

HISTORY 4499 – THE SENIOR SEMINAR IN HISTORY

THE EARLY REFORMATION

Spring Semester 2012
Tuesday 15:30-18:15
Social Science Room 3032

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Office hours: TTh 8-10:15, T 13:30-15:15 and by appointment

COURSE DETAILS

Description: A seminar-style course that offers an exploration of the background to, reasons for, and genesis of, the splintering of western Christendom in the sixteenth century. It is not designed to trace in full the early modern transformations in religious belief, practice and institutions, but instead to focus on the decades immediately before and after Martin Luther's revolt with a view to answering the questions of why this caesura in European history happened when and in the fashion that it did. Participants in the seminar will engage in discussions of the historiography and available source material on the subject. Each student will then produce an original research paper based on careful reading of primary sources.

Course prerequisites: HIST 2270 and HIST 3376 with a grade of 'C' or better

How this course is different: This course is unique in your curriculum as a history major. If conducted properly, it should be the most challenging course you take at KSU – it can also be the most rewarding, if you apply yourself. It is not simply 'another' course that you need to take to graduate; if you regard it as such, you are setting yourself up for failure. Nor should you attempt to take on this course if you are carrying four or five other courses simultaneously – you will find the workload excessive. This course is in many ways the culmination of the program that you have followed in your pursuit of a degree in history, where you rely on the tools and experience that you have acquired in your years as a history major. I will be operating under the assumption that you have learned and retained the basic research skills imparted to you in History 2270, and that you are familiar with concepts such as historiography, monograph, primary and secondary sources, periodicals and reference works; and that you know how to use footnotes, endnotes and bibliographies. All of the work we do this semester will be directed toward the completion of 25-30-page paper on the course's subject matter. It is expected that you should do some meaningful work on this project every week of the semester. You should be able to describe the extent of that work in each class meeting.

Please note that this is a seminar. As such, it derives its energy from the contributions of its participants.

Course overview: The Reformation is one of those few subjects from early modern history that still generates vast volumes of writing, comment and general interest. This is surely in part because the debates that defined the period and divide Christians still command attention and cause division, if generally, and mercifully, with less disruption and violence as they did 400-plus years ago. It is also the case that Christianity is the globe's most widespread religion, commanding the commitment of billions of people across the world. And, it must be said, the events and personalities of this period still manage to fascinate, testifying to both the potential power and folly of faith, to the extent of human compassion and cruelty, and to the complex interplay of cultural structures, individual agency, and personal belief in driving historical change.

Martin Luther will inevitably play a central and leading role in the story we trace in this course. But Martin Luther was not the Reformation, nor was the Reformation Martin Luther. Particular attention will be played in this course to the late medieval background, to the great religious potpourri of Europe around the year 1500. We will see evidence of much of the corruption and excess about which the reformers from Luther onward made so much, but also piety and enthusiasm that were deep and wide, faith and practice that were diverse and dynamic, and a great range of voices offering their views of how best to shape the church. This complex scene, which provides evidence of a church that was vigorous and popular but also troubled and vulnerable, makes the question of what caused the Reformation a fascinating one. So too is the question why the Reformation began when it did, or why it didn't occur earlier. Even three years after the circulation of Luther's 95 Theses, there were few who foresaw the Reformation leading to the creation of new churches, let alone to the permanent fracturing of Christendom. There had been many previous prominent discontents, many of them, in fact, monks like Luther. Surely this was yet another tempest in a teacup, and the great edifice of the Roman church would survive this momentary buffeting, perhaps with a few new cracks, but largely the same magnificent, omnivorous tabernacle that it had long been.

Of course, that is not how it turned out. This turned out to be far more than just "a quarrel among unruly German monks." As unlikely as the onset of the Reformation might have been, just as much was the way that it played out, quickly leading in countless different directions like rivulets detaching from a river. Different individuals and constituencies emphasized different features of Luther's case against Roman Catholic theology, doctrine or practice, or interpreted them in a way that departed from the interpretation offered by Luther. The evangelical emphasis on the primacy of Scripture and its exegesis inevitably led to manifold understandings of what exactly the Word of God meant. We will see that there was nearly no area of human life that was left untouched by these religious upheavals and scarcely any where there was not dispute over what the meaning of the changes were. What is more, it became evident that once this genie was out of its bottle, it would be impossible to control. The Revolution of 1525 showed that many in Germany at least felt that the new, evangelical Gospel represented a call for overturning the social and political order; many evangelicals, Luther most prominently included, disagreed. In this course we will trace how early divergences among evangelicals (Protestants after the Diet of Speyer in 1529) led to the creation of groupings of new churches that have become known as Lutheran, Anabaptist, and Reformed, but which described themselves simply (and exclusively) as Christian. We

will end our survey with the advent of the Catholic response, which both built upon pre-existing impetus for reform and rejected entirely the Protestant challenge by confidently reaffirming a Catholic understanding of Christian life.

In the end, however, this is not primarily a content course. The early Reformation is the organizing theme of this class, but the chief concern this semester is your completion of an original, scholarly research paper based on your reading of primary-source materials.

A note concerning a course about religion:

This course necessarily involves the discussion of issues that have long been, and remain, important to Christians, historically and personally. Simply as a function of the course material, we will be discussing matters of theology, belief and doctrine. As this is a history course, we will be treating all of these as ideas, subject to exploration and critique. Undoubtedly the participants in this course will represent a range of types and degrees of faith commitment – this course will absolutely not privilege any single perspective. At the same time, it will take faith seriously, as it is clear that the historical personages we will be studying did so. That being the case, I will not tolerate discussion of faith and religion becoming *ad hominem* attacks on any individual or their commitment to a belief system.

