



AMBROSE

CH 645 Renaissance and Reformation (Fall 2010)

Course Description

An investigation of the transition from the medieval to the modern age through the exploration of the rebirth of culture and the reform of religion in the Western world from the fourteenth to the sixteenth centuries.

Prerequisite: 3 credits in History

This course has an existing transfer credit agreement through Alberta Council on Admissions and Transfer.

Visit www.transferalberta.ca for details.

Class Schedules

W/F 8:15-9:30

Room A2141

Instructor Information

Kyle Jantzen, PhD

Office L2087

403-410-2000 (ext. 6902)

Electronic Contact

kjantzen@ambrose.edu

Facebook: "Kyle Jantzen" or "Ambrose History"

www.ambrose.edu/faculty/jantzen-kyle-t

www.ambrose.edu/history

Office Hours (Fall 2010)

W/F 9:30-11:30

Thursday all day

Whenever the door's open

Textbooks

Machiavelli, Niccolo. *The Prince*, ed. and trans. David Wootton. Indianapolis: Hackett, 1995.

Martines, Lauro. *Fire in the City: Savonarola and the Struggle for the Soul of Renaissance Florence*. New York: Oxford University Press, 2006.

Selderhuis, Herman J. *John Calvin: A Pilgrim's Life*, trans. Albert Gootjes. Downers Grove, Ill.: InterVarsity, 2009.

Other primary source readings and articles will be made available through the HI 222 Moodle site.

Attendance

Regular attendance is expected of every student. Class starts at 8:15 sharp. Please contact me by e-mail if you must be absent from class. Repeated absences or lateness will lead to a significant reduction in your participation grade.

Course Outline

September 8 – Introduction: The Renaissance Problem

September 10 – Renaissance Individualism

September 15 – Important Humanist Texts

September 17 – Renaissance Italy: Writing on History and Politics

September 22 – Religion and Politics: Florence under Savonarola

September 24 – Renaissance Art and Architecture

September 29 – War and Society; *The Prince* (part 1)

October 1 – Renaissance Rome; *The Prince* (part 2)

October 6 – Men, Women, and Families

October 8 – Faith and Science in the Renaissance

October 13 – Northern Humanism

October 15 – Beyond Europe: Discovery and Conquest

October 20 – Community Day

October 22 – Spirits in the Material World: Demons, Witches, and Christian Magic
October 27 – Humanism, Imperial Politics, and Religious Discontent
October 29 – Martin Luther from Monk to Rebel
November 3 – Luther and the German Reformation
November 5 – Lutheranism as a Religious and Political Idea
November 10 – Zwingli and the Urban Reformation in Switzerland
November 12 – Anabaptism and the Radical Reformation
November 17 – John Calvin from Lawyer to Leader
November 19 – The Reformed Tradition
November 24 – Reformation in England
November 26 – Two Queens ... Two Religious Settlements
December 1 – Catholic and Counter-Reformation
December 3 – Religion and Politics to 1648
December 8 – Reformation Legacies

Expected Learning Outcomes

TH 645 is designed to address the Ambrose History program “graduating student outcomes” through the following activities:

1. While the Renaissance and Reformation eras were periods of dramatic change, intense conflict, and great cultural and theological creativity, they were built on and in many ways continued trends from the medieval world. We will study these continuities and changes, in order to understand more completely both this period of history and, ultimately, our own world.
2. Together we will confront complex problems of morality and politics, Christianity and classical learning, the freedom of the individual vs. the need for social order, and the socio-political implications of religious belief through the research process, critically reading our textbooks, formulating probing questions for classroom discussions, book reviews, and research papers, and gathering compelling evidence to support our ideas, in books, journals, and other sources.
3. Explaining and interpreting the past will be an important component of classroom lectures and discussions, as well as book reviews and research papers. We will base our work on careful research and study, then work to communicate the results both through interesting lectures, discussions, and presentations, and also in our written work.
4. We will regularly and conscientiously analyze the context, content, and significance of primary historical sources from a wide array of Renaissance and Reformation sources, learning to see the world through the eyes of late medieval/early modern men and women.
5. The study of both the Renaissance and Reformation eras has produced a wide range of historical interpretations. We will engage with this historiography on issues such as gender, biography, and the causes of social upheaval. We will participate in these debates and grapple with the multiple points of view we encounter.
6. The legacies of both the Renaissance and Reformation have shaped Western society in fundamental ways. We will consider how the Renaissance arguably marks the beginning of modernity, analyze popular cultural images of Luther, and examine how contemporary religious identities are still shaped by the Reformation.
7. The history of the Renaissance and Reformation presents several challenges to our own intellectual, moral, and spiritual framework. What does it mean to be educated? Is classical learning relevant to the modern world? How important are the ideas of the Reformation for our lives? And do the political aspects of the Reformation undermine the spiritual message of Luther and other religious leaders?

