Day holiday.

Reading: Bossy, 89-171

Week 3 (Sept.14, 16): Martin Luther

Reading: Luther, xi-xxxiii, 42-85, 166-203, 489-500

Week 4 (Sept. 21, 23): The German Reformation

Reading: Luther, 249-359 and 403-485

Week 5 (Sept. 28-30): Ulrich Zwingli, Martin Bucer, and John Calvin

Reading: On-line documents: Calvin's *Institutes*

<http://www.ccel.org/ccel/calvin/institutes.toc.html> (Book Third, ch. 21-24, and Book Fourth, ch. 17- 20)

Week 6 (Oct. 5, 7): The Calvinist (or *Reformed*) Reformation

Reading: On-line documents:

https://books.google.com/books?id=bJEYXOnn6OgC&pg=PA56&lpg=PA56&dq=calvin+%22draft+ecclesiastical+ordinances%22&source=bl&ots=VioHb7YVmN&sig=cNcuHC3MvQVwo4bn8pOJ9LoSqnE&hl=en&sa=X&ved=0CCUQ6AEwAWoVChMI7N_yneONxwIVSBcCh1WZAJF#v=onepage&q=calvin%20%22draft%20ecclesiastical%20ordinances%22&f=false J.K.S. Reid, *Calvin: Theological Treatises*, pp. 57-82

First essay is due in class Monday, October 5

Week 7 (Oct. 13, 14): The English Reformation

NOTE: Monday, Oct. 12 is Columbus Day holiday. Monday classes meet Tuesday this week only.

Reading: On-line documents:

<http://history.hanover.edu/texts/ENGref/links.html> (read 1559 Injunctions, Supremacy Act, Act of Uniformity, Advertisements, and Thirty-Nine Articles).

Week 8 (Oct. 19, 21): Monday, Oct. 19: Review session for mid-term exam

Wednesday, Oct. 21: MID-TERM EXAM

Week 9 (Oct. 26, 28): The Radical Reformation

Reading: On-line documents:

(1) Trial of Michael Sattler: <http://www.anabaptists.org/history/michael-sattler.html>;

(2) The Schleithem Confession (1527): <http://anabaptists.org/history/schleith.html>

Week 10 (Nov. 2, 4): The Catholic Reformation

Reading: O'Malley, 1-133, 200-242, and 285-328

Week 11 (Nov. 9, 11): Printing and the Transmission of Ideas

Reading: Ginzburg, xiii-128; and see the film "Taming of the Shrew," to be viewed outside class

Week 12 (Nov.16, 18): Wars of Religion: Politics and Religion
Reading: Diefendorf, 3-180

Week 13 (Nov.23): Reformation, Women, and the Family
Reading: Shakespeare, *Taming of the Shrew* (entire)
NOTE: Wednesday, Nov.25 is Thanksgiving Holiday.

Week 14 (Nov.30, Dec.2): Reformation, Women, and Witchcraft
Reading: George Gifford, *A Dialogue Concerning Witches and Witchcraft* (London, 1593) available in Early English Books On-Line (EEBO). Also available free on Google Books at
http://books.google.com/books?id=T4EAAAAMAAJ&printsec=frontcover&source=gb_s_ge_summary_r&cad=0#v=onepage&q&f=false
Second essay due in class Monday, Nov. 30

Week 15 (Dec.7, 9): The Thirty Years' War and the Rise of Science
Reading: Read the following documents on the trial of Galileo: 1633 Depositions, Galileo's Defense, Papal Condemnation, and Galileo's Recantation, all on <http://law2.umkc.edu/faculty/projects/ftrials/galileo/galileo.html>

Final exam: Wednesday, December 16, 10:30 a.m.-1:15 p.m.

All reading should be completed by the beginning of the week indicated. There will be two in-class exams: a mid-term exam on Wednesday, October 21 and a final exam on Wednesday, December 16 (the final exam will **not** be cumulative).

There will also be two essays written out of class (5-8 pp., typed and double-spaced). Specific assignments are discussed below, and the essays will be based entirely on the required reading. These essays will be due at the beginning of class on Monday, October 5 and Monday, November 30. Late papers will be accepted, but they will be penalized, usually one full letter grade for each calendar day late. Any student who has not turned in both essays by class time on our last day of class (December 9) will automatically earn a grade of F in the course.

Students are also required to see a film of "The Taming of the Shrew" (the version directed by Franco Zeffirelli, 1967). You must view the film on your own before Monday, November 23. It is available from most on-line video outlets, or you can view it in the Johnson Center Audio-Visual Library. Both the film and the text of the play will be discussed in class on November 23.