In my experience, one of the difficulties in studying the Reformation is that there is great deal of inadvertent or deliberate misunderstanding across the various divides within Christendom. Protestants routinely know very little about Catholicism, or hold a bowdlerized view of it, while Catholics know even less about the Protestant churches. Current-day evangelical Christians are scandalously ill-informed about anything that happened in Christianity between the apostolic church and the appearance of Billy Graham. Secular students also tend to hold hackneyed or over-simplified views of Christian churches and their adherents. An even more perilous epistemological hurdle is the tendency of us moderns to project familiar models and topoi back on to the past; this is especially the case with those who claim to find their kindred spirits in the sixteenth century. In reality the ‘Christianities’ of the sixteenth century are wildly different from those of today, and many of those whom we encounter from the Reformation period held views or engaged in religious practice that appear outlandish today, just as a hand-raising mega-church meeting in a sports arena with Powerpoint and a praise band would leave the likes of Luther, Zwingli and Bucer aghast. In this course we will do our best to life these veils of ignorance and miscomprehension, in order to understand history and its inhabitants on their own terms.

Course objectives:

- To gain an understanding of the late medieval background to the advent of the Reformation.
- To gain an understanding of the early course of the Reformation in Western Europe, up until the Council of Trent.
- To gain an understanding of the multifarious social, economic, political, and cultural impacts of the Reformation in its early decades.

- To become familiar with the historiographical arguments surrounding the origins, course, and consequences of Reformation.
- To gain experience in the essential aspects of developing and producing a substantial piece of original historical scholarship:
 - surveying the literature
 - identifying suitable research topics
 - locating applicable source material
 - conducting and organizing research
 - constructing an historical argument based on original research
 - turning research into writing
 - documenting research fully using accepted conventions
 - undertaking the process of writing and re-writing to improve content, flow and style
 - presenting findings clearly in both written and oral form
- To learn from and assist fellow students in a shared search for knowledge

Required texts:

- Collinson, Patrick. *The Reformation: a history*. New York: The Modern Library, 2004.
- Marty, Martin. *Martin Luther. A Life*. New York: Viking Penguin, 2004.
- Edwards, Mark. *Printing, Propaganda, and Martin Luther*. Berkeley, CA: University of California Press, 1994.

Recommended Texts:

- Rampolla, Mary Lynn. *A Pocket Guide to Writing History*. 6th ed. Boston: Bedford/St. Martin's, 2009.
- *Chicago Manual of Style*. 16th ed. Chicago: Chicago University Press, 2010.

Citation guidelines: We will be operating according to the guidelines laid out for citation in footnotes and bibliographies in the *Chicago Manual of Style*. I expect all of your work to adhere to these rules. You can purchase the *Manual* yourself, or follow the on-line guide found here: <http://library.osu.edu/sites/guides/chicagogd.php>. I also encourage you to explore the research management and citation program called RefWorks, to which you have access through the KSU Library. This program does much of the tricky citation work for you (always double-check all the same). Here are words of direction for using RefWorks provided by Dewi Wilson, one of our research librarians:

You need to set up an account with them sometime when you're ON CAMPUS. Once you've got the account, you can use it from off campus, even though the link says "On Campus Access Only"! To get to it, start at the library's home page and click on the tab "Articles & Databases." Then click on "Databases by Title" (underneath the search box) and you'll be on our Electronic Resources list. In the little alphabet at the top ("Browse by Title") choose O-R, and scroll down to RefWorks. On that line, on the right, you'll see: Refworks-COS On Campus Access Only. Click on the link (Refworks-COS) and you'll see what to do and where to go to set up your account. Now, at this point there's

another catch. When you have set up your account, you'll get a confirmation email from RefWorks. Very important: it contains your GROUP CODE, which you will need to access RefWorks from off campus (along with your usual ID and password). You'll want to make a note of it and maybe put it in a safe deposit box. You will notice on the main RefWorks page that there are lots of short video tutorials explaining just about every facet of the system.

Details on RefWorks here:

<http://dewey.kennesaw.edu/cf/dbsdetailsnew3.cfm?databaseID=708>.

The Writing Center: Each student is required to use the Student Writing Center on at least one occasion in the course of the semester, and preferably towards the completion of the first draft. The writing tutors there can be a great resource for you, not only for grammar and syntax, but also for organization and argumentation. You are encouraged to use the resources of the Center more often, but I will not accept the final draft of your essay, unless the Center provides documentation that proves that you visited the Center at least once. This requirement is non-negotiable. Please note that you must schedule an appointment in advance at the Writing Center. Further information on the Writing Center can be found here: <http://www.kennesaw.edu/english/WritingCenter/index.shtml>.

Class format and conduct: As the course title suggests, this is a seminar, meaning that it is designed primarily to be a forum in which participants share reflections and ideas. I intend to act above all as a facilitator in our group meetings, letting the course of seminar discussion be set by the members of the class. There will be absolutely no lectures in this course. It is my belief that students planning and composing a sizable scholarly project such as a senior essay benefit from the regular exchange of ideas and reciprocal constructive criticism. In order for such interactions to transpire and for us to conduct an effective seminar, it is absolutely essential that you complete the reading assignments indicated in the syllabus before class meetings.

