

## Term Information

Effective Term Spring 2024  
*Previous Value* Spring 2023

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL approval to this course.

What is the rationale for the proposed change(s)?

Regional faculty plan to offer this course online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3245
Course Title	The Age of Reformation
Transcript Abbreviation	Reformation
Course Description	The history of the Protestant, Catholic, and Radical Reformations of 16th and early 17th century Europe.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

**Previous Value**

*Prereq: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

Yes

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

54.0103

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Citizenship for a Diverse and Just World; Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Students will gain an understanding of the teachings and practices of Lutheran, Anabaptist, Calvinist, Anglican and Catholic reformers, their roots in the medieval Church, how they differed and what they shared.

**Content Topic List**

- The Medieval Church
- Christian Humanism
- Martin Luther
- Lutheranism
- Ulrich Zwingli
- Anabaptists and the Radical Reformation
- John Calvin
- Calvinism
- The Wars of Religion
- The English Reformation
- The Catholic Reformation and Counter-Reformation

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
3245 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/12/2023

**Attachments**

- 3245 Syllabus DL 9.25.2023.docx: Syllabus - DL  
*(Syllabus. Owner: Getson, Jennifer L.)*
- HIST 3245 SyllabusTCT Brakke In-Person.docx: Syllabus - In-Person  
*(Syllabus. Owner: Getson, Jennifer L.)*
- History 3245 DL Cover Sheet.pdf: DL Cover Sheet  
*(Cover Letter. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/01/2023 03:39 PM	Submitted for Approval
Approved	Soland, Birgitte	10/01/2023 09:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/12/2023 05:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/12/2023 05:14 PM	ASCCAO Approval



# Syllabus

## History/3245

The Age of Reformation

Autumn 2023

3 Credit Hours

Online, Asynchronous

## Course overview

### Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
  - Zoom Link

**Note:** My preferred method of contact is email.

### Course description

During the sixteenth and seventeenth centuries, European Christians fought bitterly over the most basic questions of their faith: What is sin? How are people saved? What is the nature of religious authority? How should religion and the state interact? What roles (if any) should temporal governments play in religious life? The debates and reform movements that divided and rejuvenated western Europe and the Roman Catholic Church make the century after 1517 one of the most fascinating and perplexing eras



in the histories of Europe and Christianity. This course will study the social, political, and religious developments of the period, focusing on the teachings and practices of the Lutheran, Anabaptist, Calvinist, Anglican, and Catholic reformers. We will study their roots in medieval conflicts between church and state and consider what the diverse reform movements (both Protestant and Catholic) shared as well as how they differed. The rapid religious changes of this tumultuous century set the stage for new understandings of government and citizenship and new forms of Christianity and “secularism” in the modern West.

Students will investigate a variety of views about religion and citizenship in the emerging states of early modern Europe and their implications for later polities, including the United States. They will study especially how social and economic differences interact with religious claims and how religious ideas shape social movements for change. They will consider how historians attempt to analyze this period through the categories of gender and class.

### **Course Objectives**

By the end of this course, students should successfully be able to:

- Identify, compare, and contrast the teachings and practices of the Lutheran, Anabaptist, Calvinist, Anglican, and Catholic reform movements of the sixteenth century.
- Trace the social and political history of western Europe from 1492 to 1648.
- Recognize the differing understandings of religion, citizenship, and government that developed during this period and their enduring legacies.
- Understand the obstacles to and the benefits of analyzing class and gender in early modern history.

### **General education goals and expected learning outcomes**



This course fulfills the Legacy GE category of **Historical Studies**, the current GE Theme: **Citizenship for a Diverse and Just World**, or the current GE Theme: **Traditions, Cultures, and Transformations**.

### **Legacy GE: Historical Studies**

#### **Goal:**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes (ELOs):**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### **How We Will Meet the Goals of the Legacy GE Category Historical Studies in this Course**

Through the close reading of numerous primary sources, you will encounter the diverse factors that shaped human activity during the sixteenth century, including political, religious, and social factors, and you will work to integrate them into a comprehensive perspective on this period (ELO 1). You will practice critical and logical thinking through the discussion questions and papers, especially the second paper analyzing the film *Luther*, in addition to in-depth study of primary sources and one scholarly work in its entirety: *The Return of Martin Guerre* by Natalie Zemon Davis (ELO 3). The course will invite you to consider how the ideas of the 16th century continue to shape contemporary debates about government, religion, and citizenship. The third paper will ask you to address this question directly through analysis of the view of two early Americans (ELO 2).

### **GE Theme: Citizenship for a Diverse and Just World**

#### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.



2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### **How We Will Meet the Goals of the Citizenship Theme in this Course**

GOAL 1: You will engage in advanced study through the close reading of numerous



primary sources that articulate notions of citizenship and religious identity. You will practice critical and logical thinking through the discussion questions and papers, especially the second paper analyzing the film *Luther* (ELO 1.1). In addition to in-depth study of primary sources, you will read and assess one scholarly work in its entirety: *The Return of Martin Guerre* by Natalie Zemon Davis (ELO 1.2)

GOAL 2: This course will invite you to consider how the ideas of the 16th century continue to shape contemporary debates about government, religion, and citizenship. The third paper will ask you to address this question directly through analysis of the view of two early Americans (ELO 2.1). At every graded moment you will be invited to engage in reflection and self-assessment of your own understanding of the material and its implications (ELO 2.2).

GOAL 3: You will describe and analyze a wide range of perspectives on what constitutes citizenship and the relationship of religious identity to it, including medieval Catholics (Augustine and Boniface VIII) as well as numerous Protestants and Catholics of the 16th and 17th centuries (ELO 3.1). The perspectives that you will encounter characterize many countries today and diverse views of religion and politics in the USA, something you will explore especially in the third paper (ELO 3.2)

GOAL 4: You will examine expressions of diversity, equity, and inclusion (as well as exclusion) that center around religious identity, ethnicity, class (Peasants War, *Martin Guerre*), and gender (Protestant and Catholic women, *Martin Guerre*) (ELO 4.1). You will investigate the relevance of religious ideas to social and economic justice in your study of the Peasants War, and you will grapple with how states should deal with religious dissenters (ELO 4.2).

