THEO2003
Late Medieval and Reformation Studies

Course Outline

Course Lecturer: Dr Catherine England
Room: McMullin Building, Room MCLG23
Email: catherine.england@newcastle.edu.au
Consultation Hours: Monday 9am-10am; Tuesday 9am-10am (in office)

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COURSE OVERVIEW (FROM COURSE TRACKING SYSTEM)

<table>
<thead>
<tr>
<th>Course Co-ordinator</th>
<th>Grahame Feletti, PhD</th>
<th>Ph.: 0429 455 243</th>
<th><a href="mailto:feletti@hunterlink.net.au">feletti@hunterlink.net.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Lecturer</td>
<td>Catherine England, PhD</td>
<td>Ph.: 4921 5220</td>
<td><a href="mailto:Catherine.england@newcastle.edu.au">Catherine.england@newcastle.edu.au</a></td>
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Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Lecture and Seminar

Brief Course Description
This course provides students with an overview of the development of Christianity in the tumultuous period between 1400 and 1700, when Christian life and thought was divisively recast in the face of new cultural, social, political and technological changes. Through lectures and workshop programme, students will be introduced to key features and factors in the theological and ecclesial transformations which gave rise to a wide variety of new expressions of Christianity, both within and beyond traditional structures.

Following an exploration of the currents of late medieval Christian life and thought, the course outlines and critically examines how Reformations took place in different parts of Europe with varying characteristics. The major figures and their thought, and the key turning-points and controversies are explored, together with reflection upon their relationship to developments in popular religion and societal change.

Contact Hours
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term

Course Objectives
The aim of the course is to:
* Introduce students to foundational aspects of Christian life and theology as formed by the historical developments of the Church between 1400 and 1700;
* Enable students to engage with the diversity of key approaches to the sources of Christian Faith as part of the continuing development of Christian thought and praxis;
* Provide students with illustrative examples of formative Christian life and theology as the expression of changing Christian identities under the pressure of different social contexts;
* Enable students to develop their theological judgments about particular doctrinal developments in relation to their historical contexts.

Course Content

Lectures
Students will be required to attend 2 x one hour lectures and a one hour seminar on the theme of the lectures each week. Themes for the lectures may include: currents in late medieval Christianity (Papalism, Conciliarism and Mysticism, Humanism and Scholasticism); influence of popes and princes (aspects of the German Reformation); and the influence of key figures like Martin Luther, Zwingli, Calvin, Anabaptists, Cranmer and the Anglican Reformation in England, Catholic reformation and the Council of Trent; Ignatius and new currents in Roman Catholic spirituality; religious _settlements_ by the 17th Century, and what had changed.

Seminars
The seminar programme will encourage students to become familiar with a number of foundational primary texts as an indication of the vast array of diverse resources available within Christian history.

It is expected that students will both contribute to, and at times lead, discussions as a part of the assessment regime of the course. The readings for the workshops will include the relevant primary documents in Carter Lindberg, The European Reformations Sourcebook (New York: Blackwell, 1999), together with appropriate sections of the other core texts and other relevant required resources.
### Assessment Items

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<tbody>
<tr>
<td>Examination: Class</td>
<td>Class tests (2), 15% each</td>
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<tr>
<td>Essays / Written</td>
<td>3000 words, 40% of the final course mark.</td>
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<td>Assignments</td>
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<tr>
<td>Group/tutorial</td>
<td>Seminar participation (ongoing) 10%</td>
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<tr>
<td>participation and</td>
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<tr>
<td>contribution</td>
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<tr>
<td>Other: (please</td>
<td>Seminar leadership task and report, 20% of final course</td>
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<td>specify)</td>
<td>mark</td>
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### Assumed Knowledge

Nil

### Callaghan Campus Timetable

**THEO2003**  
**Late Medieval and Reformation Studies**  
Enquiries: School of Humanities and Social Science

<table>
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<tr>
<th>Semester 1 - 2008</th>
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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>and Workshop</td>
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IMPORTANT UNIVERSITY INFORMATION

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Changing Your Enrolment
The last date to withdraw from this course without financial or academic penalty (called the HECS Census Dates) is 31st March 2008.

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students:
https://myhub.newcastle.edu.au

School of Humanities and Social Science
**Student Hubs**
The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.
The four Student Hubs are located at:

- **Callaghan campus**
  - Shortland Hub: Level 3, Shortland Union Building
  - Hunter Hub: Student Services Centre, Hunter side of campus

- **City Precinct**
  - City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

- **Ourimbah campus**
  - Ourimbah Hub: Administration Building

**Faculty of Education and Arts Website**
http://www.newcastle.edu.au/faculty/education-arts/

**The Dean of Students**
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

**Web Address for Rules Governing Undergraduate Academic Awards**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate Awards**