Another essential feature of the course is regular contact with the professor. You will be meeting with the professor individually to discuss the progress of your project on a regular basis throughout the course of the semester. A number of required consultations are indicated on the syllabus but there will be a number of other opportunities to schedule meetings with the instructor. It will be essential to remain in communication with the professor throughout the term.

I will also be dividing students in the class into a number of 2-3-person units, which will serve as your research small group. It is my expectation that you will meet as a group a few times in the course of the semester to compare research experiences and work strategies, and to give each other advice about approaches to sources, research and writing. The professor will join your meetings from time to time.

REQUIRED WORK

All of the work expected of you this semester is designed to lead up to the completion of a final draft of your senior essay. Please be aware that you must complete all of the assignments described below in order to receive credit for your final essay and a grade in

this course. Your grade in this class will be determined according to the following weighting:

Class preparedness and seminar participation	20%
Written work and completed thesis	80%

Here is more detail on the assignments:

Class preparedness and participation: I expect that you will come to class having completed the required reading and ready to offer your observations and to ask relevant questions. Please do not hesitate to ask questions of your professor and fellow classmates or to challenge any of our ideas or opinions. Many of the issues we will be discussing remain contested: respectful disagreement with each other or the authors we read is encouraged. On occasion, I may ask one or more members of the class to help lead discussion, in which case they will have to devise discussion questions of their own to be considered during the seminar hour. They will then serve as class facilitators.

The emphasis that I am placing on participation in the seminar discussion means that regular attendance is essential. As this is a senior seminar, I will not be taking attendance, but please note that seminar participation and the completion of several assignments presupposes attendance. Other class-conduct considerations:

- Late arrivals of more than 20 minutes will be counted as an absence.
- Turn off all cell phones – in case of an anticipated emergency, please set to vibrate and inform the instructor.
- Do not use laptops in class unless you have an expressed reason to do so.
- Go to the restroom before class – do not get up to go to the restroom during the class hour. We will take a 15-minute break during which you can visit the restroom.
- Do not wear baseball caps in the seminar.

List of potential topics of interest: Early in the semester, you will be asked to compose a list of three topics that you might conceivably pursue as the basis for your senior essay. It may be that you have come into the semester with a research topic already in mind, but for the purposes of this assignment I wish you to be open to considering other topics as well.

This assignment will require that you spend some time exploring what has already been written by scholars on the topics you wish to consider. A good place to start is in the bibliographies of the assigned books. You will then want to use the resources appended to the end of this syllabus and do some searching of your own on the resources available in the library and electronically through KSU's various subscriptions.

Once you have done this, sketch out three potential topics. These topics should meet the following criteria:

- They can be completed in a single semester in a 20-30 page paper
- They are of interest to you personally
- They address a significant historical question or problem

- They offer originality in their subject matter or approach
- There are sources available with which to address the topic

Once you have identified these potential topics, on a single sheet of paper number your topics and identify at least two secondary sources (books or articles) that address the question/problem. For example:

1. An examination of the dissolution of monasteries in imperial cities of Germany that chose evangelical reform in the years before 1540, looking at the financial, social and cultural repercussions of such steps, and assessing the most important challenges posed in the attenuation of monasticism in Protestant lands. Works on the topic: Merry Wiesner-Hanks, ed. *Convents Confront the Reformation: Catholic and Protestant Nuns in Germany*. Milwaukee: Marquette University Press, 1996; Amy Leonard, *Nails in the Wall: Catholic Nuns in Reformation Germany*. Chicago: University of Chicago Press, 2005.

You should be prepared to talk about these potential topics with your classmates on the day that they are due.

Article search and summaries: Taking one of the topics that you identified in the previous assignment, locate three articles from scholarly journals that pertain to the topic in question. In a single document, list the articles, providing a citation for each of the articles that adhere to Chicago Manual of Style protocol. Then provide a one-paragraph summary of the article, identifying the primary argument of the author and how s/he makes her case. This assignment, of course, requires that you read the articles in question in their entirety. You should also be prepared to discuss the articles you have read on the day that this assignment is due. Here is an example:

1. Strauss, Gerald. "Success and Failure in the German Reformation." *Past and Present*, 67 (May, 1975), 30-63. In this essay, Strauss looks at the evidence provided by the records of parish inspections by Protestant officials in the 1530s and 1540s. He concludes that Protestant leaders, among them Luther, felt that the scant evidence that the laity had absorbed the lessons of "Gospel-teaching" of an evangelical bent meant that they considered the reformation a failure....

You should be prepared to discuss your article search and the contents of the articles that you located in class on the day this assignment is due.

Prospectus for the senior essay: At every level of academe, major research projects, whether a Master's thesis or a book proposal, begin with a prospectus, which outlines the intent of the researcher/writer. Prepare a prospectus for your senior seminar paper. The prospectus must include all of the items that appear below. This document should be well organized, polished and free of careless

errors. Please follow the guidelines below carefully. I will take note of when you fail to do so. **Please note that no late prospectuses will be accepted.**

