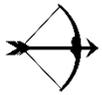


HIST330: Reformations: Challenging the Church in the Age of Exploration, Transformation, and the Early Modern Era

Instructor: Courtney Herber
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Student Hours: MW 11:30-12:30 & by appointment



Overview

There have been many ‘renaissances’ and ‘reformations.’ In this course, we will explore what those terms mean in historical research and what they meant, if anything, to the people living through those times.

The Renaissance didn’t just happen in Italy and *the Reformation* wasn’t just in Germany or only the brainchild of Martin Luther – ideas and movements were interconnected between different people, locations and in this course, we will strive to make those connections clear. *AND* this presupposes that there was only one renaissance and one reformation – this was not the case at all – and in this course we will seek out complications and challenge ourselves to examine history through varying lenses through reading and interrogating primary and secondary sources.



Required Texts:

For purchase:

Merry E. Wiesner-Hanks – Early Modern Europe 1450-1789

Charles G. Nauert – Humanism and the Culture of Renaissance Europe

Other shorter readings as assigned, available either in the LMS or on reserve in the library.

Also needed: A packet of note cards



Course Learning Outcomes (CLOs)

Successful students will be able to:

1. Students will better understand the reasons for working with primary source materials, as well as the practical challenges and difficulties of interpreting them
2. Think critically about how religion, social class, gender, and race intersected in the lives of everyday and exceptional historical actors, and be able to explain how those factors contributed to the history of Europe as we know it today
3. Students will explore challenges faced by historians in selecting distinctive approaches to history, and determine how those approaches influence how historians ask historical questions, conduct historical research, and formulate historical arguments

ACE 5

This course fulfills ACE Outcome 5: use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.



Assignments

Full versions of all assignments will be posted to the LMS as the due dates approach, along with the rubric. Descriptions below are a sketch. Due dates for all assignments are provided in the course schedule.

Reading Responses aka Note Cards:

As part of your commitment grade (see below) you will be expected to be prepared for class, and as such, doing the assigned reading is a key to your success. Each week you will have a set of assigned readings that are designed to raise questions and open up new ideas on the topics we are discussing. As a productive member of this community, you are expected to prepare for class by fully reading the texts assigned, and then carefully considering and responding to those texts. To help in you in that process -- each class session, you will be expected to turn in a note card on each reading.

These responses will be due to me at the *end* of every class that there is reading assigned. Please see below for recommended instructions on how to complete these. There are no right or wrong answers that I will be looking for as I read them. They will be graded solely on how deeply you have worked with the texts. If you struggled with a text, tell me. Use these responses to ask questions, to challenge the authors, or to highlight what you discovered or thought of while you were reading. I do NOT want a paragraph of summary of the text. That should already be in your notes, and I'll be able to see how you thought deeply about the text in your note cards.

I've included an example down below, but while these cards are partly for me to see how students are engaging with the course readings, they are also ways for you to communicate with me privately. If you have questions, ask them. If something doesn't make sense, let me know. I'll do my best to either contact you directly, make an appointment to talk about it, or find a way to discuss the question in class that doesn't identify you. If you're wondering about something, your classmates probably are as well!

Because you'll be turning these in – *please make sure your handwriting is legible*. If I can't read it, I can't grade it.

Example Note Card Format:

Name	Reading Assignment (book, pages)
General subjects covered by the reading – key words, concepts, events, etc	
Main Thesis of the Reading – what is the big idea/argument that is in the text?	
<ul style="list-style-type: none"> • Main idea 	
<ul style="list-style-type: none"> • Main idea 	
<ul style="list-style-type: none"> • Main idea 	
Important details to remember	
<ul style="list-style-type: none"> • Detail 	
<ul style="list-style-type: none"> • Detail 	
Something interesting or surprising from the text/questions you have	



Commitment

25% of the grade this semester will be based your “commitment,” which represents your commitment to improving the learning environment for yourself and other students, during the discussions and any other class interactions; the instructor will keep track of each student’s participation and professionalism.

Included in this assessment will be such behaviors as:

1. Reading all class discussions and materials on a weekly basis;
2. Participating in class discussions;
3. Providing thought-provoking, original, and high-quality comments;

4. Submitting assignments on time and in the proper formats;
5. Treating your fellow classmates and the professor with respect;
6. Participating with enthusiasm and interest;
7. Not flaming or disrespecting fellow classmates or the instructor, either online or face-to-face.
8. Being Fully Present: Not using a cellphone in class and using a tablet or laptop for only class-related reasons.



Learning Ensembles

I only have three rules for my classroom:

- ***Respect***
- ***Empathy***
- ***Curiosity***

What this means is:

Members of this class will treat each other with respect.