**Students with a Disability or Chronic Illness**
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

**Student Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
## OVERVIEW OF LECTURES AND SEMINARS

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lectures - Roughly First Hour and Second Hour</th>
<th>Seminars</th>
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<tbody>
<tr>
<td>1) Feb 18</td>
<td>Introduction</td>
<td>Sign up for Seminar Leaderships</td>
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<tr>
<td>2) Feb 25</td>
<td>Late-Medieval Christianity</td>
<td>Late-Medieval Intellectual Trends</td>
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<tr>
<td>3) Mar 3</td>
<td>The Church and Medieval Heresies, and Mendicants</td>
<td>Pre-Reformation Reformers</td>
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<tr>
<td>5) Mar 17</td>
<td>Lutheranism</td>
<td>Huldrych Zwingli</td>
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<tr>
<td>6) Mar 26 (Wed)</td>
<td>John Calvin and Calvinism</td>
<td>Calvinism, The Netherlands and Scotland</td>
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<tr>
<td>7) Mar 31</td>
<td>Reformers in England and Henry VIII</td>
<td>Establishment of the Church of England</td>
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<tr>
<td>8) Apr 7</td>
<td>Class Test 1</td>
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<tr>
<td>-- Apr 14</td>
<td>Mid-Semester Break</td>
<td></td>
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<tr>
<td>-- Apr 21</td>
<td>Mid-Semester Break</td>
<td></td>
</tr>
<tr>
<td>9) Apr 28</td>
<td>More Radical Reformation Movements</td>
<td>Christianity and the New World</td>
</tr>
<tr>
<td>10) May 5</td>
<td>Early Catholic Response to the Reformation</td>
<td>New Catholic Orders</td>
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<tr>
<td>12) May 19</td>
<td>Wars of Religion and Politics</td>
<td>Wars of Religion and Politics</td>
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<tr>
<td>14) Jun 2</td>
<td>Class Test 2</td>
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Exams - Tues Jun 10 to Fri Jun 27 (three weeks)

Mid-Year Recess - Sat Jun 28 to Sun Jul 20 (three weeks)
BASIC READING RESOURCE LIST - USEFUL GENERAL TEXTS


Gerald Bray, ed., *Documents of the English Reformation* (Minneapolis: Fortress, 1994)


E. Cameron, *The European Reformation* (New York, OUP, 1991)


P. Collinson, *The Religion of Protestants: The Church in English Society 1559-1625*


S. Ozment, *The Age of Reform, 1250-1550: An Intellectual and Religious History of Late Medieval and Reformation Europe* (Yale University, 1986)


SEMINAR GUIDE AND READING LISTS

Reading

Doing research, to come to a good understanding of history and theology and reach conclusions about them, all depends on reading. A lecture will introduce you to a topic, with a survey or overview, but that is all; it will by no means tell you everything you could know or need to know about a topic. Seminars are useful for delving into a topic in more detail, for discussing further reading that gives a deeper understanding of the topic, and for airing and developing ideas and conclusions about the topic and questions relating to it. In a research essay, more reading still will allow you to develop more firm ideas and conclusions about a topic, by giving you an even more deep understanding of it.

Scholars or academics researching the historical past read both primary and secondary material. Primary material is the record or evidence of the past, because it was produced at or close to the time of what it describes or depicts (and without the primary records we could not study or know anything about the past). Secondary material is other scholars’ analysis, interpretation and explanation of primary evidence and its significance, undertaken in order to try to explain or draw conclusions about the past. (Scholars usually do this also in the light of modern knowledge gleaned from the work of other scholars who have done as they are doing.)

The two types of sources, primary and secondary, are fundamentally different. The distinction is, firstly, one of time of writing; but it is also to do with intentions behind the writing, and methods in doing it. An author of primary evidence usually is simply presenting his personal account or picture of his time. The modern scholar, producing secondary material, pulls apart a range of primary material, and contextualizes it (with the help of existing secondary material) in order to construct some modern understanding the past.

So researching the past is not about finding and reporting ‘facts’ or ‘information’. It is a process of investigating, analysing and concluding. It is not possible to come adequately to conclusions on the basis of only two or three sources. Using a good mix of both primary and secondary material is necessary. It is necessary to look at primary sources yourself, to come to your own understanding of them. It is necessary to use a range of secondary materials, to understand the complexities, different opinions and interpretations, and historical questions and debates, that different historians have engaged in, about the primary evidence. This helps you to form, deepen and tighten your own ideas, conclusions and arguments.

A Note on the Internet

Do not use web sites or online encyclopedias (eg. Wikipedia) for research at university. They are usually not suitable. The publishers of scholarly, academic books and journals use a refereeing process to make sure of the quality of their publications: qualified, practicing academics read, review and referee all work by their peers that is being proposed for publication, to make sure it is of high quality and value. No such standards and refereeing processes are applied to most material on the web; it is difficult to know if articles and sites posted have been academically scrutinized, and are of good scholarly quality. It is therefore safer and better to use scholarly books and journals available through the University library.
The Reading Lists

The core primary readings which must be read for each seminar are listed as ‘Core Primary Documents’ in the seminar lists. All the Lindberg texts are to be found in the course textbook, Carter Lindberg, The European Reformations Sourcebook (New York: Blackwell, 1999). It will be easiest if you buy this text. Seminars will work best if everyone has the sources in hard copy in front of them, so that they can be referred to. However there are three copies of Lindberg available in the Newcastle University Library (short-term loans only). The Core Primary Documents that are not in Lindberg are reproduced in the THEO2003 Course Reader, available for purchase from Uprint (located in the basement level of the Shortland Building on the Callaghan Campus).

The reading lists contain mostly secondary scholarship related to the seminar topics and essay questions; however there are also some published and online primary sources. Not that the reading lists are not formatted correctly for the purposes of essay bibliographies. If you copy and paste from the online version of the Seminar Guide in Blackboard, you will still need to reformat your bibliography appropriately, according to the Chicago style, and to make sure that your primary and secondary sources are under separate subheadings within the bibliography.

Not all the published works listed are available in Newcastle Library. However, they are all available through the ‘Bonus’ service offered by the Library, which sources and delivers books from university libraries around Australia, for you to pick up at Newcastle. You can request the books online. Go to: https://bonus.newcastle.edu.au/

Note that you will need to be looking ahead, and request your books some time before you are going to need them to prepare for the seminars or essay. Aim to allow at least a week, to be safe.

