

EUH 3143 UHA: Politics and War in the Age of the Reformation

Date and place: TBA

Instructor

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In 1517, Martin Luther, an Augustinian monk wracked by a deep crisis of faith, posted his Ninety-Five Theses where he took the Catholic Church to task for what he believed to be its corrupt practices. Luther's intention was to reform the Church. Instead, he set in motion a movement that broken Christendom apart and changed the European political landscape. During the period 1500–1700, Protestantism emerged as a religious movement of its own, soon splintering into several smaller denominations and nationally based churches. Political leaders took advantage of the Catholic Church's diminished power to consolidate their own positions, forcing the Church to launch its own Counter-Reformation. Religious persecution became commonplace. The role of women in society changed fundamentally. Anti-Semitism flourished. In 1618, Europe's most deadly and destructive armed conflict after World War II, the Thirty Years War, broke out. In 1649, England executed its own king in a Civil War tinged by the conflict between Catholics and Protestants.

During this semester we will reach the following course goals:

- Learn about and be able to explain some of the key developments in Europe during the age of the Reformation, 1500–1700.
- Become experienced in understanding, analyzing, and critically evaluating historical processes.
- Learn and apply the techniques of writing an argumentative, thesis-driven, and evidence-based paper using the knowledge acquired through the history of the age of the Reformation and the critical evaluation of the historical sources.

We will achieve these goals by considering the following issues in particular:

- How society in Europe was structured and organized during the age of the Reformation.
- How the environment shaped the daily lives of people living in Europe during this time.
- How the people of Europe interpreted the world they lived in through their beliefs. How different groups of people interacted with one another over the time period covered by this course. (Global Learning)

This course is a hybrid course. Work done out-of-class is equally as important as work done in-class. Keeping up with the work out-of-class requires planning and commitment.

Throughout the semester we will practice writing frequently, and the writing assignments will make up a significant portion of your grade. Clear and concise communication through writing is key to success in college and any profession.

Required reading:

- Diarmaid MacCulloch, *The Reformation. A History* (Penguin, 2003). ISBN: 9780143035381.
- Peter Schröder & Olaf Asbach (eds.), *The Ashgate Research Companion to the Thirty Years' War* (Routledge, 2016). ISBN: 9781409406297.

You may purchase the required books at the campus bookstore, any other bookstore, or a library. Additional reading will be assigned on Canvas for each class.

This course is also a **Global Learning Foundations** course that counts towards your Global Learning graduation requirement. Specifically, this course will enable you to:

- Construct an evidence-based argument demonstrating how local, regional, and inter-regional events shaped the interactions of two or more groups in the ancient world, and the development of the ancient world (Global Awareness).
- Construct an evidence-based argument that integrates multiple perspectives on issues related to the ancient world. (Global Perspective).
- Consider the different perspectives on a problem or controversy related to the ancient world and attempt to reach a resolution to this problem (Global Engagement).

Syllabus quiz

During the first week of class you are required to take an online quiz on the syllabus.

Library Day Report

The in-class activity of week 7 will be a workshop at the Green Library with one of the reference librarians. The purpose of this workshop is for you to learn how to use the resources of the library in preparation for the research paper that you will be writing as part of this course. After the library workshop, the out-of-class activity will be a written library day report. This report needs to contain a summary of what you have learnt during the workshop; a description of the methodology you have utilized to locate one research book, one research article, **and** one primary source relevant to this course by implementing the knowledge you have acquired during the library workshop. The titles of the secondary and primary sources that you have located need to be included in the report according to the Chicago Manual of Style Notes and Bibliography. **Your library report will be submitted as a hard copy to me and through turnitin. Your report will not be considered as submitted until both a hard copy and a digital copy have been submitted.**

Journals

After each in-class lecture you will write and submit a journal entry summarizing and analyzing the content of the in-class activities as well as a reflection of what you have learned from these activities. Throughout the semester you will be writing and submitting a total of nine journal entries. **Your journal entries will be submitted only through turnitin.**

Research Paper (500 points)

Step 1: Proposal

100 points of the total 500 points. 1–2 pages.

When I grade this assignment, I will be specifically looking for:

- A solid understanding of the historical events you will be researching.
- A focus that is realistic.
- The list of five scholarly secondary sources written in the Chicago Manual of Style format.

Step 2: Literary Review

150 points of the total 500 points. Length varies.

When I grade this assignment, I will be specifically looking for:

- A solid understanding of the historical debate your research project is part of.
- Eight scholarly secondary sources written in the Chicago Manual of Style format.
- Variety in terms of monographs, journal articles, and chapters in edited volumes.
- Emphasis on newer scholarship, i.e., written after the year 2000.
- Titles appropriate in terms of time and place. E.g., if you are researching women during the Reformation, *Women during the Reformation* is relevant to your project. A book called *Women through History* is not.

Step 3: The Big Paper

250 points of the total 500 points. 8–10 pages.

Proposal + Literary Review + Research Section = The Big Paper.

When I grade this assignment, I will be looking for the following:

- A strong and clear thesis.
- Clear and cohesive argumentative writing.
- A combination of at least **ten scholarly secondary and primary sources cited**, using the Chicago Manual of Style.
- Creative and critical thought in your argument, i.e., you should use your readings to come up with an argument that is not obvious or derived solely from the readings, but combines the readings in a new way.
- A thorough understanding of and a critical approach to the various historical arguments presented in the secondary sources.
- A thorough understanding of and a critical approach to the evidence found in the primary sources.
- A good use of evidence and historical arguments that helps make your point.

Schedule

Week 1 *Introduction I*

- In-Class: Introduction of the semester.
- Out-of-class: Syllabus quiz. Journal 1.

Week 2 *Introduction II: The Reformation. Causes and Consequences.*

- In-Class: What is history? Critical thinking. The interdisciplinary approach.
- Out of class: Journal 2.

Week 3 *War and Politics during the Reformation in the Holy Roman Empire.*

- Out of class: Journal 3.

Week 4 *War and Politics during the Reformation in Scandinavia.*

- Out of class: Journal 4.

Week 5 *War and Politics during the Reformation in England.*

- Out of class: Journal 5.

Week 6 *The Thirty Years War.*

- Out of class: Journal 6.

Week 7 *Library Day*

- In-Class: Workshop at the Green Library
- Out of class: Library Day Report.

Week 8 *The Counter-Reformation. Causes and Consequences.*

- Out of class: Journal 7.

Week 9 *Women and the Reformation.*

- Out of class: Journal 8.

Week 10 *Anti-Semitism and the Reformation.*

- Out of class: Journal 9.
Start planning your proposal and your literary review

Week 11 *War, Politics, and the Colonialization of the Americas during the Reformation.*

- Out of class: Start working on your proposal.

Week 12 *Paper Workshop I: Proposal.*

- In-Class: Work on your proposal.
- Out of class: Finish your proposal. Start working on your literature review.

Week 13 *Paper Workshop II: Literature Review*

- In-Class: Work on your literature review.
- Out of class: Finish your literature review. Start working on your research paper.

Week 14 *Paper Workshop III: Research Paper.*

- In-Class: Work on your research paper.
- Out of class: Work on your research paper.

Week 15 *Paper Workshop IV: Research Paper*

- In-Class: Work on your research paper.
- Out of class: Finish your research paper.

Week 16 *Wrap-Up*

- In-Class: Feedback. Evaluation. Scandinavian food tasting.