### **GE Theme: Traditions, Cultures, and Transformations**

#### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.





4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
  - 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  - 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
  - 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
  - 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

### **How We Will Meet the Goals of the Traditions, Cultures, and Transformations Theme in this Course**

GOAL 1: This course provides an advanced study of the Traditions, Cultures and Transformations theme through an in-depth study of the crucial transition in sixteenth-century Europe from the dominance of a single Roman Catholic Church to multiple new "Protestant" churches and a reformed Catholic Church. You will engage deeply with a



range of primary sources that illustrate new religious ideas, modes of church life, and understandings of religion and citizenship. You will practice critical and logical thinking through the discussion questions and papers, especially the second paper analyzing the film *Luther* (ELO 1.1). In addition to in-depth study of primary sources, you will read and assess one scholarly work in its entirety: *The Return of Martin Guerre* by Natalie Zemon Davis (ELO 1.2)

GOAL 2: You will explore different approaches to the materials through the inherently multidisciplinary study of religion. You will read materials that can be classified as theological, social, political, cultural, and material, and the class introduces you to different approaches to the primary sources, such as gender analysis, intellectual history, and social theory (ELO 2.1). The papers encourage you to reflect on what you have studied and to integrate what you have learned with new material. After each paper and test, you will be invited to respond with a one-paragraph self-assessment of what you can work on for future assignments. The class discussions model self-critical reflection on how we read and analyze sources and how we adjudicate among competing interpretations (ELO 2.2).

GOAL 3: The course explores how religious beliefs—especially those about faith, worship, and authority—and conflict over them in the 16th century have continuing influence on issues of significant contemporary interest, especially the role that religious identity should or should not play in a civil polity (ELO 3.1). The “big” idea in the course is basically Martin Luther’s proclamation of justification by faith alone in opposition to the Catholic Church’s practice of indulgences. That big idea morphed into a bundle of ideas about worship, authority, and citizenship that profoundly changed the culture of western Europe and thus of North America in significant and lasting ways (ELO 3.2). You will learn how, as the Reformation progressed, sub-cultures proliferated and raised even more sharply the problem (for 16th-century people) of how a minority can exist within a commonwealth (ELO 3.3). The course studies the changes and continuities in western Europe over the course of “the long 16th century”—that is, from 1492 to 1648. It is, to be fair, mostly change. The Europe of 1492 shared a common faith and an uneasy balance of power among major ruling families (e.g., Hapsburgs, Valois, etc.), but by 1648 Europe had suffered grievous warfare, was formally divided among four different “religions” (Catholic, Lutheran, Reformed/Calvinist, Anglican), and existed more as a set of competing states (ELO 3.4).

GOAL 4: You will study the differences, similarities, and disparities among the proliferating religious communities of the sixteenth century and among the states of western Europe (ELO 4.1). You will examine how race, ethnicity, and gender shaped religious change and were shaped by new religious ideas (ELO 4.2)



## **The History Major and Minor**

Please note: If you are, have, or are planning to take two or more history courses at the 2000-level or above, and are currently neither a history major nor a history minor, you may earn a history minor with relatively little additional coursework. Only 12 credit hours (four 2000-and-above courses, at least two of which must be at the 3000 level or higher) are required for the history minor and six of these hours may overlap with general education requirements. Please see <http://history.osu.edu/undergrad/minor> and for additional details see Raymond Irwin (irwin.8@osu.edu) with specific questions. Your major advisor will also be able to add the minor for you.

## **Department of History Grievance Policy**

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (Levi.18@osu.edu). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer. For additional information see the Office of Undergraduate Education and the Office of Student Life: Student Advocacy Center.

## **How this online course works**

### **Mode of delivery**

This course is 100% online. This is a completely asynchronous online course. Everything for it will be uploaded to the course's Carmen site. Typically, there will be materials for two lectures presented every week (Monday-Sunday), just like in an in-person class.



For all lectures, there will be a video lecture by the instructor that last between 45-60 minutes, with PowerPoint slides. All files of the Powerpoint slides for each lecture will also be uploaded to the course site. For those who prefer reading materials, there will also be a pdf transcript of full notes for each lecture, including references to texts of the original source passages that we are reading for the class where appropriate.

## **Pace of online activities**

This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

## **Credit hours and work expectations**

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

## **Participation requirements**

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

### **Participating in online activities**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

### **Live Sessions/Office Hours**

There are no required live sessions and office hours are optional.



## Discussion Posts

As part of your participation, each week you can expect to post at least twice as part of our class discussion on the week's topics.

## Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

### Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

### Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

### Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

### Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Course materials and technologies

### Textbooks



## Required

1. Denis Janz, *A Reformation Reader: Primary Texts with Introductions* (2nd edition)
2. Carter Lindberg, *The European Reformations* (3rd edition, but 2nd edition is OK)
3. Natalie Zemon Davis, *The Return of Martin Guerre*

As noted above, Lindberg's *The European Reformations* is now in a 3rd edition (2021), but the 2nd edition is fine for this course. Do NOT get Lindberg's *The European Reformations Sourcebook* (at least not for this course).

Also, you should download the study guide to Janz, which is posted on Carmen under "Files."

Additional readings will be made available on Carmen under "Files."

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))



- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

## Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service



If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and instructor response

### How your grade is calculated

Assignment Category	Points and/or Percentage
Attendance/Weekly Quizzes	15%
Map Quiz	5%
Discussion Posts	20%
Short Papers (5% each)	15%
Midterm Exam	20%
Final Exam	25%
<b>Total</b>	<b>100%</b>

### Description of major course assignments

#### Assignment #1 Attendance / Weekly quizzes

- Description





For every lecture, there will also be a 5 question quiz which you must take just to show that you have “attended” each one. Scores on the quizzes will form the “Attendance” portion of the final grade. There will be one quiz for each lecture, so most weeks will have two short quizzes. Both quizzes will open on Monday at noon, and will close on Sunday at 11:59pm. There is no time limit for completing the quiz once stated.

