THEO2003
Late Medieval and Reformation Studies
Course Outline

Course Co-ordinator: Dr Catherine England
Room: McMullin Building, Room MCLG23 (bottom floor of McMullin Building)
Email: catherine.england@newcastle.edu.au
Consultation Hours: Tuesday 9am-10am; Thursday 11am-12pm (in office)

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Course Overview from Online Course Tracking System

THEO2003 - Late Medieval and Reformation Studies
Course Outline

Course Coordinator: Dr Catherine England
Semester: Semester 1 2009
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

Learning Materials/Texts
THEO2003 Course Reader, available for purchase from Uprint (located in the basement level of the Shortland Building on the Callaghan Campus).

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**

<table>
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<tr>
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<tr>
<td>Essays / Written Assignments</td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>Seminar leadership and participation</td>
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<tr>
<td>Quiz - Class</td>
<td>in class</td>
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**Assumed Knowledge**

Nil

**Callaghan Campus Timetable**

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<th>Callaghan Campus Timetable</th>
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<tr>
<td><strong>Semester 1 - 2009</strong></td>
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<tr>
<td>Lecture and Workshop</td>
<td>[MCG25A]</td>
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<tr>
<td>Tuesday 10:00 - 12:00</td>
<td>[MCG25A]</td>
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<tr>
<td>Tuesday 12:00 - 13:00</td>
<td>[MCG25A]</td>
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IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- falsification of data;
- using a substitute person to undertake, in full or part, an examination or other assessment item;
- reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
- contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

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

**Turnitin** is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.
SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

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

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that term.

For Semester 1 courses: 31 March 2009

Block Census Dates
Block 1: 16 January 2009
Block 2: 13 March 2009
Block 3: 15 May 2009
Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade. **Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

**Callaghan Campus**
Shortland Hub: Level 3, Shortland Building
Hunter Hub: Level 2, Student Services Centre

**City Precinct**
City Hub & Information Common, University House

**Central Coast Campus (Ourimbah)**
Student Hub: Opposite the Main Cafeteria

**Port Macquarie students**
contact your program officer or EnquiryCentre@newcastle.edu.au
Phone 4921 5000

**Singapore students**
contact your PSB Program Executive

**OTHER CONTACT INFORMATION**

Faculty Websites

**Rules Governing Undergraduate Academic Awards**

**Rules Governing Postgraduate Academic Awards**

**Rules Governing Professional Doctorate Awards**
General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

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

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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 @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

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

ONLINE TUTORIAL REGISTRATION:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.
RELI1010 BLACKBOARD COURSE

RELI1010 is supported by the Blackboard online learning system:
http://www.blackboard.newcastle.edu.au/

The THEO2003 Blackboard Course site contains information about the course, students’ marks as these become available, copies of the Course Outline and some lecture notes, student and staff contact details, and a notice board (Announcements page) for course-related announcements. Remember to check this site on a regular basis.

The course lecturer uses studentmail through Blackboard, as well as the Blackboard Announcements page, to contact students. Your studentmail address is the only address that the course lecturer will use to contact you by email. You should check your studentmail daily, and the course Blackboard site at least weekly. To ensure that you receive essential emails, you should keep your email accounts within the quota.

You can also use the Blackboard discussion forum to post queries or questions; if you wish, ask your course co-ordinator to set up forums on anything you wish to be discussed.

ADDITIONAL INFORMATION ABOUT ASSESSMENT

Further information about submission and marking of assessment items is available in a document in the RELI1010 course Blackboard site. Login to Blackboard and click on the RELI1010 course. See the document, in the Course Outline section, called ‘Additional Information about Assessment’.

You must read this document to know how and where to submit your assessment items properly, and your responsibilities and rights in submitting assessment items and having them marked and graded.

