

Course ID:	Course Title:	Fall 2023
CH 612	The Protestant Reformation	Prerequisite: CH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Kyle Jantzen, PhD	First Day of Class:	Sept 6
Days:	Tue/Thu	Email:	kjantzen@ambrose.edu	Last Day to Add/Drop:	Sept 17
Time:	1:00-2:15	Phone:	403-407-9470	Last Day to Withdraw:	Nov 20
Room:	A1085-1	Office:	L2041 (Office of the Dean of Arts and Science)	Last Day to Apply for Coursework Extension:	Nov 23
Lab/Tutorial:	n/a	Office Hours:	By Appointment: Please contact Shelly Sylvester at ssylvester@ambrose.edu	Last Day of Class:	Dec 11
Final Exam:	Tue, Dec 19, 1:00-4:00				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An investigation of the transition from medieval to modern Christianity through the events of the Protestant Reformation. Attention will be given to the contexts of the Renaissance, the German and Swiss Reformation movements, and the diverse expressions of sixteenth-century Christianity throughout Europe.

Expected Learning Outcomes

It is the aim of the course that students grow in the following learning outcomes:

1. Develop capacity in historical **understanding**, by studying the theological, ecclesiastical, social, and cultural aspects of the Protestant Reformation. We will consider the immediate and long-term causes, elements of continuity and change Early Modern Europe, and the legacy of the Reformation for church and society.
2. Develop competence in historical **analysis**. We will grapple with historical complexity and contingency by exploring detailed events, numerous primary sources, and historiographical debates about the Reformation and its leading figures.

3. Develop the skill of historical **research**, through the focused investigation of some person or aspect of the Reformation.
4. Develop the skill of **communication**, through academic writing, speaking, listening, and debating. We will learn this through in-class discussions, presentations, and written assignments.
5. Interact with the moral and ethical dimension of history—issues of **character** and also of faith. The Protestant Reformation is one of the “great events” of world history. It shattered old ways of thinking and fundamentally changed the history of Christianity for good and for ill. Many Christians have understood the Reformation uncritically, seeing in its events only the hand of God or the work of the devil. We will think about them as human responses to spiritual, social, and cultural crises and consider what they teach us about Christian character in times of conflict.

Textbooks

Carter Lindberg, *The European Reformations*, 3rd ed. (Malden, MA: Blackwell, 2021)

Carter Lindberg, *The European Reformations Sourcebook*, 2nd ed. (Malden, MA: Blackwell, 2014)

Other readings as posted on the Moodle course page.

Course Schedule

September 7 – Introduction: Thinking About the Reformation

September 12 – Historiography: The Reformation in modern history? (Lindberg 1)

September 14 – The Late Middle Ages (Lindberg 2; Sourcebook 1)

September 19 – Renaissance influences

September 21 – Approaching the Reformation

September 26 – Dawn of a new era: Luther’s reform (Lindberg 3; Sourcebook 2)

September 28 – Luther’s ideas (Lindberg 3; Sourcebook 2)

October 3 – Implementation of reform (Lindberg 4; Sourcebook 3)

October 5 – Interpretations of Luther in Book and Film

October 10 – The Reformation and women

October 12 – Social welfare and education (Lindberg 5; Sourcebook 4)

October 17 – Reformation of the common man (Lindberg 6; Sourcebook 5)

October 19 – Zwingli and the Zurich Reformation (Lindberg 7; Sourcebook 6)

October 24 – The Reformation in Basel

October 26 – The Radical Reformation (Lindberg 8; Sourcebook 7)

October 31 – Menno Simons and Jacob Hutter

November 2 – German reformation politics: 1530-1555 (and 1648) (Lindberg 9; Sourcebook 8)

November 14 – The Genevan Reformation (Lindberg 10; Sourcebook 9)

November 16 – Calvinism continued

November 21 – The Reformation in France (Lindberg 11; Sourcebook 10)

November 23 – The Reformation in the Netherlands (Lindberg 12; Sourcebook 11)

November 28 – The Reformation in England and Scotland (Lindberg 13; Sourcebook 12)