- **Academic integrity and collaboration guidelines**

You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-book and open-note, so you may consult your materials during the quiz.

## **Assignment #2 Map Quiz**

- **Description**

For this quiz, students will be provided with a digital map, with important locations numbered and a list of possible place names. Students will be required to match the correct place name to the numbered location.

- **Academic integrity and collaboration guidelines**

You must complete the map quiz by yourself, without any external help or communication. This quiz is not timed and is open-book and open-note, so you may consult your materials during the quiz.

## **Assignment #3 Discussion Posts**

- **Description**

For discussion, I will post a number of discussion questions based on the readings and lectures for each week. You must post 2 messages on any of the questions assigned for that week. You may



certainly post more than 2 messages per week, but only your 2 strongest posts will count. At the end of the semester, your 3 lowest discussion scores will be dropped.

Your first post of the week is due on Wednesday at 11:59m and your second post of the week is due on Sunday at 11:59pm. At least one of your posts must be responding to a classmate's post.

A strong discussion post must meet the following conditions: 1) it must respond directly to one of the discussion questions posted for the week; 2) if other people (including the instructor!) have already posted to a question before you, your post must advance the discussion by responding to at least one other previous post, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from at least one of the readings; 4) it must make a reasonable historical argument; 5) it must be approximately 200-300 words long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the readings, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

- **Academic integrity and collaboration guidelines**

Your written assignments, including discussion posts, should be your own original work. While another person may proof-read your work, no one else should revise or rewrite your work.

## **Assignment #4 Short Papers**

- **Description**

You will write three short papers of 4–6 pages OR one research paper of 10-15 pages (see below for details).



(1) The first paper will be on an assigned topic (there will be two choices) dealing with one or more primary sources. No research beyond the assigned readings will be required. The topic choices will be distributed well in advance.

(2) The second paper will be a historical review of the 2003 film Luther. You will assess the film's historical accuracy based on your own reading of the primary sources and Lindberg, and you will explain the film's distinct perspective on Luther's life and career and their political implications. The film will be available for streaming through OSU's Secured Media Library.

(3) The third paper will ask you to reflect on the legacy of Reformation-ideas for US discussions of religion and citizenship and of church and state based on short readings from two early Americans.

### Research Paper Option

If you are a History major who has successfully completed History 2800, you may choose to write a single research paper of 10–15 pages (not including endnotes) instead of the three short papers. If you choose this option, you must submit a paper proposal (1-2 paragraphs, no more than one page) and an annotated bibliography (with 4-6 sources) (for due dates, see the course schedule). You will find help with choosing a topic, finding sources, and the like in the “Janz Research Guide” available on Carmen. If do not meet the requirements for this option but would like to pursue it, you should meet with me as early as possible in the semester (before the first short paper is due) to present your case.

- **Academic integrity and collaboration guidelines**



Your essay should be your own original work. You are encouraged to use the OSU Writing Center before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

## Assignment #5 Exams (Midterm and Final)

### ○ Description

The exams will consist of two sections of assessment: 1) short-answer identifications, in which student must identify a selection of important terms and explain their historical significance, and 2) a long essay question in which students must analyze a given issue or topic in greater depth and sophistication. A study guide will be distributed a few days prior to the exam which will address the details, structure, and content of the exam. In particular, the study guide will give you a list of possible essay questions in advance.

### ○ Academic integrity and collaboration guidelines

Like the quizzes, the exams are open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

## Late assignments

All course assignments (quizzes, discussion contributions, exams, and paper) must be completed to pass the course. Penalties (usually 1% of final score for assignment per day late) will be issued for late submissions.

## Grading Scale

- 93-100: A



- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

## **Instructor feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.)

### **Grading and feedback**

For large weekly assignments, you can generally expect feedback within 7 days.

### **Preferred contact method**

Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in, begin with a respectful salutation, and be sure sign your name. I will reply to emails within 24 hours on days when class is in session at the university. I do not regularly check my email on the weekends.

## Discussion Board

I will check and reply to messages in the discussion boards every 24 hours on school days.

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:



- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national

origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Land acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:  
<https://mcc.osu.edu/about-us/land-acknowledgement>

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.





## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable



accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

**\* Every week, the first discussion post is due by Wednesday at 11:59pm and the second is due Friday at 11:59pm.**

## Readings

The lists of primary sources may look long, but nearly all the individual readings are excerpts, some as short as a couple paragraphs. Do not be discouraged!

## I. The Roots of Reformation



## **Week 1**

### 1.1 Introduction to the Course: Studying “The Reformation(s)”

Lindberg, Chapter 1

### 1.2 Predestination, Church, and State in the Thought of Augustine of Hippo

Augustine, The Enchiridion on Faith, Hope, and Love (Excerpts) (Carmen)

Augustine, The City of God (Excerpts) (Carmen)

## **Week 2**

### 2.1 Religious Currents, Political Conflicts, and Gender in the Later Middle Ages

Lindberg, Chapter 2

Boniface VIII, Unam Sanctam (1302) (Janz #2)

Leo X, Pastor Aeternus (1516) (Janz #3)

Christine de Pizan, The Book of the Cities of Ladies (1405) (Janz #4)

Heinrich Kraemer and Jacob Sprenger, Malleus Maleficarium (1486) (Janz #5)

### 2.2 Sep 2 Free Will and Indulgences on the Eve of Luther

Gabriel Biel, The Circumcision of the Lord (1460) (Janz #11)

Clement VI, Sixtus IV, and Albert of Mainz on Indulgences (1343, 1476, 1515) (Janz #12–14)

## **II. Martin Luther (1483–1546): New Ideas of Justice, Freedom, and Equality**

## **Week 3**



### 3.1 Luther: The Dawn of a New Era

Lindberg, Chapter 3

Martin Luther, Autobiographical Fragment from Preface to His Complete Works (1545) (Janz #17)

Luther, Ninety-Five Theses or Disputations on the Power and Efficacy of Indulgences (1517) (Janz #22)