Journal articles are available through the JStor database through the University Library web pages. Go to: http://www.newcastle.edu.au/service/library/database/jstor.html. Click on ‘Connect’ in the top right-hand corner, and use the search function to find your articles. If you are off-campus, you will probably need at some point to log in with your student or library number.

Alternatively, if you use the online Seminar Guide in the Course Documents section of the Blackboard Course for THEO2003, you should be able to click on the links, to go directly to the articles. Again, you may still need to log in with student or library number.

You aren’t expected to read everything on the lists. But a good selection will be necessary, especially for preparing your seminar leadership and essay. Equally, feel free to search out your own scholarly materials.
A) THE CONCILIAR MOVEMENT - CONCILIARISM

Core Primary Documents

- 18.3 Political Challenges: Marsilius of Padua

Karen Louise Jolly, *Tradition and Diversity: Christianity in a World Context to 1500* (Armonk, NY; London: M. E. Sharpe, 1997), 477-87
- 21.1 Views of the Papacy: Dante and Petrarch
- 21.2 ‘Papal Schism: The Conciliar Movement’

Lindberg, 10-15
- 1.9 Pope Boniface VIII: *Unam Sanctam* (1302)
- 1.10 Pope Clement VI: *Unigenitus Dei Filius* (January 27, 1343)
- 1.11 Pope Sixtus IV: *Salvator Noster* (August 3, 1476)
- 1.12 Marsilius of Padua: *Defensor Pacis* (1324)
- 1.13 Conciliarism: Opinion of the University of Paris (1393)
- 1.14 Pierre D’Ailly: Conciliar Principles (1409)
- 1.15 The Council of Constance: *Haec Sancta* (May 6, 1415) and *Frequens* (October 9, 1417)
- 1.16 Pope Pius II: *Execrabilis* (January 18, 1460)
- 1.17 Pope Leo X: *Pastor Aeternus* (March 16, 1516)

Further and Secondary Sources


Christianson, Gerald, *Cesarini, the conciliar cardinal: the Basel years, 1431-1438*. S[ank]t Ottilien: EOS-Verlag, 1979


Oakley, Francis, *Natural law, conciliarism, and consent in the late Middle Ages: studies in ecclesiastical and intellectual history*. London: Variorum Reprints, 1984

Pascoe, Louis B., *Church and reform: bishops, theologians, and canon lawyers in the thought of Pierre d'Ailly, 1351-1420*. Leiden; Boston: Brill, 2005


**Journal Articles (with Links)**

Ockham, the Conciliar Theory, and the Canonists

Brian Tierney


William Durant the Younger and Conciliar Theory

Constantin Fasolt

*Journal of the History of Ideas* > Vol. 58, No. 3 (Jul., 1997), pp. 385-402

Nicholas of Cusa and the End of the Conciliar Movement: A Humanist Crisis of Identity

James E. Biechler

*Church History* > Vol. 44, No. 1 (Mar., 1975), pp. 5-21

Nicholas of Cusa vs. Sigmund of Habsburg: An Attempt at Post-Conciliar Church Reform

Pardon E. Tillinghast

*Church History* > Vol. 36, No. 4 (Dec., 1967), pp. 371-390

Almain and Major: Conciliar Theory on the Eve of the Reformation

Francis Oakley

*The American Historical Review* > Vol. 70, No. 3 (Apr., 1965), pp. 673-690

Natural Law, the Corpus Mysticum, and Consent in Conciliar Thought from John of Paris to Matthias Ugonius

Francis Oakley

*Speculum* > Vol. 56, No. 4 (Oct., 1981), Pp. 786-810
B) SCHOLASTICISM AND HUMANISM

Core Primary Documents

Thomas Aquinas: *Summa Theologica*, First Part of the Second Part, Question. 113 - Of the Effects of Grace (Ten Articles), from the Christian Classics Ethereal Library, at: www.ccel.org/ccel/aquinas/summa/?id=aquinas/summa

Lindberg, 16-17
- 1.20 Nicholas of Lyra (d. 1349): Interpretation of the Bible
- 1.21 Gabriel Biel (d. 1495): ‘Doing What is in One’

Lindberg, 21-23
- 1.28 François Rabelais (c. 1483-1553): On Education
- 1.29 Lorenzo Valla (1407-1457): *The Falsely Believed and Forged Donation of Constantine*
- 1.30 Desiderius Erasmus (c. 1469-1536): *Praise of Folly* (1509)


Further and Secondary Sources


*The Cambridge history of later medieval philosophy: from the rediscovery of Aristotle to the disintegration of scholasticism, 1100-1600*. Ed. Norman Kretzmann, Anthony Kenny, Jan Pinborg; associate editor, Eleonore Stump. Cambridge [Cambridgeshire]; New York: Cambridge University Press, 1982


*Journal Articles (with Links)*

Editorial Introduction: Scholasticism--Old and New

John Haldane

*The Philosophical Quarterly* > Vol. 43, No. 173, Special Issue: Philosophers and Philosophies (Oct., 1993), pp. 403-411

Erasmus' Biblical Humanism

C. A. L. Jarrott


Calvinism and Humanism: The First Generation

Robert D. Linder

*Church History* > Vol. 44, No. 2 (Jun., 1975), pp. 167-181
Humanism as Method: Roots of Conflict with the Scholastics
Charles G. Nauert

Humanism and Truth: Valla Writes against the Donation of Constantine
Riccardo Fubini

Erasmus as Hero, or Heretic? Spanish Humanism and the Valladolid Assembly of 1527
Lu Ann Homza
*Renaissance Quarterly* > Vol. 50, No. 1 (Spring, 1997), pp. 78-118