1. **Title.** This title should clearly identify your topic. If you can, give it a catchy title that will appeal to a prospective reader, without getting flippant. Often these titles might include an interesting quote. For example, I wrote an essay and instead of calling it “The ambassadors of King Ferrante d’Aragona (1456-94)”, I called it “Serving Italy’s ‘liar and dissembler’: the ambassadors of King Ferrante d’Aragona (1456-94)”. This title incorporates the words that Machiavelli used to describe Ferrante; see what a difference that makes?
2. **Topic.** In one to two paragraphs, define and describe the topic. Consider this the equivalent of an abstract that you might read for an on-line article. Use your words economically here – this is the place to summarize the project and establish its worth and originality. It is your opportunity to convince a potential reader that your project will be worth reading.
3. **Issues.** Define at least three (3) important issues that fall within the scope of your paper. If there are more, provide those as well. You may provide these in list form.
4. **Argument.** Present the argument of the prospective paper. This portion of the prospectus should be in two parts:
 - a. State the working hypothesis that you offer in your paper. In any research paper, you start with one of these. It should be based on a general familiarity with the subject and with the material that you propose to consult. It should summarize, in two or three sentences, the central argument that will unfold in the course of your paper. It may not be the only point that you intend to demonstrate, but it should be the central one (you may very well make additional and ancillary arguments that support the general hypothesis). Thus the statement of your hypothesis should begin with “This essay will demonstrate that...” or “This paper, with reference to [specific evidence], will argue that...”, or the like. Please note that a working hypothesis is NOT one of the following:
 - i. A mere statement of a topic e.g. “This essay is about Jeffersonian America and the Louisiana Purchase”
 - ii. A mere statement of the intended area of exploration e.g. “This essay will look at the important purchase of the Louisiana territory”
 - iii. A statement of the obvious: “This essay will show that the Louisiana Purchase added a lot of territory to the United States”

- iv. A statement that offers no perspective: “This essay explores the reasons why the US government bought the Louisiana Purchase.”

A statement of argument should not include words like ‘seem’, ‘appear’, or ‘might’ – there must be a sense of conviction. That being said, you will find that your working hypothesis will almost certainly change as you do more research. Nearly no historical projects end up with the same central argument with which they started. (this section should run no more than two to three sentences)

- b. Discuss the methodological approach that you intend to use in the paper in order to explore, and hopefully prove, your working hypothesis. HOW you use your sources here is just as important as WHICH sources you choose to look at. (one to two paragraphs)
 - c. With specific reference to at least three (3) secondary works, situate your project within the historical literature. How does your argument and approach compare with that of historians writing on the topic, or on similar topics. Are there any particular historical works that have inspired your topic and/or methodology? In what specific ways are you responding to what other historians have written, or filling a gap that historians have left? Please note that in order to provide the needed information for this section, you will have had to familiarize yourself with some of the secondary literature in the field.
5. **Research plan:** Plan out a schedule for completion of this project. I am allowing you flexibility in this, but it certainly should include a plans, with time allotted for at least the following:
- a. Completion of secondary reading
 - b. Completion of primary sources consultation
 - c. Completion of outline of the essay
 - d. Completion of draft
6. **Prospective bibliography:** This should reflect the sources that you have identified as potentially useful to your project to this point. Do not pack your bibliography with superfluous material merely to make up the numbers. For this assignment, underline the section headings, capitalizing the section headers for PRIMARY SOURCES and SECONDARY SOURCES. Single space the bibliographical entries. Double space between the sections of your bibliography. Triple space between the Primary and Secondary Source sections. In listing your sources, use the *Chicago Manual of Style* for bibliographies. It is very important that your bibliographical format is correct. I will be checking closely for each error (periods, commas, spacing, names, dates, etc.). Here is a model:

Subject: Union Military Policy Toward Civilians in the Army of William Tecumseh Sherman during the March to the Sea

I. PRIMARY SOURCES

A. Manuscript Sources

Southern Historical Collection, University of North Carolina at Chapel Hill:

John Houston Bills Diary

George Hovey Cadman Letters

New York Historical Society, New York:

War 1861-1865 Papers

Duke University, Durham, North Carolina:

Charles S. Brown Papers

B. Government Documents

United States Military Academy, the Museum: William T. Sherman

National Archives and Record Service: Headquarters of the Army,
Group 108

C. Newspapers and Periodicals

New York Times (1863-5)

Raleigh News and Observer (1863-4)

Richmond Examiner (1863-4)

D. Published Primary Sources

Memoirs of William Tecumseh Sherman. New York: Anchor, 1990.

Alexander, Porter, *Military Memoirs of a Confederate*. Bloomington, IN: Indiana University Press, 1962.

Beatty, John. *Memoirs of a Volunteer, 1861-1863*. Ed. by Harvey S. Ford. New York: Regent, 1946.

E. Other

Songs of the Union Army (sound recording) (1990).

II. SECONDARY SOURCES

A. Books

Barton, Michael. *Goodmen: The Character of Civil War Soldiers*. Pennsylvania State University Press: State College, PA, 1981.

Hoehling, A.A. *Last Train from Atlanta*. New York: Harper, 1958.

Rose, Willie Lee. *Rehearsal for Reconstruction: The Port Royal Experiment* Indianapolis,: Purdue University Press, 1964.

B. Articles

Brinsfield, John W. "The Military Ethics of General William T. Sherman: A Reassessment." *Parameters* 12 (1983), 36-48.

De Laubenfelds, David J. "With Sherman Through Georgia: A Journal." *Georgia Historical Quarterly* 41 (1957), 288-300.

Sellers, James L. "The Economic Incidence of the Civil War in the South." *Mississippi Valley Historical Review* 14 (1927), 179-191.

You should also be prepared to present and discuss briefly your prospectus on the day that it is due.