The Document contains information under the following headings:

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
# OVERVIEW OF LECTURES AND SEMINARS

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<th>Week Beginning</th>
<th>Lectures - Roughly First Hour and Second Hour</th>
<th>Tutorial</th>
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<tr>
<td>1) Mar 2</td>
<td>Introduction</td>
<td>sign up for seminar leaderships</td>
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<tr>
<td>2) Mar 9</td>
<td>Late-Medieval Christianity</td>
<td>Late-Medieval Intellectual Trends</td>
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<tr>
<td>3) Mar 16</td>
<td>The Church and Medieval Heresies, and Mendicants</td>
<td>Pre-Reformation Reformers</td>
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<tr>
<td>4) Mar 23</td>
<td>Video - <em>Martin Luther</em>, 1: 'Driven to Defiance'</td>
<td>Video - <em>Martin Luther</em>, 2: ‘The Reluctant Revolutionary’</td>
</tr>
<tr>
<td>5) Mar 30</td>
<td>Lutheranism</td>
<td>Huldrych Zwingli</td>
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<tr>
<td>6) Apr 6</td>
<td>Class Test 1 (1 hour), followed by half-hour break, morning tea provided.</td>
<td>Guest Lecture: John McDowell, ‘Luther’s Theology of the Cross’.</td>
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<td>(Fri Apr 10 = Good Friday)</td>
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<tr>
<td>7) Apr 20</td>
<td>John Calvin and Calvinism</td>
<td>Calvinism and the Netherlands</td>
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<tr>
<td>8) Tue Apr 28 (Mon Apr 27 = Anzac Day holiday)</td>
<td>Reformers in England and Henry VIII</td>
<td>Establishment of the Church of England</td>
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<tr>
<td>9) May 4</td>
<td>More Radical Reformation Movements</td>
<td>Early Catholic Response to the Reformation</td>
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<tr>
<td>10) May 11</td>
<td>The Jesuits</td>
<td>The Council of Trent</td>
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<tr>
<td>11) May 18</td>
<td>Wars of Religion and Politics</td>
<td>Wars of Religion and Politics</td>
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<tr>
<td>13) Jun 1</td>
<td>Class Test 2</td>
<td>Class Test 2</td>
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<tr>
<td>Tue Jun 9 to Fri Jun 26 (Mon Jun 8 = Queen’s Birthday holiday)</td>
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<td></td>
<td>Exams</td>
<td>Exams</td>
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READING AND RESEARCH

By enrolling in THEO2003, you have selected to complete an Arts or Humanities course. One of the most important aspects of doing Humanities subjects is private reading. This is why contact hours for Arts subjects are usually only 2 or 3 hours a week. A full-time Arts student might have only 8 to 12 hours of actual classes per week, yet a standard full-time week of work would amount to about 35 to 40 hours. For the rest of your time, away from classes, you should be doing your own personal study for your courses - 6 or 7 hours per course each week. Part of this time should be used completing written assignments; another part should be used in preparing to participate in oral group discussions in tutorials or seminars. For both of these activities, the primary preparation activity is reading, and the reading will greatly help you to achieve good marks in assessment for the course.

The classes that you attend really are designed to provide introductory material and guidance for your own personal study, and your lecturers and tutors are your guides to help you with your own research, reading and formulation of ideas. Any lecture will introduce you to a topic, with a survey or overview; but by no means will it tell you everything you could know or need to know about a topic. When it comes to a tutorial or seminar, this is useful for delving into a topic in some more detail; but it is essential that students will have done their own reading, which everyone in the tutorial can then discuss as a group, to develop deeper understandings of the topic, and to air and build ideas and conclusions about the topic and questions relating to it. Finally, when you come to do your own written research papers, more reading still on your assignment topic allows you to develop and express more firm ideas and conclusions about the topic, by giving you an even deeper understanding of it.

In fact, the fundamental thing you should be learning through many if not all of your Arts subjects is how to read, research, and formulate your own ideas and conclusions based on your reading and research. Researching by reading is not simply about finding and reporting ‘facts’ or ‘information’. It is a process of investigating, analysing and even coming to your own conclusions. Moreover, it is not possible to come adequately to conclusions on the basis of only two or three sources. Using a greater mix of sources is much more advanced. To be a good researcher, you should read a wider range of sources, and also think about them together by comparing and contrasting what they say. In this way you can come to understand the complexities, different opinions and interpretations, and questions and debates that different writers and scholars have engaged in about a subject. This helps you to form, deepen and tighten your own ideas, conclusions and arguments.