Course Requirements

Class Participation

Throughout the course, we will regularly discuss a wide range of primary sources and engage in other kinds of learning exercises. Students are expected to read these documents in advance of the class discussion, and will take turns providing brief background explanations about the authors. Other participation elements of note will be reading *The Prince* for September 29 and October 1, reading an article by Lauro Martines for October 13, and viewing the film *Luther* (2003) and answering some response questions for class on November 3. My expectation is that you will come prepared to listen, participate, and learn—in short, to be an active learner and pursue excellence.

Book Reviews

Read Lauro Martines' *Fire in the City: Savonarola and the Struggle for the Soul of Renaissance Florence*. Write a **three-page** (Times New Roman, 12 point font, 1 inch margins, double-spaced) **review**, which should contain a brief introduction outlining the subject and scope of the book, then address the following questions:

1. Was Savonarola a man of his times? How?
2. Was Savonarola more a victim or a persecutor?
3. What is Martines' view about the relationship between moral and political reform under Savonarola?
4. What do we learn about Renaissance Florence through this book?

Your views on these topics must be supported by evidence (and, if need be, short quotations) from *Fire in the City*. Rather than footnotes, simply note these references by means of page numbers in parentheses, as follows: "As Martines makes clear, Savonarola was a heroic crusader for justice (p. 19-20)." Please add a cover page with your name, student number, the assignment name, the course number and name, my name, and the date submitted. This paper must be submitted no later than **September 21**, in Word format, on the Moodle site. No late papers will be accepted, since we will be discussing these papers in class on September 22.

Read John Herman J. Selderhuis' *John Calvin: A Pilgrim's Life*. Write a **three-page** (Times New Roman, 12 point font, 1 inch margins, double-spaced) **review**, which should contain a brief introduction outlining the subject and scope of the book, then address the following questions:

1. What were Calvin's chief contributions to the Protestant Reformation?
2. What is Selderhuis' view of Calvin as a man? How does the author see Calvin's personality working itself out in his career?
3. Which of the chapter portraits of Calvin is most striking? Why?
4. What do we learn about Reformation Geneva through this book?

Your views on these topics must be supported by evidence (and, if need be, short quotations) from *John Calvin*. Rather than footnotes, simply note these references by means of page numbers in parentheses, as follows: "As Selderhuis notes, Calvin was a heroic champion of Scriptural authority (p. 19-20)." Please add a cover page with your name, student number, the assignment name, the course number and name, my name, and the date submitted. This paper must be submitted no later than **November 16**, in Word format, on the Moodle site. No late papers will be accepted, since we will be discussing these papers in class on November 17.

Research Paper

Please choose a topic from the list below and produce a research paper eight pages in length (Times New Roman, 12 point font, 1 inch margins, double-spaced, with bibliography – **Turabian** citation style, please). The paper must be based on at least six sources (minimum of two journal articles), and incorporate relevant primary sources available in English (or other languages known to the student). You may submit a draft of your paper for detailed critique, but no later than one week before the due date (so you have time to make revisions). Above all, I encourage you to contact me for guidance concerning the research and writing of papers (the relevant motto: no question is a dumb question, except the one you should have asked but didn't). This paper must be submitted by **October 27**, in Word format, on the Moodle site.