First draft of the senior essay:

- You will need to bring two printed copies of your draft – one for the instructor and one for your peer reviewer.
- The due date for the first draft is not flexible. I need the time to read all of the drafts.
- Drafts should be at least 15 pages in length
 - These need not be the first 15 pages, but they should represent 12 consecutive, contiguous pages of text.
- Double-spaced, please
- The text you hand in should indicate the argument that you intend to make or the question you intend to address
- The text you write should in no way be 'rough'. I expect to see:
 - Polished prose and well-crafted sentences
 - No typos
 - Carefully constructed argumentation
 - Scholarly apparatus, including footnotes that adhere to the Chicago Manual of Style.
- I am not requiring that you use turnitin.com at this point, but I reserve the right to ask for an electronic copy of your draft
- This essay should not be 15 pages presented as a shot in the dark – please make them hold together
- Drafts, with my critiques and suggestions for revision and expansion, will be handed back one week after they are submitted.
- Individual meetings with the professor to discuss the drafts will be held during the week following their submission.

Peer review: Each of you will be responsible for carefully reading, and considerately correcting and critiquing, one of your classmates' drafts. It is expected that you will mark errors that you find, indicate weak sections of text or flaws in argumentation, and generally make suggestions for improvement.

Oral presentations: In our last two meetings as a class, each of you will have the opportunity to present your research formally to your classmates and to invited faculty members of the history department. I expect that your presentation will be well organized and eloquent. Its length will depend on the exact number of students who enroll in the class, but you should expect to be talking for 8-10 minutes (it is essential that you adhere to the time limit that is set). In essence, this presentation should be an abbreviated version of your final written paper, and should reflect the polished and convincing nature of your finished product. You may bring a written text from which you read, but please remember that you want to engage your audience, not simply lecture to them. Do not read directly from Powerpoint slides. You should also be prepared to answer questions from your audience.

Please note that, as this is a formal presentation, you should dress accordingly.

Final draft of the senior essay: This is the final product, which should reflect your best effort and incorporate the comments made on your draft by the professor and your peer reviewer. Please assure that you are able to check off every item in the checklist that the instructor will give you when he hands back your first draft. The stipulations for the final version of your paper are as follows:

- The final paper is due on **Monday, 7 December**. There will be no extensions granted, barring serious illness. Please note that we will not have a class meeting that day – please make arrangements to be on campus to deliver your paper in person to the professor’s office.
- The seminar paper must be submitted in hard copy. No electronic submissions will be accepted.
- The paper should be **bound** in some form of protective folder and the sections of the essay should appear in the order that follows.
- **Cover page** with a title, centered, according to the following format:

“That Wascally Wabbit!”: the Place of Elmer Fudd in American Popular Culture

[Your name]

April 30 2007

History 4499 – The Senior Seminar in History

Department of History & Philosophy

Kennesaw State University

- A 1-2 page **abstract** of the essay, summarizing its subject matter, key findings and methodology.
- At least 20-30 pages of **text**. This includes introductory and concluding sections. I set no maximum length but let me know if you expect your

paper to go over 30 pages. This length is exclusive of title page, abstract, bibliography and bibliographical essay.

- Double-spaced in a common font (Times New Roman, Palatino, Book Antiqua, Garamond)
- Normal-sized margins i.e. .75' – 1'
- Footnotes in footnote text
- A **bibliographical essay** of 1-2 pages that discusses the key primary and secondary sources consulted in the paper. This essay should make note of which sources were most important to the construction of your own essay and discuss places where sources or historians differed with one another.
- A **bibliography** listing all sources consulted (not only those cited) for the purposes of your paper. This should be divided into primary and secondary source sections, with primary sources coming first. Within these divisions, the bibliography should be alphabetized by author's last name.
- **Documentation** of at least one visit to the Writing Center. The Writing Center will e-mail me with confirmation of your visit. The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly Writing Assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. Rather than edit your paper for you, Writing Assistants will help you learn strategies to become a better writer on your own. For more information or to make an appointment (appointments are strongly encouraged), go to <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the Humanities Building.

You may want to include an **acknowledgments page** as well (not required) to thank those who have been of help. This should be the final page of your finished product.

Your final essay will be evaluated according to the following criteria:

- Quality of research
 - Grounding in existing historiography
 - Range of source material
 - Suitability of sources consulted
 - Engagement with primary sources
 - Correct bibliographical and citation methodology
- Quality of writing
 - Syntax and grammar
 - Organization and clarity
 - Style and flow
- Demonstrated analytical ability
 - Sophistication and significance of argument
 - Coherence and cogence

- Use of source material
- Originality and Creativity
- Extent of adherence to guidelines and instructions

SCHEDULE OF MEETINGS AND DUE DATES

PLEASE NOTE: This schedule is subject to change at the discretion of the instructor. You are responsible for being aware of all changes that are announced in class.

Tuesday, 10 Jan	Introduction & introductions; orientation to the course Reading: Collinson, <i>The Reformation</i>
Tuesday, 17 Jan	The Medieval Background Reading on VISTA
Tuesday, 24 Jan	Martin Luther Reading: Marty, <i>Martin Luther</i>
Tuesday, 31 Jan	No seminar – <u>mandatory</u> meetings with instructor
Tuesday, 7 Feb	Historiography: Luther and Media Reading: Edwards, <i>Printing, Propaganda and Martin Luther</i>
Tuesday, 14 Feb	Historiography: Reformation Debates Reading: Gerald Strauss, “Success and Failure in the German Reformation,” <i>Past and Present</i> 67 (1975), 30-63; Geoffrey Parker, “Success and Failure During the First Century of the Reformation,” <i>Past and Present</i> 136 (1992), 43-82. LIST OF POTENTIAL TOPICS DUE
Tuesday, 21 Feb	Primary Sources in Reformation Research Reading on VISTA ARTICLE SUMMARIES DUE
Tuesday, 28 Feb	Primary Sources in Reformation Research Reading on VISTA PROSPECTUS DUE – BE PREPARED TO PRESENT
Tuesday, 6 March	No seminar – spring break
Tuesday, 13 March	No seminar – instructor available for conferences
Tuesday, 20 March	Reflections on research and writing
Tuesday, 27 March	No seminar – <u>mandatory</u> individual meeting with instructor – BRING 5 PAGES OF TEXT TO MEETING