The Via Moderna, Humanism, and the Hermeneutics of Late Medieval Monastic Life
Dennis D. Martin
*Journal of the History of Ideas* > Vol. 51, No. 2 (Apr., 1990), pp. 179-197

Lorenzo Valla's "Oratio" on the Pseudo-Donation of Constantine: Dissent and Innovation in Early Renaissance Humanism
Salvatore I. Camporeale
C) PRE-REFORMATION REFORMERS

Core Primary Documents

• Description of Waldo from an anonymous chronicle, 1218

• 21.3 A Lollard View of the Eucharist: Wickliff’s Wicket

Lindberg, 15-16
• 1.18 John Wyclif (c. 1330-1384): ‘On Indulgences’
• 1.19 John Hus (c. 1372-1415): from *The Treatise on the Church*

Lindberg, 185
• 10.1 Jaques Lefèvre (c. 1455-1536): *Commentary on the Epistles of St. Paul* (1512)

Linberg, 241-45
• 13.1 Girolamo Savonarola: ‘On the Renovation of the Church’ (1495)
• 13.2 John Colet: Convocation Sermon (1512)
• 13.3 Egidio da Viterbo: ‘Address to the Fifth Lateran Council’ (1512)
• 13.4 Gasparo Contarini’s Conversion Experience (April 19, 1511)
• 13.5 Contarini on Justification (February 7, 1523)

Lindberg, 6
• 1.4 The Crisis of Values: ‘Reynard the Fox’ (1498)

Lindberg, 22-23 (*Erasmus, Praise of Folly*)
• 1.30 Desiderius Erasmus (c. 1469-1536): *Praise of Folly* (1509)

Lindberg, 218-19 and 220
• 12.1 William Melton, Chancellor of York Minster: Sermon to the Ordinands (c. 1510)
• 12.3 John Foxe’s *Acts and Monuments*: Lollardy on the Eve of the Reformation

Further and Secondary Reading (Specifically Wyclif and Hus)


* You could also search for the keyword ‘Lollards’.

**Journal Articles (with Links)**

Trial Procedures against Wyclif and Wycliffites in England and at the Council of Constance

*Henry Ansgar Kelly*


Adam Easton and the Condemnation of John Wyclif, 1377

*Margaret Harvey*


John Wyclif on Body and Mind

*Emily Michael*

*Journal of the History of Ideas > Vol. 64, No. 3* (Jul., 2003), pp. 343-360

Wyclif on Rights

*Stephen E. Lahey*


At the Margin of Community: Germans in Pre-Hussite Bohemia

*Leonard E. Scales*


* You could also search for the keyword ‘Lollards’.
D) LUTHER

Core Primary Documents

Martin Luther describing his discovery of the true meaning of faith and God’s justice, from Preface to the Complete Edition of Luther's Latin Works (1545), trans. by Bro. Andrew Thornton, at: http://www.iclnet.org/pub/resources/text/wittenberg/luther/tower.txt

Lindberg, Ch. 2, 26-45
• 2.1 Martin Luther: Recollections of Becoming a Monk
• 2.2 Luther’s Conversion
• 2.3 Luther’s Theological Emphases
• 2.4 Luther: ‘Disputation Against Scholastic Theology’ (September 4, 1517)
• 2.5 ‘Official Catalogue’ of Relics in the Wittenberg Castle Church
• 2.6 Archbishop Albert of Mainz (d. 1545): The Commission of Indulgences
• 2.7 Tetzel: A Sample Sermon
• 2.8 A Contemporary Description of Indulgence Selling
• 2.9 ‘The Robbing of Tetzel’
• 2.10 Luther: ‘The Ninety-Five Theses’ (October 31, 1517)
• 2.11 Prierias: Dialogue Against the Arrogant Theses of Martin Luther on the Power of the Pope (1518)
• 2.12 Luther’s Hearing Before Cardinal Cajetan at Augsburg (1518)
• 2.13 Georg Spalatin (1484-1545): Recollections of Frederick the Wise on Luther
• 2.14 Pope Leo X: ‘Exsurge Domine’ (June 15, 1520)
• 2.15 Luther: To the Christian Nobility of the German Nation Concerning the Reform of the Christian Estate (August 18, 1520)
• 2.16 Luther: The Babylonian Captivity of the Church (October 6, 1520)
• 2.17 Luther: The Freedom of a Christian (Early November, 1520)
• 2.18 The Papal Nuncio’s Reports from the Diet of Worms (1521)
• 2.19 Luther before the Emperor and Empire at the Diet of Worms (1521)
• 2.20 Charles V: Message to His Council (April 19, 1521)
• 2.21 The Edict of Worms (May 26, 1521)
• 2.22 Albrecht Dürer (1471-1528): Rumors of Luther’s Capture

Lindberg, Ch 3, 47-58
• 3.1 Thomas More (1478-1535) to Martin Dorp (October 21, 1515)
• 3.2 Erasmus: Paracelsis (1516)
• 3.3 Luther: ‘On Translating: An Open Letter’ (1530)
• 3.4 Luther: A Brief Instruction on What to Look For and Expect in the Gospels (1521)
• 3.5 Jörg Vögeli (c. 1484-1563): Letter to Konrad Zwick (July 30, 1523)
• 3.6 Philipp Melanchthon (1497-1560): ‘On Improving the Studies of Youth’ (1518)
• 3.7 Melanchthon: ‘Theses Against Scholastic Theology’ (August 3, 1520)
• 3.8 Andreas Bodenstein von Karlstadt (c. 1480-1541): ‘The 151 Theses’ (April 26, 1517)
• 3.9 Karlstadt: The Meaning of the Term ‘Gelassen’ and Where in Holy Scripture It is Found (1523)
• 3.10 Karlstadt: Exposition of Numbers 30 Which Speaks of Vows (1522)
• 3.11 Luther: The Judgement of Martin Luther on Monastic Vows (1521)
• 3.12 Luther: The Estate of Marriage (1522)
• 3.13 Karlstadt: On the Abolition of Images and That There Should Be No Beggars Among Christians (January 27, 1522)