So to complete Arts subjects, simply attending classes and taking notes at them is not enough. Your own reading is vital for doing well in a course, by helping you to achieve a good, informed understanding of your course material, tutorial topics and assignment topics, and by helping you to form and express conclusions about them.

Reading Primary and Secondary Material

Scholars or academics researching the historical past read both primary and secondary source 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.

When doing historical research, you must make use of both types of sources. You must look at primary sources yourself, to come to your own understanding of them. You should also use a range of secondary materials, to understand the various ideas and views that different historians have had about the primary evidence.

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 first reading list that follows is of useful general texts. Following that are reading lists specific to topics of the seminars for the course.

In the Seminar Reading lists, the core primary readings which must be read for each seminar are listed as ‘Core Primary Documents’. 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 Course Outline 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 version of the Course Outline in 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.

**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)


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
_Sixteenth Century Journal_ > Vol. 29, No. 2 (Summer, 1998), pp. 427-438

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

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

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

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Henry Ansgar Kelly

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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

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Stephen E. Lahey

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Leonard E. Scales

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

Core Primary Documents

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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
Further and Secondary Readings

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Keith Moxey, *Peasants, Warriors and Wives: Popular Imagery in the Reformation*

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Roper, Lyndal, *Oedipus and the Devil: Witchcraft, Sexuality and Religion in Early Modern Europe*

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Scribner, Bob, and Roy Porter (eds), *The Reformation in National Context*


Scribner, Robert, *For the Sake of Simple Folk: Popular Propaganda for the German Reformation*

Scribner, Robert, *Popular Culture and Popular Movements in Reformation Germany*

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Freedom? The Anthropological Concepts in Luther and Melanchthon Compared
Oswald Bayer

Protestant Thought and Republican Spirit: How Luther Enchanted the World
Joshua Mitchell
*The American Political Science Review* > Vol. 86, No. 3 (Sep., 1992), pp. 688-695

School of Humanities and Social Science 24
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Loyalty, Piety, or Opportunism: German Princes and the Reformation
Scott H. Hendrix
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"Be Fruitful and Multiply": Genesis and Generation in Reformation Germany
Kathleen Crowther-Hevck
Renaissance Quarterly > Vol. 55, No. 3 (Autumn, 2002), pp. 904-935

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Scott Hendrix

Women in Martin Luther's Life and Theology
Albrecht Classen; Tanya Amber Settle

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Gerald Strauss
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The Reformation of Marriage Law in Martin Luther's Germany: Its Significance Then and Now
John Witte, Jr.
E) ZWINGLI

Core Primary Documents

Lindberg, 104-123
- 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)
- 6.21 Zwingli: Friendly Exegesis, That Is, Exposition of the Matter of the Eucharist, Addressed to Martin Luther by Huldrych Zwingli (February, 1527)
- 6.22 Luther: Confession Concerning Christ’s Supper (1528)
- 6.23 The Marburg Colloquy and Articles (1529)

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Faith, Philosophy, and the Nominalist Background to Luther's Defense of the Real Presence

Thomas Osborne


Zwingli, Calvin and the Origin of Religion

J. Samuel Preus

*Church History* > Vol. 46, No. 2 (Jun., 1977), pp. 186-202

Zwingli and the Book of Psalms

George R. Potter

*Sixteenth Century Journal* > Vol. 10, No. 2 (Summer, 1979), pp. 42-50

ENVISIONING GOD: IMAGE AND LITURGY IN REFORMATION ZURICH

LEE PALMER WANDEL

*SIXTEENTH CENTURY JOURNAL* > VOL. 24, NO. 1 (SPRING, 1993), PP. 21-40
F) CALVIN

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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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*Church History > Vol. 57, No. 2* (Jun., 1988), pp. 135-152

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Charles Partee
*Sixteenth Century Journal > Vol. 18, No. 2* (Summer, 1987), pp. 191-200

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William J. Bouwsma
*Proceedings of the American Philosophical Society > Vol. 128, No. 3* (Sep., 1984), pp. 252-256