Tuesday, 3 April	No seminar – instructor available for conferences
Tuesday, 10 April	Group Meeting: FIRST DRAFT OF SENIOR ESSAY DUE – one copy to instructor and one to peer reviewer
Tuesday, 17 April	No seminar – <u>mandatory</u> individual meeting with instructor to discuss draft
Tuesday, 24 April	ORAL PRESENTATIONS OF THESES
Friday, 4 May	SENIOR THESIS DUE 3:30pm

TIPS AND GUIDELINES FOR YOUR RESEARCH AND WRITING

The Rhythm of Research

Tips as you move forward, mostly from my own experience

- **For 3 months, you will be living with this essay – get used to it; it’s a rite of passage for all who are history majors**
- Keep your **hypothesis/working question** in your mind at all times
 - You might want to affix a Post-it note to your computer or notebook to remind yourself of what you are doing this for.
 - Keep an eye out for information/perspectives in all your reading that serve to help address your hypothesis
 - Use your hypothesis to be selective about what you choose to read
- Only read **sources that are useful**
 - Do not read books merely for the sake of including them in your bibliography.
 - If you find that a work does not serve your purposes, do not spend time with it.
 - But do not expect to use all that you read and all the notes that you take in your final paper; there will always be extraneous notes
- Establish a **regular schedule** of reading and research
 - Do not let too many days go by without doing at least some work on the project
 - Work in very small increments of time, if you must.
 - Carry a relevant book in your purse/bag with you all the time for down-time reading
 - If you let this sit for too long, you will waste time refamiliarizing yourself with the topic when you start up again.
 - Research has a momentum that can be lost if you let it dissipate.
 - Plan ahead – order ILL and GIL books and articles ahead of time

- When you have ideas occur to you, at any time, write them down – have a place (a notebook, computer file, etc.) where you record **impromptu ideas**
- Take the time and effort to **familiarize yourself with the events and people** with which your paper is concerned:
 - WHO are the primary players involved?
 - I sometimes find it useful to maintain a register with brief bios of the pertinent characters, for quick reference
 - WHAT happened?
 - You should establish a pretty good sense of the trajectory of events, so that you can spend your time examining details and formulating an interpretation, rather than time and again trying to remember what happened.
 - It may behoove you to read at least a couple of narratives of the events in question before tackling the specifics
 - WHERE did these things happen?
 - Americans, in general, do not know a damn thing about geography. Writing good history, however, is always easier when you have a good sense of where events took place. Take the time to gain familiarity with the geography, topography, climatology, etc.
 - WHY did they happen?
 - Many of you will be asking this question as part of your discovery process. What are some of the potential reasons for your events taking place?
 - History is largely the study of change – why might some things have changed while others remain the same?
 - WHEN did things happen?
 - Establish a chronology of important events and be sensitive to what this says about causation i.e. that one thing cannot happen before another.
 - As historians, we must be honest with the historical actors – always be sensitive to historical context. For example, we cannot assume that 18th-century women in France would think like 1970s feminists or that a 16th-century Jesuit would be committed to the idea of religious pluralism.
- **Learn to “GUT” a book** (as in a fish). There is not time for you to read all the books that you will consult in their entirety. You should approach reading a historical monograph in this sequence:
 - Is there a summary/abstract of the book available on any of the various search engines
 - Read a review or two of the book to get an overview of what it covers and the argument that it makes (many of these are available electronically now)
 - Look at the table of contents
 - Read the introduction
 - Introduction usually tells the reader what the book intends to do

- Often has a summary of what is included in the chapters that follow
 - Often describes the author's methodology
 - Read the conclusion
 - Read the beginning and end paragraphs or pages of the chapters that are applicable to your topic
 - If a chapter appears especially applicable, read it in its entirety
 - You will be left with a considerably shorter amount of reading (i.e. 40 pages of a 300-page book, or the like)
- Always be **sensitive to the point of view** of authors:
 - The same sources and events, as you know, can be interpreted in very different ways. Does the author in question display a certain bias or approach?
 - Note not only perspectives but also the emphases of historians. For example, a Marxist historian is likely to emphasize much different features of the Industrial Revolution that is a right-leaning scholar.
 - Make note of where you find disagreement between scholars – these are interesting things to include in your discussion. Plus, you will want to make your own assessment and situate yourself in relation to what others have written.
- Read not only for content and information, but also for **style and methodology**. You can learn more than just data from books and articles that you read, but also approaches to writing and presenting information.
 - You may want to model your approach to writing on someone you have read
- Try to read/use the **latest edition** of any book
- Be **prepared to read only chapters** in books. For example, for a paper on Florence Nightingale, you might read only the chapter on military medicine in a book on the Crimean War.
- **Use indices** of books to find sections in books that deal specifically with subjects in which you have interest.
- Become comfortable with **text-hopping**:
 - Keep an eye out for sources mentioned by authors that might be of interest to you
 - Some of the most useful sources can be found by following the string through texts.
- **Read articles** to see how historians address a single question in a similar-length work.
 - Use these as models for your own work: you are essentially being asked to write an article
- Divide your reading/research into **manageable chunks**:
 - Try rewarding yourself in some manner when you complete a chunk i.e. if I get my background reading on the English Peasant Revolt done, I'm going to give myself the evening off.
- Whenever possible, **utilize human resources** to aid you in your research:

