

## HIS 391-02 HISTORICAL SKILLS AND METHODS

### THE AGE OF REFORMATIONS, 1500-1700

Spring Semester 2015  
MWF 11:00-11:50 AM  
MHRA 3204

Instructor: Jodi Bilinkoff

Office: MHRA 2127  
Office Hours: MW 2:15-3:30 PM and by appointment  
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#### Required Reading for Course:

Diarmaid MacCulloch, *The Reformation, a History* ISBN: 978-0143035381  
William Kelleher Storey, *Writing History: A Guide for Students* ISBN: 978-0199830046

These books are available for purchase at the UNCG Bookstore, however, buying books via the internet usually results in considerable savings. MacCulloch's book is also on reserve at Jackson Library. Additional readings are available on e-reserve via Blackboard and/or on the internet.

#### COURSE SYLLABUS

M	1/12	Introduction to Course
W	1/14	History and Historiography
F	1/16	The Religion of Late Medieval Christians MacCulloch 10-34
M	1/19	<b>MARTIN LUTHER KING HOLIDAY</b>
W	1/21	Identities and Categories of Analysis
F	1/23	Martin Luther I MacCulloch 115-132

M	1/26	Martin Luther II MacCulloch 115-132
W	1/28	Luther, His Followers, Detractors, and Dissenters MacCulloch 132-157
F	1/30	Whose Luther? Erik Erikson, as per MacCulloch 115 Heiko Oberman, <i>Luther, Man between God and the Devil</i> , 298-324, 325-330 [e-reserves] Lyndal Roper, "Martin Luther's Body: The 'Stout Doctor' and his Biographers," <i>American Historical Review</i> 115-2 (Apr 2010):351-384. [internet] <b>Exercise 1 Assigned: Response to one of the readings on Luther</b>
M	2/2	Reformation from the Top: England I MacCulloch 198-204 <b>Exercise 1 Due, bring 2 copies</b>
W	2/4	Reformation in England II MacCulloch 280-295
F	2/6	<b>Distribution of Project Topics</b> <b>Basic Data Collection and Research Questions Assigned</b> Storey 99-108, 114-118, 119-123
M	2/9	Peer Review, Proof-Reading, Editing
W	2/11	Catholic Reform MacCulloch 88-105
F	2/13	Analyzing Primary Sources: Thomas More and Margaret More Roper: Letters from <i>The Last Letters of Thomas More</i> [e-reserves]
M	2/16	Thomas More as Subject of Biography William Roper, <i>The Life of Sir Thomas More</i> (c. 1556) <a href="http://www.thomasmorestudies.org/docs/Roper.pdf">http://www.thomasmorestudies.org/docs/Roper.pdf</a>
W	2/18	The Radical Reformation MacCulloch 158-171, 204-212
F	2/20	Analyzing Primary Sources: Anabaptist Documents "The Schleithem Confession of Faith" and "Elizabeth, A Dutch Anabaptist" in <i>The Protestant Reformation</i> 129-136, 146-152 [internet] Storey 35-36, 39-47 <b>Exercise 2 Assigned: Response to one of the documents</b>

M	2/23	Researching Secondary Sources Storey 9-30 <b>Tutorial by Ms Kathryn Crowe, class meets in computer lab on main floor of Jackson Library</b>
W	2/25	Researching Secondary Sources Storey 9-30 <b>Exercise 2 Due</b>
F	2/27	John Calvin I MacCulloch 193-198
M	3/2	John Calvin II MacCulloch 237-253
W	3/4	Calvinism and Reformed Culture MacCulloch 253-269, 378-382 Jeffrey R. Watt, "Calvinism, Childhood, and Education: The Evidence from the Genevan Consistory," <i>Sixteenth Century Journal</i> 33-2 (2002):439-456. [e-reserves] <b>Basic Data and Research Questions Due</b>
F	3/6	Integrating Primary Sources into One's Writing <b>Last Day to Drop Classes</b>  <b>M 3/9-F 3/13 SPRING BREAK</b>
M	3/16	Researching Primary Sources Online
W	3/18	Researching Primary Sources in Jackson Library <b>Tutorial by Ms Kathryn Crowe, class meets in computer lab on main floor of Jackson Library</b>
F	3/20	<b>TBA</b>
M	3/23	Oral Progress Reports <b>Exercise 3 Assigned: Identify a Primary Source(s) for Project</b>
W	3/25	Oral Progress Reports
F	3/27	Oral Progress Reports
M	3/30	Counter-Reformation Catholicism I MacCulloch 234-237, 297-306 <b>Exercise 3 Due</b>