This means I expect you:

- To arrive to class on time with all the required work and readings completed.
- To involve yourself in classroom discussions and activities.
- Will listen to your classmates and their ideas and contribute your own in a constructive and active manner even when you find yourself confronted with ideas with which you may disagree.

If that level of respect is not given and your classroom behavior becomes an issue, you may be asked to leave, marked as absent, and should plan to meet with me privately in order to resolve the conflict.

Your presence in class is important not only for your learning and for the learning of your peers but also because our goal is to create a *Learning Ensemble* this semester—a group of learners who support, trust, and share in the learning process.

An ensemble implies that there is a group of people who are all committed to achieving a similar goal and who support each other in pursuit of that goal. An ensemble implies a whole: A group of people collaborating to produce something. Everyone plays an important role in getting the group toward the goal.

Learning works best in an ensemble, it is a team sport.

- Learning in this class is not about the professor dumping

information for you to regurgitate.

- It's about all the participants engaging in an ongoing conversation and working together to explore new knowledge and to move that conversation forward and make connections to our individual and collective experiences, so come to class ready to engage and learn
- We are not in competition with one another.
- Learning is not a scarce resource that we have to divide between ourselves—there is plenty of learning for all of us
- We aren't trying to defeat anyone in the class or out-perform one another. Every individual will get the grade they earn. I do not ration A's, etc.
- We should all strive to help everyone get to the end of the course successfully.

In an ensemble, each person benefits and grows because they interact with other people who bring different ideas and skill sets. An ensemble is about learning from others and making each other shine.



Assignments

ASSIGNMENT	% of Grade
Primary Source Investigation #1	05
Primary Source Investigation #2	05
Mid-Term Exam	15
Book Review #1	05
Book Review #2	05
Final Project/Essay	25
Final Exam	15
Commitment	25
Total	100

The final grade in this class will be determined accordingly:

- A+ 97 points and above
- A at least 93 points
- A- at least 90 points
- B+ at least 87 points
- B at least 83 points
- B- at least 80 points
- C+ at least 77 points
- C at least 73 points
- C- at least 70 points
- D+ at least 67 points

D at least 63 points
 D- at least 60 points
 F below 60 points

Assignments:

Primary Source Examinations (x2):

Primary sources are the most important connection a historian has to the past they study. These sources can be official state documents, diaries, newspaper articles, letters, material culture, portraiture, plays, and other types of works that were created by people living in the past. Interrogating these sources carefully helps historians to create interpretations of the lives of the people who created the works, who the works were created for, and who may have owned or interacted with the works. Your job in this assignment is to, with the help of a set of guiding questions/worksheet, write up an analysis of a primary source. You may choose whichever you wish from our list of primary sources available in the LMS so long as it is not one which we will read together in class.

Mid-Term Exam:

This will cover all material from the beginning of the semester until exam date. Anything from the texts we have read or from lecture is fair game. This exam is a take home, open book/note short answer and essay exam. I will give you the prompts and rubric *at least* a week before the exam is due.

Book Reviews (x2):

In any history course there is only so much that can be covered – and not much that we can do in depth. Doing book reviews is a way for you to explore something that is personally interesting to you that we may or may not get to touch on in class. These book reviews should be 500-800 words and do more than just tell me what's in the book. What is its argument? What sources did the author use? How does reading this book change your understanding of the topic? We will talk more about these in class.

Final Project/Essay:

This is your chance to shine! Over the course of the semester, you will be creating a well-researched interpretation of our course materials. This can be a creative project or an essay, your choice! This class is structured to help you succeed with this project by having deadlines through the semester as well as opportunities to set up conferences to meet with me to discuss the class and your project.

Examples of previous creative projects:

- Funerary monuments created for Anne Boleyn and Katherine Howard, fit for a Queen
- Podcast 'interview' with church leaders after the Synod of Whitby
- Embroidered a historically inspired sampler, similar to what girls would have stitched in the 17th century

- Role Play module which debated the merits of using shotte (harquebuisers or early guns) versus longbows in 16th century battles
- Full Public Relations campaign (imagined political campaign) for the Lancasters versus the Yorks

Final Exam:

This will be of the same format as the Mid-Term Exam. It will NOT be cumulative.