Regular class attendance is expected of all students and the roll will be called at the beginning of each class. Students not answering the roll at the beginning of class will be marked absent. There will be a number of announced discussion periods, when we shall devote part or all of a class to a discussion of the required reading for that week. But all students will be expected to participate actively in these discussions. The participation portion of your grade will be reduced for each class you miss, since you cannot participate if you are not present. Grading will be

somewhat flexible in order to reward those who show significant improvement during the semester, but final grades will be based roughly on the following scale: two essays 40%, two exams 40%, and class participation (including discussions) 20%.

Rules of the classroom:

1. Please be on time (that is, in your seat and ready to answer the roll at 1:30 p.m.). Arriving late is rude and is distracting to the rest of the class.
2. University regulations prohibit eating and drinking in university classrooms, so please do not open any food or drink of any kind in the classroom (I'll make an exception for bottled water with a secure cap).
3. Come to class prepared with reading assignments completed and up to date.
4. Every member of the class will be expected to participate in class discussions, so coming prepared for class with the reading completed is essential. A portion of each class meeting will be devoted to discussion.

Student resources you should know about:

George Mason University Honor Code

<http://academicintegrity.gmu.edu/honorcode/>

GMU Counseling and Psychological Services

<http://caps.gmu.edu>

GMU Writing Center

<http://writingcenter.gmu.edu>

GMU Office of Disability Services

<http://ods.gmu.edu/>

GMU Office of Student Financial Aid

<http://financialaid.gmu.edu/>

Student advising for History majors and minors

Contact Carrie Grabo, Undergraduate Coordinator (cgrabol@gmu.edu)

Department of History and Art History

<http://historyarthistory.gmu.edu>

First Essay Assignment

Due Monday, October 5, 2015

In a short essay of 5-8 pp. (typed and double-spaced), answer the following questions, based on a careful reading of John Dillenberger, ed., *Martin Luther: Selections from his Writings*, pp. 42-85, 166-203, 249-359, and 403-500, which includes Luther's "Ninety-five Theses" (1517), "The Pagan Servitude of the Church" (1520), "The Letter to the German Nobility" (1520), "The Freedom of a Christian" (1520), and "The Bondage of the Will" (1525):

1. In what specific ways did Luther's theology demonstrate a shift away from a communal and public religion toward a more individualized and private religion?
2. In what specific ways did Luther emphasize social and moral discipline in an effort to construct a more godly society?

You should use no sources for this essay other than the required reading listed above. And you should document your ideas with **numerous** references to Luther's writings. Formal footnotes (or endnotes) are not necessary, though you may use them if you like. At the very least, you should include **numerous** page numbers in parentheses to make it clear to which specific passage in Luther's writings you are referring. (If you are using an edition of Luther's writings that is different from the Dillenberger edition, the same rules apply, but you must also turn in a copy of the edition you are using along with your essay.) Finally, you should avoid directly quoting Luther's writings as much as possible. Short phrases are fine if the point of the quotation is to discuss Luther's language. Otherwise simply summarize Luther's ideas in your own words and put in a reference to the page number to which you are referring. Thus, your essay should be made up of your words, not Luther's; it should be an analysis of Luther's writings, not a reproduction of the writings themselves.

Also, you should keep the following guidelines in mind as you write the essay: **(1) The essay should be your work and your work alone. (2) The essay should be written in correct and elegant English. There is no distinction between style and content; any such distinction is false and artificial. (3) Your essay will be due at the beginning of class on Monday, October 5. All late papers will be penalized, usually one full letter grade for each calendar day late.**

Second Essay Assignment

Due Monday November 30, 2015

Based on a careful reading of William Shakespeare's "The Taming of the Shrew," write a 5-8 pp. essay (typed and double-spaced) answering the following questions:

(1) Was Shakespeare trying to subvert and overturn the conventional patriarchal hierarchy of his day in this play? Was he trying to strengthen and reinforce this hierarchy? Or was he simply going along with the gender hierarchy, which was a more neutral way of supporting it? ***Support your answer with numerous specific references to the text.***

(2) In what specific ways did Shakespeare make use of language to connect the patriarchal hierarchy and the political hierarchy? That is, what does Shakespeare's language tell us about the relationship between patriarchy and the state? ***Select a minimum of three different passages to support your answer. Do not quote the passages in your essay, but discuss and analyze the use of language in these passages.***

You should use no sources for this essay other than the required reading, in other words, just the text of Shakespeare's play. And you should document your ideas with **numerous** references to the text of the play. All citations can be put in parentheses, footnotes, or endnotes. But rather than listing page numbers, all citations should indicate the act (in upper-case Roman numerals), the scene (in lower case Roman numerals), and the line or lines (in Arabic numerals) no matter which edition of the play you are using. For example, a reference of (II, i, 10-15) means you are citing act two, scene one, lines 10-15.

Also, you should keep the following guidelines in mind as you write the essay:

The essay should be your work and your work alone. The essay should be written in correct and elegant English. There is no distinction between style and content; any such distinction is false and artificial. Your essay will be due at the beginning of class on Monday, November 30. All late papers will be penalized, usually one full letter grade for each calendar day late.