- This is often a means of making the process of discovery shorter; very often people have covered the same ground already and might have insights into where to go/what to look at/what questions to ask
- Use the human resources that are available at KSU itself:
 - Data and research access and availability: reference librarians
 - US History: Professors Reeve, Patton, Parker, Picuch, Meeler
 - African History: Professors Allen, Ronenberg, Adebayo
 - European History: Professors Voogt, Vladimirov, Dover, Shealy
 - World History: Professors Keene, Lebaron, Zhang
- Don't hesitate to contact librarians at collections, archives and foundations that may have material of interest
- Contact authors and professors from other universities directly – the worst that can happen is that they don't respond but most will
- **Organize your notes** carefully
 - Use keywords/categories in order to tag types of information
 - Make these searchable if possible
 - Data points might have multiple categories
 - You may want to do this after a session of note-taking
 - Re-read your notes reasonably soon after taking them
- Keep tabs on the **page numbers** from where you are getting information
 - If you quote verbatim, make sure that the quote is accurate and that you identify the correct page number
 - Make sure you distinguish what is quoted and what is paraphrased
 - When you paraphrase, make sure you do so faithfully
- **Miscellaneous tips** on note-taking:
 - Be careful when transporting, cutting and pasting, etc. if using a word processing program
 - Employ a shorthand system that you trust and will be able to read afterward
 - Number your notecards (if only for reference sake)
 - On each notecard/piece of paper, indicate where the information comes from.
 - Somewhere, keep full bibliographical info on your sources (no need to include it on each page of your notes)
 - If you keep notes in a book, with a highlighter or pencil, transfer them to paper reasonably soon after you take the notes.
- Don't be afraid to let your research take you in a different direction from where you planned to go at the outset; **be flexible**. If it becomes clear early on that your proposed essay is not going to work, don't beat a dying horse – change tack.

Getting started writing – SCRIBEMUS!

- Why is it so hard to get started writing?
- Narrative and Analytical forms – what's the difference?
 - What will the framework you use look like? How do you decide?

NB I recommend that you begin writing something even before you have all your ducks lined up.

Writing an outline:

- organize by potential paragraphs
- indicate whether it is a narrative or analytical section
- write it in a form that will be clear to you and which you can manipulate easily (in a word processing environment at least). *I recommend that you use the outlining function that is available in Microsoft Word*
- example: from an essay I wrote:

MILAN AS INFO CENTER – WHY DID MILAN GET SO MUCH INFO?

- Geography
 - o Stop-over point for envoys/dignitaries
 - o Merchants/bankers → “egli è ricco quanto Milano”
- Milanese castellans
- Customs officials
- Sforza diplomacy (Senatore “uno mundo di carta”)
 - o Points in Italy
 - o France
 - o The Empire
 - o Re-cap on the many ways that ambassadors gathered information

THE INFORMATION QUADRANGLE

- Venice: “the commercial corner in the east”
 - o Ambassadors
 - o Sardella
 - o As info center on the Turks
 - o Merchants and the Rialto
- Rome: “The ecclesiastical corner”
 - o Papal envoys
 - o Cardinals and ecclesiastical officials
 - o The Pope’s men
 - o Ambassadors
 - o Others of papal business
- Genoa: “commercial corner of the west”
 - o The western Mediterranean: Catalonia, elsewhere in western Med
 - o Bankers and Genoese merchants
 - o The loss of influence in the W Med and the 16th – century recovery

ITALY’S INFORMATION REVOLUTION

- Italy ahead of everyone else – be unapologetic about Italy as a trend-setter and as the center of the European universe
- Worlds of Paper (the “shock troops” of the printing revolution):
 - o Governments and bureaucratization
 - Revenue collection/taxation
 - Permanent armies and military administration
 - Chanceries and archives
 - Catasti and other censuses
 - o Merchants and bankers
 - The medieval background

- Complex businesses: trading companies, partnerships and holding companies
- Banks and financial instruments
- Techniques and control: double-entry bookkeeping, bills of credit/exchange
- The emphasis on record-keeping
- Luca Pacioli on accounting
- Printing Revolution
 - The proliferation of presses in Italy: numbers
 - Printing Houses: Vespasiano da Bisticci/Aldus Manutius
 - Eisenstein and the “Permanent Renaissance”
- Diplomats
 - Resident ambassadors: information gathering and daily dispatches → vigilance
 - Diplomatic chanceries (Senatore on this)
 - The Italian League and the permanence of diplomatic institutions
 - NB Milan becomes a Spanish territory
- Humanism
 - The Greek infusion: new texts, ideas, etc.
 - “civic” and “utilitarian” humanism → humanism applied to life
 - Petrarch’s “chorus of muses”

THE INFORMATION SOCIETY

- the persistent popularity of paper
 - the explosion of paper versus the move to eliminate it
 - Italy a society that is writing, printing, recording, filing, canvassing and calculating more than any other in history
- the use of information; information ≠ knowledge
 - this is a means of relating diplomacy to the larger trends of the Renaissance

Potential strategies for getting started on your writing:

- begin writing where you feel most comfortable or
- write from the inside out or
- write from the beginning or
- start with a narrative section

The writing mindset:

- what is my ‘point’, ‘purpose’, ‘goal’?
- does the section I am writing serve the purpose I have in mind?
 - i. Don’t hesitate to reference the reader back to it
- Is what I am writing superfluous?
- Always ask yourself the questions:
 - i. Why should my audience read this?
 - ii. Why should they care?