Lindberg, Ch. 3, 62-66
• 3.18 Luther: The Invocavit Sermons (March 9, 1522)
• 3.19 Luther: Against the Heavenly Prophets (1525)
• 3.20 Karlstadt: Several Main Points of Christian Teaching Regarding Which Dr. Luther Brings
Andreas Carlstadt Under Suspicion Through False Accusation and Slander (1525)

Further and Secondary Readings

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Oswald Bayer

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Success and Failure in the German Reformation
Gerald Strauss  
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Loyalty, Piety, or Opportunism: German Princes and the Reformation
Scott H. Hendrix  
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Kathleen Crowther-Heyck  
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Scott Hendrix  
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John Witte, Jr.  
E) ZWINGLI

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- 6.1 Zwingli’s Invitation to Zurich
- 6.2 Mandate of the Zurich Mayor and Council for Scriptural Preaching (December, 1520)
- 6.3 Heinrich Bullinger (1504-1575): Account of Zwingli’s Preaching Against Mercenary Service in 1521
- 6.4 The Affair of the Sausages
- 6.5 Christopher Froschauer’s Defense (April, 1522)
- 6.6 Zwingli: Concerning Choice and Liberty Respecting Food - Concerning Offense and Vexation - Whether Anyone Has Power to Forbid Foods at Certain Times - Opinion of Huldreich Zwingli (April 16, 1522)
- 6.7 Petition of Certain Preachers of Switzerland to the Most Reverand Lord Hugo, Bishop of Constance, That He Will Not Suffer Himself to be Persuaded to Make Any Proclamation to the Injury of the Gospel, Nor Endure Longer the Scandal of Harlotry, But Allow the Priests to Marry Wives or at Least Would Wink at Their Marriages (July 2, 1522)
- 6.8 Ordinance for the Reform of the Great Minster (September 29, 1523)
- 6.9 Zwingli: ‘Short Christian Instruction’ (November 17, 1523)
- 6.10 Removal of Relics and Organs (June, 1524)
- 6.11 The Council’s Mandate for Church-Going (August 10, 1531)
- 6.12 Zwingli’s View of Luther
- 6.13 Zwingli: Of the Clarity and Certainty of the Word of God (September 6, 1522)
- 6.14 Zwingli: The Sixty-Seven Articles (1523)
- 6.15 The First Zurich Disputation (January 23, 1523)
- 6.16 The Fourth Lateran Council (1215) [on the Lord’s Supper]
- 6.17 The Second Council of Lyon (1274) [on the Lord’s Supper]
- 6.18 Karlstadt: ‘Dialogue’ on the Lord’s Supper (1524)
- 6.19 Corneliszoon Hoen (d. 1524): ‘A Most Christian Letter’
- 6.20 Zwingli: ‘Letter to Matthew Alber Concerning the Lord’s Supper’ (November 16, 1524)
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Faith, Philosophy, and the Nominalist Background to Luther's Defense of the Real Presence
Thomas Osborne

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J. Samuel Preus
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George R. Potter
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**ENVISIONING GOD: IMAGE AND LITURGY IN REFORMATION ZURICH**

LEE PALMER WANDEL

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- 9.2 Nicolas Cop: Rector’s Address to the University of Paris (November 1, 1533)
- 9.3 Michel Roset: Chronicles of Geneva (1562)
- 9.4 Jeanne de Jussie: Calvinist Germs or the Beginning of Heresy in Geneva
- 9.5 The Ecclesiastical Ordinances of 1541
- 9.6 François de Bonivard: On the Ecclesiastical Polity of Geneva
- 9.7 Calvin: Institutes of the Christian Religion
- 9.8 Ordinances Concerning Church Polity in Geneva (December 17, 1546)
- 9.9 The Consensus Tigurinus (August 1, 1549)
- 9.10 A Letter from the Geneva Company of Pastors to the Swiss Churches on Jerome Bolsec (November 14, 1551)
- 9.11 Servetus: Letter to Abel Poupin, Minister in Geneva (1547?)
- 9.12 The Trial of Michael Servetus (August, 1553)
- 9.13 Servetus: Plea for Religious Liberty
- 9.14 Servetus: Petition from Prison to the Geneva Council
- 9.15 The Sentence of the Geneva Council (October 27, 1553)
- 9.16 Castellio: Concerning Heretics

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*Charles Partee*

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*John T. McNeill*


Women and the Consistory in Calvin's Geneva

*Jeffrey R. Watt*


Women and the Consistory in Calvin's Geneva

*Jeffrey R. Watt*


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W. G. Naphy
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Mark Valeri