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Robert M. Kingdon
*The American Historical Review > Vol. 76, No. 1* (Feb., 1971), pp. 50-69

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John T. McNeill

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Jeffrey R. Watt

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Jeffrey R. Watt

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Cornelis P. Venema
*Sixteenth Century Journal > Vol. 17, No. 4* (Winter, 1986), pp. 435-450
Baptisms, Church Riots and Social Unrest in Calvin's Geneva
W. G. Naphy
_Sixteenth Century Journal_ > Vol. 26, No. 1 (Spring, 1995), pp. 87-97

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Mark Valeri
_Sixteenth Century Journal_ > Vol. 28, No. 1 (Spring, 1997), pp. 123-142

Christian Freedom: What Calvin Learned at the School of Women
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B. A. Gerrish

Theology, Anthropology, and the Human Body in Calvin's "Institutes of the Christian Religion"
Margaret R. Miles
_The Harvard Theological Review_ > Vol. 74, No. 3 (Jul., 1981), pp. 303-323

The Value of Works in the Theology of Calvin and Beza
John S. Bray
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John L. Thompson
_Sixteenth Century Journal_ > Vol. 25, No. 1 (Spring, 1994), pp. 3-27

"It's a Miracle of God That There Is Any Common Weal among Us": Unfaithfulness and Disorder in John Calvin's Political Thought
Derek S. Jeffreys
G) THE CHURCH OF ENGLAND

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- 12.1 William Melton, Chancellor of York Minster: Sermon to the Ordinands (c. 1510)
- 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)
- 12.21 The Thirty-Nine Articles of the Church of England (1571)
- 12.22 John Hooper: The Regulative Principle and Things Indifferent (1550)
- 12.23 John à Lasco: The Abolition of Vestments (1552?)
- 12.24 The Excommunication and Deposition of Elizabeth: Pope Pius V’s Bull ‘Regnans in Excelsis’ (February 25, 1570)
- 12.25 Eyewitness Account of the Execution of Mary Stuart on the 18th Day of February of the New Calendar, in the Castle of Fotheringhay in England (1587)

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Ronald J. VanderMolen
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Lisa McClain
*Sixteenth Century Journal* > Vol. 33, No. 2 (Summer, 2002), pp. 381-399

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P. G. Lake
*Past and Present* > No. 114 (Feb., 1987), pp. 32-76

Lay Anglicanism and the Crisis of the English Church in the Early Seventeenth Century
Marc L. Schwarz

Gender, Religion, and Early Modern Nationalism: Elizabeth I, Mary Queen of Scots, and the Genesis of English Anti-Catholicism
Anne McLaren
*The American Historical Review* > Vol. 107, No. 3 (Jun., 2002), pp. 739-767

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M. C. Questier
*The Historical Journal* > Vol. 40, No. 2 (Jun., 1997), pp. 311-329

The Chapel Royal, the First Edwardian Prayer Book, and Elizabeth’s Settlement of Religion, 1559
Roger Bowers
*The Historical Journal* > Vol. 43, No. 2 (Jun., 2000), pp. 317-344

Religion and Politics at the Court of Elizabeth I: The Habsburg Marriage Negotiations of 1559-1567
Susan Doran

The Myth of the English Reformation
Diarmaid MacCulloch

Success and Failure in the English Reformation
Christopher Haigh
*Past and Present* > No. 173 (Nov., 2001), pp. 28-49

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Joseph D. Ban
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Ronald Hutton
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- 7.1 Zwingli: Refutation of the Tricks of the Baptists (July 31, 1527)
- 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)
- 7.20 Rothmann: Concerning Revenge (December 1534)
- 7.21 The Capture, Torture, Confession, and Execution of Jan van Leiden

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Walther Kirchner


Social History, Psychohistory, and the Prehistory of Swiss Anabaptism

Peter Iver Kaufman


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Locating a Moral/Political Economy: Lessons from Sixteenth-Century Anabaptism  
**Thomas Heilke**  
*Polity* > Vol. 30, No. 2 (Winter, 1997), pp. 199-229