### 3.2 Luther: Justice, Freedom, and Temporal Rulers

Lindberg, Chapter 4

Luther, To the Christian Nobility of the German Nation Concerning Reform of the Christian Estate (1520) (Janz #24)

Luther, The Freedom of a Christian (1520) (Janz #25)

## **Week 4**

### 4.1 Social Welfare and Reformation of Christian Practice in Saxony

Lindberg, Chapter 5

Luther, The Small Catechism (1529) (Janz #28)

The Smalcald Articles (1537) (Janz #29)

### 4.2 The Peasants' War (1525): Religious Equality and Social Change?

Lindberg, Chapter 6

Thomas Müntzer, A Sermon before the Princes (1524) (Janz #35)

The Twelve Articles of the Peasants (1525) (Janz #37)

Luther, Admonition to Peace (1525) (Janz #38)

## **Week 5**



5.1 Luther and Erasmus: Do Human Beings Have Free Will?

Erasmus, On Free Will (1524) (Carmen)

Luther, The Bondage of the Will (1525) (Carmen)

III. The Anabaptists and Religious Conflict in the Holy Roman Empire:

5.2 The Purity of the Church and Freedom from the State

**Week 6**

6.1 Zwingli and the Reformation in Zurich

Lindberg, Chapter 7

Ulrich Zwingli, Of Freedom of Choice in the Selection of Food (1522) (Janz #48)

Zwingli, Of the Clarity and Certainty of the Word of God (1522) (Janz #50)

Zwingli, Sixty-seven Theses (1523) (Janz #51)

**Sunday, October 1 at 11:59pm:**

**PAPER #1 DUE or**

**PAPER TOPIC DUE**

6.2 Anabaptist Origins: A Pure Church Separate from the State

Lindberg, Chapter 8

**Week 7**

7.1 The Beginnings of the Anabaptists (Janz #56)

Balthasar Hubmaier, Concerning Heretics and Those Who Burn Them (1524) (Janz #57)



The Schleithem Confession (1527) (Janz #59)

The Trial and Martyrdom of Michael Sattler (1527) (Janz #60)

7.2 Anabaptist Alternatives: Domination of and Withdrawal from the State

Bernard Rothmann, A Restitution of Christian Teaching (1534) (Janz #62)

Menno Simons, A Meditation on the Twenty-fifth Psalm (1537) (Janz #64)

Peter Walpot, True Yieldedness and the Christian Community of Goods (1577) (Janz #67)

**Week 8**

8.1 Religious Conflict and its Resolution in the Holy Roman Empire

Lindberg, Chapter 9

The Augsburg Confession (1530) (Janz #31)

“Peace of Augsburg” (1555) (Carmen)

8.2 Women in New Religious Communities

Arugula von Grumbach, Letter to the University of Ingolstadt (1523) (Janz #30)

The Trial and Martyrdom of Elizabeth Dirks (1549) (Janz #65)

Janneken Munstdorp, Letter to Her Daughter (1573) (Janz #66)

**Week 9**

Autumn Break – No lectures this week.

**MIDTERM**



The test will become available at 12:01 a.m. Saturday, October 7 and must be completed by 11:59 p.m. Sunday, October 15. It can be opened and submitted only once.

Have a fun Autumn Break!

#### **IV. John Calvin (1509–1564) and Calvinism(s):**

##### **Week 10**

##### 10.1 Creating New Christian Commonwealths

##### 10.2 Calvin on Knowledge of God and Self

Lindberg, Chapter 10

John Calvin, Preface to the Commentary on the Psalms (1557) (Janz #68)

Calvin, “Knowledge of God,” Institutes of the Christian Religion (1559) (Janz #77)

Calvin, “Scripture,” Institutes of the Christian Religion (1559) (Janz #78)

**Sunday, October 29 at 11:59pm:**

**PAPER #2 DUE or**

**BIBLIOGRAPHY DUE**

##### **Week 11**

##### 11.1 Calvin: Providence, Predestination, and the Church as Covenant Community

Calvin, “Predestination,” Institutes of the Christian Religion (1559) (Janz #83)

Calvin, “The Church,” Institutes of the Christian Religion (1559) (Janz #84)



### 11.2 Calvin: Civil Government and a Holy Society in Practice

Calvin, "Civil Government," Institutes of the Christian Religion (1559) (Janz #86)

Geneva Ordinances (1547) (Janz #70)

Records of the Geneva Consistory (Janz #71)

Letters from Servetus to the Geneva Council (1553) (Janz #75)

### **Week 12**

### 12.1 Reform and Communal Violence in France

Lindberg, Chapter 11

Sources on French Wars of Religion (Carmen)

**Veterans Day – Only one lecture posted this week!**

### **Week 13**

### 13.1 The Reformation in England: Church and State from Henry VIII to Mary I

Lindberg, Chapter 13

Henry VIII's Act of Supremacy (1534) (Janz #88)

Henry VIII's Act of Six Articles (1539) (Janz #89)

The First Examination of Anne Askew (1545) (Carmen)

Queen Mary: The Marian Injunctions (1554) (Janz #92)

### 13.2 The Reformation in England: Church and State from Elizabeth I to William III and Mary II

Elizabeth I's Act of Supremacy (1559) (Janz #94)





Elizabeth I's Act of Uniformity (1559) (Janz #95)

Pius V, Regnans in excelsis (1570) (Janz #121)

Thomas Helwys, A Short Declaration of the Mystery of Iniquity (1612)  
(Carmen)

Act of Toleration (1688) (Carmen)

## **Week 14**

### **V. Roman Catholic Reform, a New World, and Sectarian Warfare**

#### **14.1 The Council of Trent and the Reassertion of Church-State Coordination**

Lindberg, Chapter 15 (= Chapter 14 in 2nd edition)

Decrees and Canons on Justification (1547) (Janz #105)

Canons on the Sacraments in General (1547) (Janz #106)

Rules on Prohibited Books (1563) (Janz #111)

#### **14.2 Renewal and Retrenchment in Catholic Spain**

Ignatius Loyola, Autobiography (1555) (Janz #112)

