

RELIGION 840:315
The Era of the Reformation
FALL 2011

Point your browser to www.rutgersonline.net for copies of all course documents, announcements, and a variety of other useful information.

Professor Tia Kolbaba

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Office hours: Wednesdays 11-2; **appointments available at other times—just ask!**

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 the ecompanion site for this course (rutgersonline.net) 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.

R. Ward Holder, *Crisis and Renewal, The Era of the Reformation*, ISBN 978-0-664-22990-0 or 0-664-22990-5.

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

Some required Readings will be online—these are detailed in the assignments below.

ASSESSMENT:

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 two ways:

1. Students’ knowledge of the facts (#1 above) and of scholarly terminology and approach (#2 above) will be measured in three exams: two in-class and one in the final examination period. The exams will also contain passages from the primary sources we have read with questions about the meaning of the text and its position in the Reformation era as a whole (#3 above).
2. Students’ ability to read primary texts from the Reformation carefully (#3 above) will primarily be assessed by the instructor on the basis of student contributions to the weekly discussions. There will usually be some suggested discussion questions posted on the website. **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.**

Grades: Each exam will be worth 25 points; participation is worth 25 points; there *may* be occasional opportunities for extra credit. Grading scale:

98-100 A+	76-79 C+
92-97 A	65-75 C
90-91 A-	60-64 C-
88-89 B+	50-60 D
82-87 B	below 50 F
80-81B-	

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 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.

Most days noted as “discussion” will have a list of suggested questions on the website.

Thursday, Sept. 1: First day of class; syllabus handed out and explained; no reading assignment.

Tuesday, Sept. 6: Defining Reformations
Reading Assignment: Holder 7-15.

Thursday, Sept. 8: no class—according to the Rutgers academic calendar this is a MONDAY.

Tuesday, Sept. 13: Late Medieval Europe
Reading Assignment: Holder 17-35; Ganz 1.10.

Thursday, Sept. 15: Late Medieval Europe discussion
Reading Assignment: Ganz 1.1, 1.2, 1.3, 1.11, 1.12, 1.13, 1.14.

Tuesday, Sept. 20: Humanism and Reform
Reading Assignment: Holder 37-58, Janz 1.8, 1.16.

Thursday, Sept. 22: Humanism and reform discussion
Reading assignment online: all of this text: history.hanover.edu/texts/vallapart2.html
AND
part of this text, as follows: history.hanover.edu/texts/vallapart2.html , beginning to the end of the second paragraph on p. 27 (as numbered in the text); then from the fourth paragraph on p. 83 to the end of the second paragraph on p. 97.

Tuesday, Sept. 27: The Lutheran Reform, part 1
Reading assignment: Holder 59-70, Janz 2.17, 2.18, 2.19, 2.22,

Thursday, Sept. 29: The Lutheran Reform, part 1 discussion
Reading Assignment: read Janz 2.22 (95 Theses) again. Use the discussion sheet provided online as you go. You may be called upon to explain the meaning of one thesis or another.

Tuesday, Oct. 4: The Lutheran Reform, part 2
Reading assignment: Holder 70-78; Janz 2.24

Thursday, Oct. 6: The Lutheran Reform, part 2 discussion
Reading assignment: Janz 2.25

Tuesday, Oct. 11: The Lutheran Reform, part 3

Reading Assignment: Holder 78-89, Janz 3.37, 3.38, 3.39, 3.43, 3.44

Thursday, Oct. 13: First in-class examination

Tuesday, Oct. 18: Swiss Reformations—Zwingli

Reading Assignment: Holder 91-116

Thursday, Oct. 20: Swiss Reformations—Zwingli discussion

Reading Assignment: Janz 4.47-4.55.

Tuesday, Oct. 25: Radical Reformations

Reading Assignment: Holder 117-142

Thursday, Oct. 27: Radical Reformations discussion

Reading Assignment: Janz 4.56-59, 4.62-63, 4.65, 4.67.

Tuesday, Nov. 1: Calvin part 1

Reading Assignment: Holder 143-153, Janz 5.68-69

Thursday, Nov. 3: Calvin part 2

Reading Assignment: Holder 153-159, Janz 5.77-79

Tuesday, Nov. 8: Calvin part 2 discussion

Reading Assignment: Janz 5.80-82

Thursday, Nov. 8: Calvin part 2 more discussion

Reading Assignment: Janz 5.83-86

Tuesday, Nov. 15: Calvin part 3—the spread of Calvinism

Reading Assignment: Holder 159-166

Thursday, Nov. 17: Second in-class examination

Tuesday, Nov. 22: **Please note that according to the Rutgers Calendar, this is a THURSDAY, which means we meet in the Murray 213.**

English Reform, part 1—Henry VIII and Edward I

Reading Assignment: Holder 167-179, Janz 6.88, 89, 92, 93

Thursday, Nov. 24: Thanksgiving—no class.

Tuesday, Nov. 29: Queen Mary

Reading Assignment: Holder 179-181, Janz 6.92-93.

Thursday Dec. 1: Elizabeth I

Reading Assignment: Holder 181-187, Janz 6.94-97, 7.121.

Tuesday, Dec. 6: Catholic Reform—part 1
Holder 189-200, Janz 7.98-104

Thursday, Dec. 8: Catholic Reform—Trent and beyond
Holder 200-211, Janz 7.105

Tuesday, Dec. 13: Catholic Reform—discussion
Janz 7.106-111.

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).]