Possibilities for Extra Credit:

- 2 percentage points for an additional book review (same guidelines as the assignment for full EC points) – for a possible total of 2
- 2 percentage points for an additional primary source interrogation (same guidelines as the assignment for full EC points) – for a possible total of 2
- 1 percentage point each for a maximum of 2 points if you attend a lecture, play, or other event that is related to the course and you turn in a 1-2 page double-spaced reflection of the event. This should include a short summary of what you saw, how it adds to the knowledge you've learned during class, and what you thought about it.
- 2 points for a course reflection – what did you learn? What stuck out in your mind that you didn't know? What went well? What didn't? If you could take this course again, what would you want to focus more on or drop from the syllabus? Give me your thoughts on how this semester went – for a possible total of two additional percentage points. ***** turned in at the final exam period*****

If you do all of the extra credit, this is over half a letter-grade's worth of points... so take advantage of it. I do not ration grades! If you do the work, you can get an A. **All extra credit *must* be turned in by 5pm on the final day of classes.**

Other Necessary Policies:

Academic Dishonesty:

If you are found guilty of any kind of academic dishonesty, you will automatically fail the course and a letter will be sent to the University's Academic Officer. Academic dishonesty as described in the UNL Faculty Handbook includes, but is not limited to: cheating, fabrication or falsification, plagiarism, abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, and misrepresentation to avoid academic work.

Notice:

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

This is a living syllabus and it may change over the course of the semester.
Any changes to the printed text will be communicated in class and via Canvas.

HIST/MRST 330: Course Calendar/Schedule

Day	Date	Topic	Reading	Reading Card Due?	Assignments Due
1	M	Intro to course- Earlier Renaissances			
2	W	Ancient Rome			
3	F	Early and High Medieval Europe			
4	M	Crises of the Late Middle Ages:	Nauert Intro & 1	X	
5	W	Famine, Plague, & Civil Unrest			
6	F	Discussion Sections	Decameron/ Florentine Chronicle	X	
	M	LABOR DAY – NO CLASS			
7	W	The Late Medieval Church: Schism and Heresy	Nauert 2	X	Proposal for Final Project/Essay
8	F	Discussion Sections	Letters and Indictment from Galileo's Trial Records		
9	M	John Wycliffe & the Lollards	Nauert 3	X	
10	W	Jan Hus & the Hussite Wars			Book Review #1
11	F	Discussion Sections	Book of Margery Kempe		
12	M	The Age of Innovation?:	Nauert 4	X	
13	W	Gunpowder, Paper, & Printing			Solo Primary Source Analysis #1
14	F	Discussion Sections	Travels of Marco Polo/Catholic	X	

Day	Date	Topic	Reading	Reading Card Due?	Assignments Due
			Missionaries Missives		
15	M	<i>Reconquista</i> of Spain	Nauert 5	X	
16	W	Fall of Constantinople			
17	F	Discussion Sections	Expulsion of Jews from Spain (1492) & Responses to Constantinople	X	Preliminary Bibliography for Final Essay/Project
18	M	The Age of Exploration? World Travelers	Nauert 6	X	
19	W	“New” Spain			
20	F	Discussion Sections	Letters from Columbus & Excerpts from Bartolome de las Casas	X	
21	M	Review/catchup week	Nauert 7	X	
22	W				
23	F				Midterm
LAST DAY TO REGISTER FOR PASS/ NO PASS					
	M	Fall Break – No Class			
24	W	Luther, Zwingli, & Calvin (Holy Roman Empire)	MWH 17-49	X	
25	F				
26	M	Henry VIII & the Henrician Reformation	MWH 50-85	X	
27	W	Conquest of Ireland			Annotated Bibliography for Final Project/Essay
28	F	Discussion Sections	<i>The Image of Irelande</i>	X	
29	M	Counter-Reformation? Council of Trent	MWH 86-125	X	

Day	Date	Topic	Reading	Reading Card Due?	Assignments Due
30	W	Italian and Spanish Inquisitions			
31	F	Discussion Sections	Acts of the Council of Trent (1563) & Excerpts from <i>Records of the Spanish Inquisition</i> (1828)	X	
32	M	Marguerite d'Navarre & the early French Reformation	MWH 126-161	X	
33	W	French Wars of Religion			Book Review #2
34	F	Discussion Sections	Marlowe <i>The Massacre at Paris</i>		
35	M	Witchcraft Trials	MWH 162-199	X	
36	W				
37	F	Discussion Sections	<i>Newes from Scotland</i> & and German trial records	X	
38	M	Dutch Revolt	MWH 200-235		
	W	Thanksgiving Break – No Class			
	F				
39	M	Thirty Years War	Bonney 7-91	X	
40	W				Solo Primary Source Analysis #2
41	F	Discussion Sections	Defenestration of Prague/Apology & Diary of Clara Staiger/Peace of Westphalia	X	

Day	Date	Topic	Reading	Reading Card Due?	Assignments Due
42	M	Review/Catchup Week			
43	W				
44	F				Final Project/Essay
Final Exam is due by the end of finals week but can be turned in early!					