

HIS 391-02: HISTORICAL SKILLS AND METHODS

THE AGE OF REFORMATIONS, 1500-1700

Fall Semester 2021
MW 2:00-3:15 pm
Bryan 128

Instructor: Jodi Bilinkoff
Office: MHRA 2127
Office Hours: MW 3:30-4:45 pm and by appointment

Contact Information:
History Department Office: 336-334-5992 (for leaving phone messages)
e-mail: jebilink@uncg.edu

Please email me directly; do not use Canvas for this purpose.

Required Reading for Course:

Carlos Eire, *Reformations: The Early Modern World, 1450-1650*. New Haven: Yale University Press, 2016. ISBN: 978-0300240030

This book is available for purchase or rental at the UNCG Bookstore. Using the Internet to purchase or rent books can result in considerable savings. Eire's book is also accessible as an eBook using the Jackson Library online catalog.

In addition, some supplementary materials are available as pdfs on Canvas.

COURSE SYLLABUS

- W 8/18 Introduction to Course
History and Historiography
[Eire, Preface vii-xv]
- M 8/23 The Religion of Late Medieval Christians
Eire, 19-42
[Note: here and throughout, be sure to look at the
illustrations and read Eire's captions!]

LAST DAY TO ADD CLASSES

- W 8/25 Identities and Categories of Analysis
- M 8/30 Martin Luther
Eire, 131-157
- W 9/1 Luther, His Followers, Detractors, and Dissenters
Eire, 158-163, 168-178, 193-214
- M 9/6 **LABOR DAY, NO CLASS**
- W 9/8 Whose Luther?
Lyndal Roper, "Martin Luther's Body: The 'Stout Doctor' and his
Biographers," *American Historical Review* 115-2 (Apr 2010):351-384.
I will demonstrate how to access this article using Jackson Library
online catalog.
- Susan C. Karant-Nunn, "The Wrath of Martin Luther: Anger and
Charisma in the Reformer," *Sixteenth Century Journal* 48-4
(Dec 2017): 909-926. Available as a pdf on Canvas

Exercise 1 Assigned

- M 9/13 Reformation from the Top: Henry VIII
Eire, 318-329
- W 9/15 The Church of England and the English People
Eire, 329-339

Exercise 1 Due, Bring Two Copies

M 9/20 Catholic Reform: Erasmus of Rotterdam
Eire, 89-113, 127-129

W 9/22 Distribution of Paper Topics

Basic Data Collection Report Assigned

M 9/27 Writing Lab: Peer Review
Proof-Reading, Correction, Revision

W 9/29 The Radical Reformation
Eire, 248-251, 255-265, 268-277, 285

Exercise 2 Assigned

M 10/4 Analyzing Primary Sources: Martyrdom in the Age of Reformations
Anabaptist documents available as pdfs on Canvas

W 10/6 John Calvin and the Reformed City
Eire, 286-317

Exercise 2 Due

F 10/8 **LAST DAY TO DROP CLASSES**

M 10/11 **FALL BREAK, NO CLASS**

W 10/13 Counter-Reformation: the Jesuits
Eire, 369-372, 442-465

M 10/18 Workshop I with Ms Maggie Murphy
Searching Secondary Sources
Meet at 177A Jackson Library

W 10/20 Workshop with Special Collections librarians
Meet at Special Collections, 2nd floor of Jackson
Library's original building

M 10/25 Searching using Categories of Analysis

Basic Data Collection Reports Due

W 10/27 Workshop II with Ms Maggie Murphy
Searching Primary Sources/Visiting the Stacks
Meet at 177A Jackson Library

M 11/1 Presentation by Dr. Andrea Nichols
What is Digital History?