W	4/1	Counter-Reformation Catholicism II MacCulloch 218-226, 322-329 Jodi Bilinkoff, "The Many 'Lives' of Pedro de Ribadeneyra," <i>Renaissance Quarterly</i> 52-1 (spring 1999):180-199 [internet] <b>Annotated Bibliographies Assigned</b>
F	4/3	<b>SPRING HOLIDAY</b>
M	4/6	Whose Ignatius Loyola? John O'Malley, <i>The First Jesuits</i> 23-36 [e-reserves] Ulrike Strasser, "'The First Form and Grace': Ignatius of Loyola and the Reformation of Masculinity," in <i>Masculinity in the Reformation Era</i> 45-70 [e-reserves]
W	4/8	Varieties of Secondary Sources and Citation Techniques Storey 29-30, 39-58
F	4/10	<b>Drafts of Annotated Bibliography Due, bring 2 copies</b> Peer Review and Revision
M	4/13	Non-Written Sources: Art, Architecture, Material Objects <b>Revised Annotated Bibliographies Due</b>
W	4/15	Non-Written Sources: Music in the Age of Reformations <b>Guidelines for Research Papers Assigned</b>
F	4/17	Final Oral Reports
M	4/20	Final Oral Reports
W	4/22	Final Oral Reports
F	4/24	Final Oral Reports
M	4/27	Reformation Studies and Research Skills: Where Do We Go from Here? Festive End of Semester
T	4/28	Dr. Bilinkoff available for consultation
F	5/1	<b>Research Papers due in the mailbox next to Dr. Bilinkoff's Office, MHRA 2127, no later than 2:00 PM. You may hand in your work earlier if you wish.</b>

## GUIDELINES AND RESPONSIBILITIES

1. **Attendance Policy:** This is a small, seminar-style course. Regular attendance and full participation by students are absolutely crucial to its success. Please make every effort to attend each class meeting. If you are not prepared to come consistently, arrive on time, and stay until the end of the class period, please drop the course. Be sure to use the bathroom facilities before the class period begins. If you miss more than 3 classes you may be dropped at the discretion of the instructor. If you miss 3 classes in a row you will definitely be dropped. I will drop registered students who do not attend the first 2 meetings of the semester or notify me. In case of an emergency, contact the Dean of Students office and they will contact all of your instructors: deanofstudents@uncg.edu; (336) 334-5514.

2. **Attentiveness Policy:** If you are not prepared to pay attention and take careful notes during class periods, please drop this course. I do not make seating arrangements, but if I find that students are talking together during class or behaving in such a way that distracts me or other students I will require them to change their seats. I do not allow laptops in the classroom, except in cases of medical need. In those cases I will require students to seat themselves so as not to distract others. Cellphones and other electronic devices must be turned off and placed out of sight during class periods, no texting permitted.

3. 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 misplace your copy, just ask me for another or download a copy from the History department website: [www.uncg.edu/his](http://www.uncg.edu/his)

4. Grades will be based primarily on a series of take-home writing assignments. I will hand out 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 written work; I will accept e-mail attachments only with prior permission. 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!

5. **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. 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.

6. 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 March 6. BUT: if these guidelines seem reasonable to you and you would like to learn about a fascinating period of history and improve your writing, reading, analytical, and research skills, please take this course!