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Abel Athouguia Alves
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Derek S. Jeffreys
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- 12.2 Simon Fish (d. 1531): A Supplication for the Beggars (1529)
- 12.3 John Foxe's Acts and Monuments: Lollardy on the Eve of the Reformation
- 12.4 John Foxe on Robert Barnes
- 12.5 Edward Hall: A Protestant Merchant Outwits a Bishop (1529)
- 12.6 A Report of Henry VIII by the Venetian Ambassador (1519)
- 12.7 The Act of Supremacy (1534)
- 12.8 The Act of the Six Articles (1539)
- 12.9 Tyndale’s Preface to the New Testament (1526)
- 12.10 Thomas Cranmer’s Preface to the Great Bible (1540)
- 12.11 The Preface to the Geneva Bible (1560)
- 12.13 The Preface to the Authorized (King James) Version of the Bible (1611)
- 12.14 Thomas Cranmer: Certain Sermons, or Homilies (1547)
- 12.15 The Act of Uniformity (1549)
- 12.16 Act to Take Away All Positive Laws Against Marriage of Priests (1549)
- 12.17 The Marian Injunctions
- 12.18 The Act of Supremacy (1559)
- 12.19 The Elizabethan Injunctions (1559)
- 12.20 John Jewel: An Apologie of the Church of England (1560/61)
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- 12.22 John Hooper: The Regulative Principle and Things Indifferent (1550)
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- 12.24 The Excommunication and Deposition of Elizabeth: Pope Pius V’s Bull ‘Regnans in Excelsis’ (February 25, 1570)
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Lisa McClain
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Calvinism and the English Church 1570-1635
P. G. Lake
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- 7.2 Anabaptism Begins (February 7, 1525)
- 7.3 The Second Zurich Disputation (October 26-28, 1523)
- 7.4 Conrad Grebel and Companions to Müntzer (September 5, 1524)
- 7.5 Mantz’s Petition of Defense, Zurich (between December 13 and 28, 1524)
- 7.6 Hübmaier to Oecolampadius on Baptism (January 16, 1525)
- 7.7 The Zurich Council Orders Infant Baptism, and Silence (January 18, 1525)
- 7.8 The Council Orders Anabaptists to Be Drowned (March 7, 1526)
- 7.9 Zwingli: *Of Baptism* (May 27, 1525)
- 7.10 The Schleitheim Confession of Faith [Seven Articles] (1527)
- 7.11 The Banishment of Blaurock and Execution of Mantz
- 7.12 The Trial and Martyrdom of Michael Sattler (1527)
- 7.13 Bernard Rothmann: *A Confession of Faith and Life in the Church of Christ of Münster* (1534)
- 7.15 Appeal to Outsiders to Join the ‘New Jerusalem’ in Münster
- 7.16 The Death of the ‘Prophet’ Jan Matthijs
- 7.17 Communism in the City of Münster
- 7.18 The Introduction of Polygamy in the City of Münster
- 7.19 Rothmann: *A Restitution of Christian Teaching, Faith, and Life* (October, 1534)
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- 13.10 Loyola’s Conversion
- 13.11 Pope Paul III: *Regimini Militantis Ecclesiae* (September 27, 1540)
- 13.12 Loyola: ‘Rules for Thinking with the Church’
- 13.13 Loyola: Letter to Father Peter Canisius on Opposing Heresy (August 13, 1554)

- 5. To the Scholastics at Alcalá: On Maturing Spiritually, 1543
- 8. To the Fathers Attending the Council of Trent: On Dealing with Others, Rome, early 1546
- 9. To the Fathers and Brothers Studying at Coimbra: On Perfection, Rome, May 7, 1547
- 25. To the Members of the Society in Portugal: On Perfect Obedience, Rome, March 26, 1553
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DOUBLE JUSTICE, DIEGO LAYNEZ, AND THE COUNCIL OF TRENT

[CARL E. MAXCEY](https://link-to-article)  
*Church History* > Vol. 48, No. 3 (Sep., 1979), PP. 269-278
J) THE COUNCIL OF TRENT

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Lindberg, 253-59
- 13.14 The Council of Trent on the Canonical Scriptures (April 8, 1546)
- 13.15 Decree and Canons Concerning Justification (January 13, 1547)
- 13.16 Canons on the Sacraments in General, Seventh Session (March 3, 1547)

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- From the Sixth Session: On Justification
- From the Fourteenth Session: On the Sacrament of Penance
- From the Twenty Second Session: On the Sacrament of the Mass
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- 10.1 Jaques Lefèvre (c. 1455-1536): *Commentary on the Epistles of St. Paul* (1512)
- 10.2 Lefèvre: Preface to Latin Commentary on the Gospels (1522)
- 10.3 Lefèvre: Letters to Farel (1524)
- 10.4 The Sorbonne Condemnation of Lefèvre’s ‘Fifty-Two Sundays’ (1525)
- 10.5 Florimond de Raemond: Heresy at Meaux
- 10.6 The Message of the Placards
- 10.7 Letter to Geneva from Five Evangelical Students Imprisoned in Lyon (July 1552)
- 10.8 Letter from Nicolas des Gallars, Pastor in Paris, to His Genevan Colleagues (September 7, 1557)
- 10.9 Calvin’s Response to Des Gallars (September 16, 1557)
- 10.10 Letter from the Company of Pastors to the Church in Paris (September 16, 1557)
- 10.11 The French Confession of Faith (1559)
- 10.12 The Report of the Venetian Ambassador in France (1561)
- 10.13 Michel de L’Hôpital: Speech to the Estates-General of Orléans (December 13, 1560)
- 10.14 Beza’s Account of the Colloquy of Poissy (September 9-October 18, 1561)
- 10.15 St Bartholomew’s Eve (From Amsterdam, August 30, 1572)
- 10.16 The Duke of Sully’s Account of the St. Bartholomew’s Day Massacre
- 10.17 The Murder of Henry, Third Duke of Guise, at Blois (December 23, 1588)
- 10.18 Report of the Assassination of Henry III (August 1, 1589)
- 10.19 Henry IV Ascends the Throne (September, 1589)
- 10.20 Henry IV Becomes a Catholic (August, 1593)
- 10.21 The Pope’s Pardon for Henry IV (September, 1595)
- 10.22 The Edict of Nantes (April 13, 1598)