Exercise 3 Assigned

W 11/3 Building Bibliographies: Sources and Citation Techniques

M 11/8 Instructions for Final Research Report/
Oral Reports and Responses

W 11/10 Oral Reports and Responses

Exercise 3 Due

M 11/15 Oral Reports and Responses

W 11/17 Oral Reports and Responses

M 11/22 Writing Lab: Peer Review

**DRAFTS OF RESEARCH REPORTS (without Bibliographies) DUE,
BRING TWO COPIES**

W 11/24 **THANKSGIVING, NO CLASS**

M 11/29 Writing Lab: Peer Review

DRAFTS OF BIBLIOGRAPHIES, BRING TWO COPIES

W 12/1 The Age of Reformations and Research Skills: Where do we go from here?
Eire, 717-718, 754-757

FRIDAY 12/3 RESEARCH REPORTS AND BIBLIOGRAPHIES DUE

Send to Dr. Bilinkoff as a Word attachment or pdf by direct email (**not** Canvas)
NO LATER THAN 11:59 PM. You may send in your report earlier if you wish.

GUIDELINES AND RESPONSIBILITIES

1. **Covid Protocols:** Vaccination is the single most effective tool there is for fighting the spread of the pandemic. **If you have not yet been vaccinated, UNCG strongly encourages you to do so.** You can get the vaccine for free at Student Health Services, right on campus, or at many locations in the community. As long as people remain unvaccinated, face coverings (masks) that cover both the mouth and nose are required in indoor spaces on campus. For more information and many helpful links see <https://update.uncg.edu>
2. **Attendance Policy:** This is a small, seminar-style course. Regular attendance and full participation by students are absolutely crucial to the success of the course. Please make every effort to attend each class meeting. If you have a compelling reason for missing a class, for example, you are ill, please stay home and notify me by email. If you are not prepared to come consistently, arrive on time, and stay until the end of the class, please drop the course. If you miss more than 3 classes, you may be dropped at the discretion of the instructor. In case of an emergency, contact the Dean of Students Office and they will inform all your instructors: (336) 334-5514 deanofstudents@uncg.edu
3. **Attentiveness Policy:** Please come prepared to pay attention and take careful notes during class periods. After the drop/add period is over, I will prepare a seating chart and ask students to sit in their assigned seats each time; this is a mandatory policy for the purpose of contact tracing in case someone should test positive for COVID-19. I do not permit laptops in the classroom except for accessing sources or in cases of documented need. Cellphones must be silenced during class periods, placed on top of students' desks, and consulted only at the instructor's request. **Texting during class is extremely rude and demonstrates disrespect for one's classmates and instructors.**
4. Please read the material and complete assignments for a given class period before coming to class. Be prepared to raise questions and engage in discussion. It is essential to keep up with the syllabus. If you lose your copy, just ask me for another or download one from Canvas.
5. Grades will be based on a series of take-home writing assignments and an oral report. I will provide a schedule of assignments and describe them in detail after the drop/add period is over. Assignments must be word-processed, double-spaced, spell-checked, with 12-point fonts and standard 1" margins. I require hard copies of all written work produced during the semester; I will accept e-mail attachments only with prior permission. Students will send their Final Research Reports and Bibliographies to me as Word attachments or pdfs.

As always, I am looking for correctness and clarity of exposition in students' written work, as well as a demonstration of comprehension of course content. Put another way: writing counts! I will formulate grades according to this approximate distribution: Exercises 1-3=15%; Basic Data Collection Report=15%; Oral Report=15%; Bibliography=25%; Final Research Report=30%.

6. **Responsibility Clause:** If for **ANY** reason you are unable to hand in an assignment or make an oral presentation on time, it is **YOUR** responsibility to contact me beforehand so we can make alternative arrangements. If I am not contacted directly or by message before the due date, I will **NOT** accept late assignments. See the front page of the syllabus for ways of contacting me.
7. If you do not think you will be able to abide by these guidelines, please drop the course. The last day to drop courses without academic penalty this semester is Friday October 8. BUT: if these guidelines seem reasonable and you would like to learn about a fascinating period of history and improve your reading, writing, analytical, and research skills, please take this course!

LEARNING GOALS FOR HISTORY MAJORS: THINKING IN TIME

The History faculty hopes that by the time a student major graduates he/she will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Analysis]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

HIS 391 focuses on LGs 3 and 4.