Ignatius Loyola, The Spiritual Exercises (1548) (Janz #115)

Teresa of Avila, The Book of Her Life (1562) (Janz #122)

## **Week 15**

#### **15.1 Catholicism in New Spain: The Humanity of the "Indians"**

Paul III, Sublimis Deus (1537) (Janz #118)

Francisco de Vitoria, De Indis (1532–1539) (Janz #119)



Bartolome de las Casas, A Short Account of the Destruction of the Indies (1542) (Janz #120)

The Virgin of Guadalupe: The Account of Juan Diego Cuauhtlatoatzin (Carmen)

15.2 The Thirty Years War and the Peace of Westphalia

Lindberg, Chapter 16 (= Chapter 15 in second edition)

Treaty of Westphalia (1648) (Carmen)

**PAPER #3 DUE FRIDAY, DECEMBER 1 AT 11:59PM OR**

**RESEARCH PAPER DUE FRIDAY, DECEMBER 1 AT 11:59PM**

**Week 16**

**Week 16**

VI. Recovering the Culture of Women and Peasants

16.1 The Return of Martin Guerre

Read the entire book

**Finals Week**

**FINAL EXAM**

The test will become available at 12:01 a.m. Friday December 8 and must be completed by 11:59 p.m. Wednesday, December 13. It can be opened and submitted only once.

# **SYLLABUS: HIST 3245 THE AGE OF REFORMATION AUTUMN 2021**

## **Course Overview**

### **Classroom Information**

Format of Instruction: In Person Lecture  
Meeting Days/Times: Tuesdays and Thursday 11:10–12:30  
Location: 135 Campbell Hall

### **Instructor**

Instructor: Professor David Brakke  
Email address: [brakke.2@osu.edu](mailto:brakke.2@osu.edu)  
Office: 230 Dulles Hall  
Phone number: 614-292-2174  
Office hours: Tuesdays 1:15–2:15 in person; Wednesdays 2:00–3:00 via Zoom  
(link on Carmen course homepage); and in person or via Zoom by  
appointment

### **Course Description**

During the sixteenth and seventeenth centuries, European Christians fought bitterly over the most basic questions of their faith: What is sin? How are people saved? What is the nature of religious authority? How should religion and the state interact? What roles (if any) should temporal governments play in religious life? The debates and reform movements that divided and rejuvenated western Europe and the Roman Catholic Church make the century after 1517 one of the most fascinating and perplexing eras in the histories of Europe and Christianity. This course will study the social, political, and religious developments of the period, focusing on the teachings and practices of the Lutheran, Anabaptist, Calvinist, Anglican, and Catholic reformers. We will study their roots in medieval conflicts between church and state and consider what the diverse reform movements (both Protestant and Catholic) shared as well as how they differed. The rapid religious changes of this tumultuous century set the stage for new understandings of government and citizenship and new forms of Christianity and “secularism” in the modern West.

Students will investigate a variety of views about religion and citizenship in the emerging states of early modern Europe and their implications for later polities, including the United States. They will study especially how social and economic differences interact with religious claims and how religious ideas shape social movements for change. They will consider how historians attempt to analyze this period through the categories of gender and class.

## Course Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify, compare, and contrast the teachings and practices of the Lutheran, Anabaptist, Calvinist, Anglican, and Catholic reform movements of the sixteenth century.
- Trace the social and political history of western Europe from 1492 to 1648.
- Recognize the differing understandings of religion, citizenship, and government that developed during this period and their enduring legacies.
- Understand the obstacles to and the benefits of analyzing class and gender in early modern history.

## General Education

This course fulfills the Legacy GE category of **Historical Studies**, the current GE Theme: **Citizenship for a Diverse and Just World**, or the current GE Theme: **Traditions, Cultures, and Transformations**.

### Legacy GE: Historical Studies

#### **Goal:**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes (ELOs):**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### **How We Will Meet the Goals of the Legacy GE Category Historical Studies in this Course**

Through the close reading of numerous primary sources, you will encounter the diverse factors that shaped human activity during the sixteenth century, including political, religious, and social factors, and you will work to integrate them into a comprehensive perspective on this period (ELO 1). You will practice critical and logical thinking through the discussion questions and papers, especially the

second paper analyzing the film *Luther*, in addition to in-depth study of primary sources and one scholarly work in its entirety: *The Return of Martin Guerre* by Natalie Zemon Davis (ELO 3). The course will invite you to consider how the ideas of the 16th century continue to shape contemporary debates about government, religion, and citizenship. The third paper will ask you to address this question directly through analysis of the view of two early Americans (ELO 2).

### **GE Theme: Citizenship for a Diverse and Just World**

#### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

#### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### **How We Will Meet the Goals of the Citizenship Theme in this Course**

GOAL 1: You will engage in advanced study through the close reading of numerous primary sources that articulate notions of citizenship and religious identity. You will practice critical and logical thinking through the discussion questions and papers, especially the second paper analyzing the film *Luther* (ELO 1.1). In addition to in-depth study of primary sources, you will read and assess one scholarly work in its entirety: *The Return of Martin Guerre* by Natalie Zemon Davis (ELO 1.2)

GOAL 2: This course will invite you to consider how the ideas of the 16th century continue to shape contemporary debates about government, religion, and citizenship. The third paper will ask you to address this question directly through analysis of the view of two early Americans (ELO 2.1). At every graded moment you will be invited to engage in reflection and self-assessment of your own understanding of the material and its implications (ELO 2.2).

GOAL 3: You will describe and analyze a wide range of perspectives on what constitutes citizenship and the relationship of religious identity to it, including medieval Catholics (Augustine and Boniface VIII) as well as numerous Protestants and Catholics of the 16th and 17th centuries (ELO 3.1). The perspectives that you will encounter characterize many countries today and diverse views of religion and politics in the USA, something you will explore especially in the third paper (ELO 3.2)

GOAL 4: You will examine expressions of diversity, equity, and inclusion (as well as exclusion) that center around religious identity, ethnicity, class (Peasants War, *Martin Guerre*), and gender (Protestant and Catholic women, *Martin Guerre*) (ELO 4.1). You will investigate the relevance of religious ideas to social and economic justice in your study of the Peasants War, and you will grapple with how states should deal with religious dissenters (ELO 4.2).