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Virginia Reinburg
*Sixteenth Century Journal > Vol. 23, No. 3* (Autumn, 1992), pp. 526-547

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Donald R. Kelley
*Political Science Quarterly > Vol. 85, No. 4* (Dec., 1970), pp. 545-559

The Huguenot Republic and Antirepublicanism in Seventeenth-Century France
Arthur Herman
The Rites of Violence: Religious Riot in Sixteenth-Century France
Natalie Zemon Davis
*Past and Present* > No. 59 (May, 1973), pp. 51-91

Noble Income, Inflation, and the Wars of Religion in France
J. Russell Major

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Robert R. Harding

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James B. Collins

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Religious Concord and Political Tolerance in Sixteenth- and Seventeenth- Century France
Mario Turchetti

A Radical Pamphlet of Late Sixteenth Century France: Le Dialogue D'Entre Le Maheustre Et Le Manant
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Richard Lachmann

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Philip Benedict
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Diane C. Margolf
*Sixteenth Century Journal* > Vol. 27, No. 2 (Summer, 1996), pp. 399-418
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Mack P. Holt
*The Historical Journal* > Vol. 31, No. 3 (Sep., 1988), pp. 507-523
ASSESSMENT GUIDE

SUMMATIVE ASSESSMENT

The overall course grade will be determined by the summation of essay marks, in-class test scores, group participation and seminar leadership tasks, according to their weightings.

To pass this course it is necessary to obtain 50 marks or more overall. No assessment item is compulsory, however not completing any one, and particularly a major one, will severely affect your marks and grade overall.

OVERVIEW OF ASSESSMENT TASKS

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<tr>
<th>Task</th>
<th>Description</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Quiz 1</td>
<td>Topics covered to that date. (1000 words total; 75 mins.)</td>
<td>15% marks</td>
<td>April 9 (W-8)</td>
</tr>
<tr>
<td>Class Quiz 2</td>
<td>Topics covered to that date. (1000 words total; 75 mins.)</td>
<td>15% marks</td>
<td>June 4 (W-14)</td>
</tr>
<tr>
<td>Seminar leadership task and written report.</td>
<td>Topic and date from lecturer. 500 word report is submitted 1 week after presentation.</td>
<td>20% Before June 4</td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>Essay Plan (500 words) may be submitted. Essay (2500/3000 words)</td>
<td>40%</td>
<td>Plan must be in by Apr 2 (W-7). Essay due on May 14 (W-11)</td>
</tr>
<tr>
<td>Group participation &amp; contribution</td>
<td>Short oral reflections on weekly readings of topics</td>
<td>10%</td>
<td>Mar 5-May 28 (wks 3-13)</td>
</tr>
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CLASS QUIZZES

There are two in-class quizzes for this course, worth 15% each. The dates for these are Wednesday April 9 and Wednesday June 4. They will be held in the lecture time slot, and there will be no seminars following in those two weeks. Together, they form a significant percentage of your total assessment (30%), so you must be available to complete them on the set dates.

They will focus on material from the lectures, although your reading for tutorials will help in giving you an informed understanding. They will include one section requiring brief explanations of names and terms introduced in lectures, and one section of short essays. Further details about their structure and content will be given in lectures closer to the dates.

SEMINAR LEADERSHIP AND REPORT

At one seminar during the semester, you will lead the discussion session on the topic (15%); afterwards, you will submit a 500 word report on your leadership of the seminar (5%). You will sign up for your seminar and topic in the first week of semester, in the lecture time. You may not do your seminar leadership on the same topic that you do your essay on.

Leading the seminar does not mean you need to know everything about the topic, or to be an expert. Before the session, try to identify key points on the topic and a plan for the group learning process. This shows
adequate preparation. The leadership exercise is about promoting discussion amongst the group in the seminar, not for you to give a mini-lecture.

Your summary report is due within seven days of the seminar you lead. This summary should incorporate your plan for the seminar, and any further historical understandings gained through the seminar. It must also provide a bibliography of your reading for the seminar (not included in the word count).

If you legitimately cannot lead your seminar on the given date, you must immediately contact the course lecturer or forfeit the marks for this task.

ESSAY

Essay question options are below. No more than two students will be able to do any one topic. Signing up for essay topics will be done in the first few weeks of semester. The essay question options for this course are based on the seminar topics, so reading lists provided for the seminar topics are also reading lists for essays. See Seminar Guide and Reading Lists below. You may not do your essay on the same topic that you do your seminar leadership on.

You may, if you choose, submit a (500 word) Essay Plan; however this must be received by the course lecturer by April 2, and in sufficient detail for the lecturer to give constructive feedback on producing a quality essay. It will be best to submit your plan by email attachment (do not use Turnitin). The Plan will not be given a mark. You may repeat sections of it in your essay.

The 3000 word limit for this Essay (worth 40%) includes footnotes and bibliography, so you are advised to complete these carefully. Instructions on setting out the Essay Plan and Essay, plus the list of essay topics for this course will be given in class by the second week of semester. Guidelines on how to write a history essay are available in Course Documents on this Blackboard.

Essay Question Options

1) Pre-Reformation Reformers
Discuss the significance of the reforming ideas of Wyclif and/or Hus, in the context of their time.

2) Lutheranism
Discuss the appeal of Luther’s thought for the people of sixteenth-century Germany.

3) Calvinism
Discuss the importance of authority, structure, order and conformity in Calvin’s thought, and the relation of these to theological principles of the Reformation.