Late papers will be penalized one letter grade (i.e. A to B, B+ to C+). Please add a cover page with your name, student number, the assignment name, the course number and name, my name, and the date submitted.

Research Paper Topics:

1. Why was the commercial revival in Venice and Genoa so vital to the emergence of the Renaissance in Italy?
2. Why was Petrarch considered the father of Renaissance humanism?
3. How important was the fall of Constantinople in 1453 for the European Renaissance?
4. How did Renaissance humanists want to change the education of young people?
5. How was Renaissance art different from and/or similar to art in the Middle Ages?
6. Jacob Burckhardt considered the Renaissance a revolutionary recovery from the darkness of the Middle Ages, while Johan Huizinga wrote about “the waning of the Middle Ages”. Who was right?
7. To what extent did the Roman Papacy promote or hinder the growth of the Renaissance in Italy?
8. How did French (or English, or German) humanists adapt Italian humanism to their own national context?
9. Did the Renaissance benefit women?
10. What impact did the Renaissance voyages of discovery have on European culture and “world view” during the Renaissance?
11. How did warfare evolve during the Renaissance? What impact did this have on Italian politics?
12. Why was Erasmus of Rotterdam considered the “prince of humanists”?
13. How did German humanists help to launch the Reformation? Were they glad they did?
14. How did Luther become the reformer he did? When and why did he become the founder of a new church?
15. What made Luther different from other reformers like Hus or Wycliffe? Why was Luther’s reformation successful?
16. Why was iconoclasm such a common public response to the Reformation?
17. What were the causes and outcomes of the Peasant Wars? Why are they significant?
18. Did Thomas Müntzer and others like him misread Luther’s ideas?
19. In what ways did the urban environment shape the Reformation in Zurich and other Swiss cities?
20. Explain the Anabaptist critique of the Lutheran/Zwinglian Reformation. Why were the Anabaptists so despised and persecuted?
21. How did the Catholic Church respond to the challenges that Luther and other reformers posed?
22. What role did the printing press play in the Reformation?
23. How successful were political authorities in using force against the Reformation in (one of) France, the Netherlands, or Scotland?
24. Which were more important, the political or theological aspects of the English Reformation?
25. Why was John Knox successful in reforming the Scottish church?
26. How did the Reformation impact family life?
27. Did the Reformation lead to freedom of religion?
28. How did the Reformation impact Poland and Scandinavia?

Seminary Research Paper

Please choose a topic in consultation with me (the professor) and produce a research paper eight pages in length (Times New Roman, 12 point font, 1 inch margins, double-spaced, with bibliography – **Turabian** citation style, please). The paper must be based on at least six sources (minimum of two journal articles), and incorporate relevant primary sources available in English (or other languages known to the student). You may submit a draft of your paper for detailed critique, but no later than one week before the due date (so you have time to make revisions). Above all, I encourage you to contact me for guidance concerning the research and writing of papers (the relevant motto: no question is a dumb question, except the one you should have asked but didn’t). This paper must be submitted by **December 8**, in Word format, on the Moodle site. Late papers will be penalized one letter grade (i.e. A to B, B+ to C+). Please

add a cover page with your name, student number, the assignment name, the course number and name, my name, and the date submitted.

Final Exam

The three hour final exam will include short answer and long essay questions. Students will know much of the content of the final exam in advance, and have access to a “cheat sheet” during the exam.

Course Grade

Class Participation	15%
Book Reviews (September 21, November 16)	20%
Research Paper (October 27)	20%
Seminary Research Paper (December 8)	20%
Final Exam	<u>25%</u>
	100%

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Friday, September 17, 2010 (Fall semester) or Friday, January 21, 2011 (winter semester). These courses will not appear on the student’s transcript.

*Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.*

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Friday, November 12, 2010 (Fall semester) or Friday, March 18, 2011 (Winter semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the

basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students may use laptops in class for note-taking and referring to assigned readings. All other uses not in accordance with course objectives are prohibited. Cell phones are to be turned off in class.

Students are advised to retain this syllabus for their records.