### **GE Theme: Traditions, Cultures, and Transformations**

#### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

**Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

## **How We Will Meet the Goals of the Traditions, Cultures, and Transformations Theme in this Course**

GOAL 1: This course provides an advanced study of the Traditions, Cultures and Transformations theme through an in-depth study of the crucial transition in sixteenth-century Europe from the dominance of a single Roman Catholic Church to multiple new “Protestant” churches and a reformed Catholic Church. You will engage deeply with a range of primary sources that illustrate new religious ideas, modes of church life, and understandings of religion and citizenship. You will practice critical and logical thinking through the discussion questions and papers, especially the second paper analyzing the film *Luther* (ELO 1.1). In addition to in-depth study of primary sources, you will read and assess one scholarly work in its entirety: *The Return of Martin Guerre* by Natalie Zemon Davis (ELO 1.2)

GOAL 2: You will explore different approaches to the materials through the inherently multidisciplinary study of religion. You will read materials that can be classified as theological, social, political, cultural, and material, and the class introduces you to different approaches to the primary sources, such as gender analysis, intellectual history, and social theory (ELO 2.1). The papers encourage you to reflect on what you have studied and to integrate what you have learned with new material. After each paper and test, you will be invited to respond with a one-paragraph self-assessment of what you can work on for future assignments. The class discussions model self-critical reflection on how we read and analyze sources and how we adjudicate among competing interpretations (ELO 2.2).

GOAL 3: The course explores how religious beliefs—especially those about faith, worship, and authority—and conflict over them in the 16th century have continuing influence on issues of significant contemporary interest, especially the role that religious identity should or should not play in a civil polity (ELO 3.1). The “big” idea in the course is basically Martin Luther’s proclamation of justification by faith alone in opposition to the Catholic Church’s practice of indulgences. That big idea morphed into a bundle of ideas about worship, authority, and citizenship that profoundly changed the culture of western Europe and thus of North America in significant and lasting ways (ELO 3.2). You will learn how, as the Reformation progressed, sub-cultures proliferated and raised even more sharply the problem (for 16th-century people) of how a minority can exist within a commonwealth (ELO 3.3). The course studies the changes and continuities in western Europe over the course of “the long 16th century”—that is, from 1492 to 1648. It is, to be fair, mostly change. The Europe of 1492 shared a common faith and an uneasy balance of power among major ruling families (e.g., Hapsburgs, Valois, etc.), but by 1648 Europe had suffered grievous warfare, was formally divided among four different “religions” (Catholic, Lutheran, Reformed/Calvinist, Anglican), and existed more as a set of competing states (ELO 3.4).

GOAL 4: You will study the differences, similarities, and disparities among the proliferating religious communities of the sixteenth century and among the states



of western Europe (ELO 4.1). You will examine how race, ethnicity, and gender shaped religious change and were shaped by new religious ideas (ELO 4.2)

## Course Materials

You should acquire the following books, which are also on reserve at the library.

Denis Janz, *A Reformation Reader: Primary Texts with Introductions* (**2nd edition**)

Carter Lindberg, *The European Reformations* (3rd edition, but 2nd edition is OK)

Natalie Zemon Davis, *The Return of Martin Guerre*

As noted above, Lindberg's *The European Reformations* is now in a 3rd edition (2021), but the 2nd edition is fine for this course. Do NOT get Lindberg's *The European Reformations Sourcebook* (at least not for this course).

Also, you should download (and print out, if you would like) the study guide to Janz, which is posted on Carmen under "Files." We will often use some of the questions given there as a focus for our meetings. Additional readings will be made available on Carmen under "Files."

## Grading and Instructor Response

### Graded Activities

You have five graded components of varied activities. You need to read both primary and secondary sources closely and engage in discussions about them. You will be asked to synthesize and analyze information about the sixteenth century in quizzes and exams. And you will reflect on and engage with key ideas through papers.

1. Attendance, preparation of readings, and informed participation in class (20%).
2. A map quiz in class on Thursday, September 2 (5%).
3. Midterm examination on Tuesday, October 12 via Carmen (available from Saturday, October 9) (20%).
4. Three short papers (3–5 pp.) due on September 22, November 3, and December 1 (30%). Eligible students may substitute one research paper (10–15 pp.). Precise instructions for these papers will be given well in advance of their due dates, but they are described briefly below.
5. Final examination with a comprehensive component on Monday, December 13 via Carmen (available from Friday, December 10) (25%).

The midterm and final examinations will be administered via Carmen. The exams will be timed and must be completed in a single sitting only once, but they will be

available over multi-day periods. They will consist of a mix of short and longer essay questions, and you will be able to use your notes and textbooks.

### **Grading Scale**

A	= 93–100
A-	= 90–92
B+	= 87–89
B	= 83–86
B-	= 80–82
C+	= 77–79
C	= 73–76
C-	= 70–72
D+	= 65–69
D	= 60–64
E	= under 60

When averages are calculated, numbers are rounded up from .5. For example, 89.5 = 90.

### **Paper Requirements**

You will write three short papers of 4–6 pages.

(1) The first paper will be on an assigned topic (there will be two choices) dealing with one or more primary sources. No research beyond the assigned readings will be required. The topic choices will be distributed well in advance.

(2) The second paper will be a historical review of the 2003 film *Luther*. You will assess the film's historical accuracy based on your own reading of the primary sources and Lindberg, and you will explain the film's distinct perspective on Luther's life and career and their political implications. The film will be available for streaming through OSU's Secured Media Library.

(3) The third paper will ask you to reflect on the legacy of Reformation-ideas for US discussions of religion and citizenship and of church and state based on short readings from two early Americans.