Zwingli's Reaction to the Schleitheim Confession of Faith of the Anabaptists  
**Leland Harder**  

Heretics or Nonconformists? State Policies toward Anabaptists in Sixteenth-Century Hesse  
**David Mayes**  

Anabaptism, Martin Bucer, and the Shaping of the Hessian Protestant Church  
**John C. Stalnaker**  

Recent Currents in the Historiography of the Radical Reformation  
**John D. Roth**  
*Church History* > Vol. 71, No. 3 (Sep., 2002), pp. 523-535

Toward a Theory of Ideological Change: The Case of the Radical Reformation  
**Fred Kniss**  
*Sociological Analysis* > Vol. 49, No. 1 (Spring, 1988), pp. 29-38
I) THE JESUITS, AND THE COUNCIL OF TRENT

JESUITS

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Lindberg, 250-53
- 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
- 34. To Father Peter Canisius: On the Society's Duty to Oppose Heresy, Rome, August 13, 1554

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John C. Olin
*Church History > Vol. 48, No. 4* (Dec., 1979), pp. 387-397

Saint Ignatius Loyola and Castles in Palestine

Terence O'Reilly

The Christian Social Organism and Social Welfare: The Case of Vives, Calvin and Loyola

Abel Athouguia Alves
*Sixteenth Century Journal > Vol. 20, No. 1* (Spring, 1989), pp. 3-22

Double Justice, Diego Laynez, and the Council of Trent

Carl E. Maxcey
*Church History > Vol. 48, No. 3* (Sep., 1979), pp. 269-278

**THE COUNCIL OF TRENT**

**Core Primary Documents**

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
- From the Twenty Fifth Session: Decree Concerning Indulgences; On Relics, Saints and Images; Decree Concerning Indulgences; On the Index of Books

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Thomas I. Crimando

Double Justice, Diego Laynez, and the Council of Trent
Carl E. Maxcey
*Church History* > Vol. 48, No. 3 (Sep., 1979), pp. 269-278

Calvin and Trent: Calvin's Reaction to the Council of Trent in the Context of His Conciliar Thought
Theodore W. Casteel
J) STRUGGLES IN FRANCE

Core Primary Documents

Lindberg, 185-203
- 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)

Further and Secondary Readings

Baumgartner, Frederick, France in the Sixteenth Century. New York: St. Martin's Press, 1995


De Thou’s account of the events preceding the St Bartholomew’s Day Massacres, at The Internet Medieval Sourcebook: www.fordham.edu/halsall/mod/1572stbarts.html


Lindberg, Carter, *The European Reformations*. Oxford, UK; Cambridge, Mass.: Blackwell, 1996 (not the Sourcebook; Ch. 11)


The Edict of Nantes (1598), excerpts at The Internet Medieval Sourcebook: [www.stetson.edu/~psteeves/classes/edictnantes.html](http://www.stetson.edu/~psteeves/classes/edictnantes.html)

Wallace, Peter, *Communities and Conflict in Early Modern Colmar, 1575-1730*. Atlantic Highlands, N.J.: Humanities Press, 1995


**Journal Articles (with Links)**

Rerooting the Faith: The Reformation as Re-Christianization
Scott Hendrix
*Church History > Vol. 69, No. 3* (Sep., 2000), pp. 558-577

Liturgy and the Laity in Late Medieval and Reformation France
Virginia Reinburg
*Sixteenth Century Journal > Vol. 23, No. 3* (Autumn, 1992), pp. 526-547

Murd'rous Machiavel in France: A Post Mortem
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

Gallican Liberties and the Politics of Later Sixteenth-Century France
Jonathan Powis
*The Historical Journal* > Vol. 26, No. 3 (Sep., 1983), pp. 515-530

The Mobilization of Confraternities against the Reformation in France
Robert R. Harding

State Building in Early-Modern Europe: The Case of France
James B. Collins

The Rites of Violence: Religious Riot in Sixteenth-Century France. A Comment
Janine Estebe
*Past and Present* > No. 67 (May, 1975), pp. 127-130