4) Catholic Response to the Reformation
Discuss the appropriateness (or otherwise) of the term ‘Catholic Reformation’ for developments in Catholicism in the sixteenth and seventeenth centuries.

5) Church of England
Discuss the importance of a Church of England for the English nation and its people.

6) Struggles in France
Discuss the bases of the civil conflicts in sixteenth-century France, considering political, social and economic factors, as well as religious factors.
GROUP PARTICIPATION

You are expected to complete readings on the topic for each week’s seminar in advance, and to contribute to discussion on the topic during the seminar in a collegial manner. Participation will be assessed by these criteria (for 10% of final mark).

To prepare for a seminar, you must read the core primary documents for the week, and a selection from the further and secondary readings. To participate in seminars, contribute to discussion, talking about your opinions, ideas, conclusions or questions about the topics.

Seminars are not about having to ‘know’ anything, or to have ideas or answers that might be ‘right’. They are for group discussion and debate, and even for further questions. They are where you can voice any ideas, opinions or questions, whether derived from your reading or arising spontaneously out of the discussion. You are not expected to ‘know’ anything, only to show you have been reading and thinking about the topic.
WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION GUIDE

PREFERRED REFERENCING STYLE
Your Essay and Seminar Leadership Report must include referencing where appropriate to all the sources you have used in your essay. This includes sources from which you have gathered any information that is deeper than an obvious general-knowledge type of information. It includes sources for any quotations you use. It includes sources of any historical understandings, interpretations or arguments that you make use of.

Please use the style of referencing known as ‘Chicago’, for referencing your sources. A simple guide to this referencing system is included in the History Department’s guide, How to Write a History Essay, which has been made available in the Course Documents section of the THEO2003 Blackboard Course (called ‘School Essay Guide’, and in the folder called ‘Essay Writing’ in Course Documents).

In basic terms, Chicago style requires numbered footnotes, following a certain format, throughout the assignment, and a bibliography at the end. A footnote reference provides the name of the author of the source, the source’s title, the place and date of publication, and usually a page number or selection of page numbers. All word processing programmes have ways of inserting automatically numbered footnotes easily. A bibliography is a list of all the sources you have used throughout the paper, providing author, title and publication information for each source. The list is given in alphabetical author, according to the authors’ last names (or titles for works without authors and for edited collections).

Whichever style you use for your references and bibliography, you must do it correctly and consistently. Inadequate or incorrect referencing to the work of others may be viewed as plagiarism, and may result in reduced marks or failure.

Further information on referencing and general study skills can be obtained from:

HARD COPY SUBMISSION:
- **Type your assignments:** All should be typewritten unless this is impossible for the student. Type in 11 or 12 point black font. Leave a wide margin for marker’s comments. Use 1.5 or double spacing. Include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work.** Spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together. Do not use pins or paper clips. Do not use plastic covers.
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet stapled to the front. The coversheet is available at: http://www.newcastle.edu.au/study/forms/
- **Essays should be submitted at any Student Hub.** Hubs are located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Seminar Leadership Reports should be submitted at tutorials.** They should have a coversheet, but need not be date-stamped.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

School of Humanities and Social Science
ONLINE SUBMISSION OF ASSIGNMENTS TO TURNITIN

In addition to hard copy submission, students are required to submit an electronic version of their essays to Turnitin via the course Blackboard website.

When you have finished your essay, go into the THEO2003 Blackboard Course, click on the ‘Assignments’ button in the sidebar, and click on the ‘Essay’ assignment.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

PENALTIES FOR LATE ASSIGNMENTS

Students are required to submit assessment items by 5pm the due date. Late assignments will be subject to the penalties described below.

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

SPECIAL CIRCUMSTANCES

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment, or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment, must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

If you require an extension, or special consideration, for any assessment item worth more than 20%, you must apply through the online Special Circumstances System. For THEO2003, this applies to the essay.

To apply, go here: http://webapps.newcastle.edu.au/index.cfm

For information about applying, see:
http://www.newcastle.edu.au/study/enrolment/SpecialCircumstancesChecklist20070402.doc

For Special Considerations policy information (for further information, particularly for information on the options available to you), see ‘Special Circumstances Affecting Assessment Items - Procedure 000641’:
If you require an extension or special consideration for any smaller assessment item (worth 20% or less), speak to the Course Lecturer in person or by email.

Students should be aware of the following important deadlines:
- Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.
- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
- Requests for Rescheduling Exams must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

RETURN OF ASSIGNMENTS
For THEO2003, students will be able to collect their marked Essays and Quizzes from a nominated Student Hub during office hours. Students will be informed during classes which Hub to go to, and the earliest dates that assignments will be available for collection. Students must present their own student identification cards to collect their assignments. Marked Seminar Leadership Reports will be returned to students in seminars. All marks will be entered in the Blackboard Gradebook for THEO2003, for students to check their marks for themselves.


GRADING STANDARDS AND FEEDBACK ON ASSESSMENT
Assessment is based on the stated course learning objectives (as indicated for each assignment), in keeping with the University’s policy: http://www.newcastle.edu.au/policylibrary/000779.html.

Students can expect to receive written feedback on written assignments and the seminar leadership task. Marking and feedback for written tasks and seminar leadership tasks both refer to pre-defined standards for each task, as well as to general course learning objectives. See the grading guide below. Standards for particular assessment tasks will also be discussed in classes.
GRADING GUIDE

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<td>49% or less</td>
<td>Fail  (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass  (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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NO ASSIGNMENT RE-SUBMISSION
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

RE-MARKS & MODERATIONS
A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:
1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.
A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html
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