### ***Research Paper Option***

If you are a History major who has successfully completed History 2800, you may choose to write a single research paper of 10–15 pages (not including endnotes) instead of the three short papers. If you choose this option, you must meet with me no later than Friday, October 1 to discuss possible topics. You will submit a one-paragraph description of your topic with at least two secondary sources by Tuesday, October 26. The final paper will be due Tuesday, November 30.

You will find help with choosing a topic, finding sources, and the like in the “Janz Research Guide” available on Carmen.

If do not meet the requirements for this option but would like to pursue it, you should meet with me as early as possible in the semester (before the first short paper is due) to present your case.

### **Instructor Feedback and Response Time**

Email is usually the best way to reach me, and you can expect a response within 24 hours. My office hours (whether in person or on Zoom) do not require an appointment, but I can meet at other times by appointment.

You can expect evaluation of and feedback on papers and tests within seven days.

### **Schedule of Topics and Readings**

#### **Class Time and Preparation**

The first part of each class session will be devoted to the background material in Lindberg: we will identify the major points, and I will address any questions that you have. We will then turn to discussion the assigned primary sources based on the readings questions posted in the “Modules” section on Carmen.

You should always bring to class Janz (or whatever other primary source[s] we are discussing) and Davis on the days it is assigned. You need not bring Lindberg to class, although we will discuss the major points of each chapter.

#### **Readings**

The lists of primary sources may look long, but nearly all the individual readings are excerpts, some as short as a couple paragraphs. Do not be discouraged!

Tues Aug 24 Introduction to the Course: Studying “The Reformation(s)”  
Lindberg, Chapter 1

### **I. The Roots of Reformation**

Thur Aug 26 Predestination, Church, and State in the Thought of Augustine of Hippo

Augustine, *The Enchiridion on Faith, Hope, and Love* (Excerpts) (Carmen)  
Augustine, *The City of God* (Excerpts) (Carmen)

Tues Aug 31 Religious Currents, Political Conflicts, and Gender in the Later Middle Ages

Lindberg, Chapter 2

Boniface VIII, *Unam Sanctam* (1302) (Janz #2)

Leo X, *Pastor Aeternus* (1516) (Janz #3)

Christine de Pizan, *The Book of the Cities of Ladies* (1405) (Janz #4)

Heinrich Kraemer and Jacob Sprenger, *Malleus Maleficarium* (1486) (Janz #5)

Thur Sep 2 Free Will and Indulgences on the Eve of Luther

Gabriel Biel, *The Circumcision of the Lord* (1460) (Janz #11)

Clement VI, Sixtus IV, and Albert of Mainz on Indulgences (1343, 1476, 1515) (Janz #12–14)

**Map Quiz in class.**

**II. Martin Luther (1483–1546): New Ideas of Justice, Freedom, and Equality**

Tues Sep 7 Luther: The Dawn of a New Era

Lindberg, Chapter 3

Martin Luther, Autobiographical Fragment from Preface to His Complete Works (1545) (Janz #17)

Luther, *Ninety-Five Theses or Disputations on the Power and Efficacy of Indulgences* (1517) (Janz #22)

Thur Sep 9 Luther: Justice, Freedom, and Temporal Rulers

Lindberg, Chapter 4

Luther, *To the Christian Nobility of the German Nation Concerning Reform of the Christian Estate* (1520) (Janz #24)

Luther, *The Freedom of a Christian* (1520) (Janz #25)

Tues Sep 14 Social Welfare and Reformation of Christian Practice in Saxony

Lindberg, Chapter 5

Luther, *The Small Catechism* (1529) (Janz #28)

*The Smalcald Articles* (1537) (Janz #29)

Thur Sep 16 The Peasants' War (1525): Religious Equality and Social Change?

Lindberg, Chapter 6

Thomas Müntzer, *A Sermon before the Princes* (1524) (Janz #35)

The *Twelve Articles* of the Peasants (1525) (Janz #37)

Luther, *Admonition to Peace* (1525) (Janz #38)

Tues Sep 21 Luther and Erasmus: Do Human Beings Have Free Will?

Erasmus, *On Free Will* (1524) (Carmen)

Luther, *The Bondage of the Will* (1525) (Carmen)

### III. The Anabaptists and Religious Conflict in the Holy Roman Empire: The Purity of the Church and Freedom from the State

#### Thur Sep 23 Zwingli and the Reformation in Zurich

Lindberg, Chapter 7

Ulrich Zwingli, *Of Freedom of Choice in the Selection of Food* (1522)  
(Janz #48)

Zwingli, *Of the Clarity and Certainty of the Word of God* (1522) (Janz #50)

Zwingli, *Sixty-seven Theses* (1523) (Janz #51)

#### Tues Sep 28 Anabaptist Origins: A Pure Church Separate from the State

Lindberg, Chapter 8

The Beginnings of the Anabaptists (Janz #56)

Balthasar Hubmaier, *Concerning Heretics and Those Who Burn Them*  
(1524) (Janz #57)

*The Schleitheim Confession* (1527) (Janz #59)

The Trial and Martyrdom of Michael Sattler (1527) (Janz #60)

#### Thur Sep 30 Anabaptist Alternatives: Domination of and Withdrawal from the State

Bernard Rothmann, *A Restitution of Christian Teaching* (1534) (Janz #62)

Menno Simons, *A Meditation on the Twenty-fifth Psalm* (1537) (Janz #64)

Peter Walpot, *True Yieldedness and the Christian Community of Goods*  
(1577) (Janz #67)

#### Tues Oct 5 Religious Conflict and its Resolution in the Holy Roman Empire

Lindberg, Chapter 9

*The Augsburg Confession* (1530) (Janz #31)

"Peace of Augsburg" (1555) (Carmen)

#### Thur Oct 7 Women in New Religious Communities

Arugula von Grumbach, Letter to the University of Ingolstadt (1523) (Janz #30)

The Trial and Martyrdom of Elizabeth Dirks (1549) (Janz #65)

Janneken Munstdorp, Letter to Her Daughter (1573) (Janz #66)

#### Tues Oct 12 **Midterm Examination via Carmen**

The test will become available at 12:01 a.m. Saturday October 9 and must be completed by 11:59 p.m. Tuesday October 12. It can be opened and submitted only once.