November 30 – More on the English and Scottish Reformations

December 5 – Catholic renewal and the Counter-Reformation (Lindberg 15; Sourcebook 13)

December 7 – Legacies of the Reformation (Lindberg 14, 16)

Requirements:

Participation (10 percent):

HI 323 Topics in Christian History: The Protestant Reformation will revolve largely around preparatory reading and classroom discussion. You will regularly be assigned textbook chapters, short primary sources and sometimes journal articles or book chapters to read in preparation for your contribution to the classroom discussion. I expect you to come not only having read this material, but also prepared to explain it and give your views about it. Your preparation and engagement is important to the success of the class, and will be evaluated on the basis of the following measures of engagement:

- Class attendance
- Punctuality
- Submitting your assignments on time
- Avoiding Internet distractions in class
- Completing readings ahead of class
- Participating in class discussions
- Showing initiative in your personal growth

To evaluate participation, you will complete a self-assessment rubric (on Moodle) and upload it to the appropriate assignment on Moodle by the end of the last day of classes, **Monday, December 11**. No late self-assessments will be accepted. I will use this as a guide for my assessment of your participation.

Luther Film Assignment (20 percent):

Sometime in later September, watch the 2003 film *Luther* (stream provided on Moodle). In a 1200-word paper (i.e. under 4 pages, including footnotes, plus title page and bibliography), explain the film's interpretation of Luther and his reform. See the assignment guide on Moodle for more details. Your paper will be assessed on the basis of the quality of your analysis, your use of specific evidence from the film, and the quality of your writing. Due any time on **Wednesday, October 4**, in Word and uploaded to the assignment on Moodle. No late assignment will be accepted, with the exception of serious personal/family crisis. We will be discussing these papers on Thursday, October 5.

Chapter Presentation (10 percent):

Choose a chapter in the Lindberg text (chapter 5-15) and prepare a 10-minute presentation on the chapter topic, the main ideas in each section, key moments, and important historical take-aways. In addition, study the relevant readings in the Lindberg Sourcebook, and post three substantial discussion questions that connect textbook to sourcebook and prompt thoughtful discussion about the documents. Post these questions 24 hours before class in the Moodle forum provided. See the course schedule for chapters and presentation dates.

Article Précis (2 x 5 percent)

Throughout the semester, there will be opportunity to engage with supplementary articles. You will choose two articles, and write a 700 word précis of each. This précis will include four elements:

1. Topic (e.g. the role of women in the Great Awakenings. 1 or 2 sentences)
2. Question (e.g. how important were women in the Great Awakenings that shaped US religious history? 1 or 2 sentences)
3. Thesis (In one or two sentences, what is the author's answer to the question posed in the article?)
4. Argument (How does the author explain their argument through the sections and paragraphs of the article? This should comprise the bulk of your précis. Faithfully reproduce the main sections and points of the article.)

Each précis will be due at noon on the day before the class in which the article will be taken up. Email your paper to me, and I will post it on the Moodle site so that everyone can benefit from your analysis.

Research Paper (25 percent):

In consultation with me, you will formulate a research question and prepare a 4000-5000-word research paper (i.e. 12-15 pages, including footnotes, plus title page and bibliography), formatted as per the History Writing Guide. Your paper must be 1) based on at least 10 solid sources (books and articles), 2) interact with the historiography (i.e. historian’s debates in the current literature), 3) draw on relevant primary sources available in English (or other relevant languages known to you), and 4) effectively organized. Each of these steps will require a check-in with me. The final paper is due any time on **Monday, November 20**, in Word, uploaded to the Moodle assignment. Late assignments will be penalized one full letter grade (i.e. A- to B-). No assignments will be accepted after Monday, November 27.

Final Exam (25 percent):

The cumulative final exam will consist of several essay questions, based on major course themes.

Attendance:

I expect you to attend all class sessions. If you are unable to be present, please let me know in advance via email.

Grade Summary:

Participation	10%
Luther film analysis	20%
Chapter Presentation	10%
Article Précis	10%
Research paper	25%
Final exam	25%

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets

to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.