The Impact of the Wars of Religion: A View of France in 1581
James B. Wood
*Sixteenth Century Journal* > Vol. 15, No. 2 (Summer, 1984), pp. 131-168

The St. Bartholomew's Day Massacre and Images of Kingship in France: 1572-1574
James R. Smither

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
Peter M. Ascoli

Elite Conflict and State Formation in 16th- and 17th-Century England and France
Richard Lachmann

The Huguenot Population of France, 1600-1685: The Demographic Fate and Customs of a Religious Minority
Philip Benedict
*Transactions of the American Philosophical Society* > New Ser., Vol. 81, No. 5 (1991), pp. i-ix+1-164

Press, Pulpit, and Censorship in France before Richelieu
Alfred Soman
*Proceedings of the American Philosophical Society* > Vol. 120, No. 6 (Dec., 1976), pp. 439-463

Adjudicating Memory: Law and Religious Difference in Early Seventeenth- Century France
Diane C. Margolf
*Sixteenth Century Journal* > Vol. 27, No. 2 (Summer, 1996), pp. 399-418
ASSESSMENT GUIDE

OVERVIEW OF ASSESSMENT

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Quiz 1</td>
<td>Test on material covered in lectures of weeks 2-5 and seminars A-D. (1000 words total; 75 mins.)</td>
<td>15%</td>
<td>Apr 7 (week 6)</td>
</tr>
<tr>
<td>Class Quiz 2</td>
<td>Test on material covered in lectures of weeks 7-12 and seminars E-J. (1000 words total; 75 mins.)</td>
<td>15%</td>
<td>June 2 (week 13)</td>
</tr>
<tr>
<td>Seminar leadership and written report.</td>
<td>Sign up for topic and date in lecture of week 1. 500-word report to be submitted 1 week after leadership of seminar.</td>
<td>20%</td>
<td>Leadership at your assigned seminar in weeks 2-13. 500-word report due one week later.</td>
</tr>
<tr>
<td>Essay</td>
<td>Essay Plan (500 words) may be submitted. Essay of 2500-3000 words (including footnotes and bibliography).</td>
<td>40%</td>
<td>Plan due by Apr 7 (week 6). Essay due on May 12 (week 10).</td>
</tr>
<tr>
<td>Group participation &amp; contribution</td>
<td>Weekly oral reflections on weekly readings for seminars.</td>
<td>10%</td>
<td>At seminars A-J (weeks 2-12).</td>
</tr>
</tbody>
</table>

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.

DETAILS OF ASSESSMENT ITEMS

Class Quizzes

There are two in-class quizzes for this course, worth 15% each. The dates for these are Tuesday April 7 and Tuesday June . 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. Quiz 1 will test you on material covered in the lectures of weeks 2-5 and seminars A-D. Quiz 2 will test you on material covered in the lectures of weeks 7-12 and seminars E-J.

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%). Depending on student numbers, there may well be more than one person leading any one seminar; in this case students should consult with other
students to divide up the seminar as they wish between themselves. 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 will show 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**

The essay is worth 40% of marks for the course, and is due on Tuesday May 12 (in week 10). Essay question options are below. The 3000-word limit for this Essay includes footnotes and bibliography, so you are advised to complete these carefully. Guides on how to write a history-based essay are available in documents in the Course Documents of the THEO2003 Blackboard Course.

Signing up for essay topics will be done in the first few weeks of semester; this is so that we don’t have too many students doing any one question, when it may be difficult to obtain sources. You may not do your essay on the same topic that you do your seminar leadership on. 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 the ‘Seminar and Reading Guide’ above (starting p. 10).

You may, if you choose, submit a (500-word) Essay Plan; however this must be received by the course lecturer by April 7, 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.

**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.

Referencing Written Work

In your writing, whenever you make use of material from books, articles, video recordings, etc, you must acknowledge that you are making use of it by referencing it. Inadequate or incorrect referencing to the work of others can be viewed as plagiarism, and can result in reduced marks or failure.

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. Simple instructions for this referencing system are 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 (in the folder called ‘Essay Writing’ in Course Documents). There will also be a discussion forum in the Blackboard course, where students can ask and discuss any questions or problems they have.

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: Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html