*Have a fun Autumn Break!*

### IV. John Calvin (1509–1564) and Calvinism(s):

## **Creating New Christian Commonwealths**

### Tues Oct 19 Calvin on Knowledge of God and Self

Lindberg, Chapter 10

John Calvin, Preface to the *Commentary on the Psalms* (1557) (Janz #68)

Calvin, "Knowledge of God," *Institutes of the Christian Religion* (1559)  
(Janz #77)

Calvin, "Scripture," *Institutes of the Christian Religion* (1559) (Janz #78)

### Thur Oct 21 Calvin: Providence, Predestination, and the Church as Covenant Community

Calvin, "Predestination," *Institutes of the Christian Religion* (1559) (Janz #83)

Calvin, "The Church," *Institutes of the Christian Religion* (1559) (Janz #84)

### Tues Oct 26 Calvin: Civil Government and a Holy Society in Practice

Calvin, "Civil Government," *Institutes of the Christian Religion* (1559)  
(Janz #86)

*Geneva Ordinances* (1547) (Janz #70)

Records of the Geneva Consistory (Janz #71)

Letters from Servetus to the Geneva Council (1553) (Janz #75)

### Thur Oct 28 Reform and Communal Violence in France

Lindberg, Chapter 11

Sources on French Wars of Religion (Carmen)

### Tues Nov 2 The Reformation in England: Church and State from Henry VIII to Mary I

Lindberg, Chapter 13

Henry VIII's Act of Supremacy (1534) (Janz #88)

Henry VIII's Act of Six Articles (1539) (Janz #89)

The First Examination of Anne Askew (1545) (Carmen)

Queen Mary: The Marian Injunctions (1554) (Janz #92)

### Thur Nov 4 The Reformation in England: Church and State from Elizabeth I to William III and Mary II

Elizabeth I's Act of Supremacy (1559) (Janz #94)

Elizabeth I's Act of Uniformity (1559) (Janz #95)

Pius V, *Regnans in excelsis* (1570) (Janz #121)

Thomas Helwys, *A Short Declaration of the Mystery of Iniquity* (1612)  
(Carmen)

Act of Toleration (1688) (Carmen)

## **V. Roman Catholic Reform, a New World, and Sectarian Warfare**

Tues Nov 9 The Council of Trent and the Reassertion of Church-State Coordination

Lindberg, Chapter 15 (= Chapter 14 in 2nd edition)  
Decrees and Canons on Justification (1547) (Janz #105)  
Canons on the Sacraments in General (1547) (Janz #106)  
Rules on Prohibited Books (1563) (Janz #111)

Thur Nov 11 Veterans Day. No class!

Tues Nov 16 Renewal and Retrenchment in Catholic Spain

Ignatius Loyola, *Autobiography* (1555) (Janz #112)  
Ignatius Loyola, *The Spiritual Exercises* (1548) (Janz #115)  
Teresa of Avila, *The Book of Her Life* (1562) (Janz #122)

Thur Nov 18 Catholicism in New Spain: The Humanity of the “Indians”

Paul III, *Sublimis Deus* (1537) (Janz #118)  
Francisco de Vitoria, *De Indis* (1532–1539) (Janz #119)  
Bartolome de las Casas, *A Short Account of the Destruction of the Indies* (1542) (Janz #120)  
The Virgin of Guadalupe: The Account of Juan Diego Cuauhtlatoatzin (Carmen)

Tues Nov 23 The Thirty Years War and the Peace of Westphalia

Lindberg, Chapter 16 (= Chapter 15 in second edition)  
Treaty of Westphalia (1648) (Carmen)

*Have a happy Thanksgiving!*

**VI. Recovering the Culture of Women and Peasants and Conclusion**

Tues Nov 30 *The Return of Martin Guerre*

Read the entire book, and bring it to class!

Thur Dec 2 *The Return of Martin Guerre* (continued)

Tues Dec 7 Reflections on the State and Religious “Freedom”

**Mon Dec 13 Final Examination via Carmen**

The test will become available at 12:01 a.m. Friday December 10 and must be completed by 11:59 p.m. Monday December 13. It can be opened and submitted only once.

**Other Course Policies**

## **Academic integrity policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## **Student Services and Advising**

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## **Copyright for Instructional Materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.



## **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Commitment to a Diverse and Inclusive Learning Environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## **Your Mental Health**

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's

Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## **Accessibility Accommodations for Students with Disabilities**

### **Requesting Accommodations**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

### **Accessibility of Course Technology**

This course requires use of CarmenCanvas (Ohio State's learning management system). If you need

additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **History 3245 The Age of Reformation** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- Since this is an asynchronous course, I recommend providing more information regarding the administration of quizzes and exams. Specifically, for quizzes how long will they be open each week and what day of the week will they be due for completion? I recommend specifying a weekly consistent rhythm for these, such as “The quizzes will open each week on Monday at noon and close on Saturday at midnight. There is no time limit for completing the quiz once started”. Regarding exams, I recommend being clear about the time students are allotted to complete the exams.
- I cannot envision how the map quiz will be administered in an asynchronous course. I recommend more specificity about this assignment.
- The discussion assignments are a critical aspect of this course design since this is the only opportunity for peer interaction. Other instructors have reported that specifying a weekly rhythm with separate due dates for initial posts and replies to peers is very helpful in improving the quality of these asynchronous discussions. For example, an initial post (or response to an instructor prompt) is due by Wednesday at 11:59 pm each week and 1 peer response by Sunday at 11:59 pm. This way you are more directly facilitating student interaction by establishing a post and reply rhythm (otherwise there may be a deluge of posts/responses written immediately before the due date and thus not much substantive student interaction).
- The instructor encourages students to “ask a trusted person to proofread your assignments before you turn them in”. I recommend considering a peer review component for the course to facilitate this recommendation. The short papers/research paper would be a good place for this since students will have varied topics. Our office would be happy to help you setup a good randomized process for assigning peer review assignments, if you are interested.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.