How do I capture the reader’s attention?

- be creative/provocative in presenting information

- tell an interesting or compelling story; present a provocative fact (as long as it is relevant)
- make the familiar unfamiliar and the unfamiliar familiar
- within reason, draw contemporary parallels. For example, you might want to draw useful parallels between the Black Death and modern-day pandemic outbreaks such as AIDS or Ebola.

Break your writing down into sections:

- set yourself reasonable, short-term goals for writing – create sections that achieve specific parts of your goals
- make a 24-page essay 4 8-page ones
- if it helps, use sections and subsections or text dividers. Sometimes this is easier for the reader, too.

Think about things in terms of paragraphs:

- your outline should reflect the organization of your paragraphs
- can your paragraph stand alone as a unified piece of writing?
- Do your paragraphs relate to the paragraphs around them?
 - i. Do your segues make sense?
 - ii. Do your paragraph breaks come in the right place
- Examine these paragraphs:

Define key terms and people:

- you should write as though you have a reasonably smart but non-expert audience
- define important terms; do not assume that people knows them
- do not continue to define them if you have done so already

Choose a tone for your writing:

- this depends on the intent and content of the section you are writing
- always avoid colloquial language and the first person
- how do you choose the correct tone?

Other recommendations:

- write first, revise later
- write ideas, no matter how rough, down first; refinement can come later
- if you have writer's block, take a break
- have someone else read your writing if they are willing

Dos and Don'ts for the Senior Seminar

DO.....

...begin work on the essay immediately: in particular, order interlibrary loan or GIL books and articles that you will think you might need TODAY, as you will be expected to begin your background secondary reading right away

...commit yourself to doing some work on this project every week: you should spend as much time (and perhaps a bit more) each week on this course as you do in any other course

...expect to work very hard on this; there is a reason that this is the capstone course for the History major – it supposed to challenge you. You may have to give up social events/holidays.

...expect to get frustrated at times that your hypotheses and or expectations are altered or foiled; this, however, is no reason to panic – it is a predictable part of completing any large project

...be proactive; although there are weigh-stations along the way to gauge your progress, there is no day-by-day schedule for you to follow – you must force yourself to set your own schedule of work

...employ, from the very beginning, a systematic and organized fashion of collecting data, preferably one that is searchable.

...break up your reading/researching/writing into manageable pieces – this way you can set yourself achievable goals and reward yourself for smaller scale accomplishments within the large project

...seek out the advice and guidance of your august professor and other professors with questions/problems big and small

...talk to one another about your experiences: what works, what doesn't; what have you done/found that is particularly helpful?

DON'T...

...be afraid. Fear seems to be the common denominator among many of you – if you apply yourself, stay in communication with the instructor, and give the project the attention it deserves, there should be no reason to be afraid

...worry about writing over 20 pages of text; if you carry out a comprehensive research project, 20 pages will appear before you even know it. Writing *too much* might become the issue.

...procrastinate – this is one of those projects where you simply cannot make up for ground lost due to procrastination.

...underestimate yourself and your ability; in most cases, students surprise themselves with what they prove capable of doing, and producing

...treat this course as just any other course (apart from the necessity of regular work). It is different, and is designed to be.

...hesitate to learn and borrow methods and techniques from others; every historian's approach is a combination of those she has been exposed to. As long as the content is your own, be open to what the work of others can teach you.

...plagiarize. Ever.

STARTING POINTS FOR RESEARCH ON THE EARLY YEARS OF THE REFORMATION

The extant historical literature on the Reformation is oceanic in its scope. It can be bewildering. Here are a number of resources that may help in narrowing down your search for material.

Survey Texts

Survey texts not only provide a synthesis of the subject matter; they also often contain useful bibliographies and guides to further reading. Here are some recent ones that might prove useful as you begin your research:

Bagchi, David & David Steinmetz, eds., *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.

Bernard, G. W. *The King's Reformation: Henry VIII and the Remaking of the English Church*. New Haven: Yale University Press, 2005.

Bossy, John. *Christianity in the West, 1400-1700*. Oxford: Oxford University Press, 1985.

Cameron, Euan. *The European Reformation*. New York: Oxford University Press, 1991.

Chadwick, Owen. *The Early Reformation on the Continent*, Oxford History of the Christian Church (New York: Oxford University Press, 2002

Chaunu, Pierre, ed. *The Reformation*. New York: St. Martin's Press, 1990

Collinson, Patrick. *The Reformation. A History*. New York: Modern Library, 2006.

Cunningham, Andrew, and Ole Peter Grell. *The Four Horsemen of the Apocalypse: Religion, War, Famine, and Death in Reformation Europe*. Cambridge, UK: Cambridge University Press, 2000.

Dickens, A.G. *Martin Luther and the Reformation*. London: Hodder and Stoughton, 1974.

Dickens, A. G. and John M. Tonkin. *The Reformation in Historical Thought*. Cambridge: Harvard University Press, 1985.

Dickens, A. G. *The English Reformation*. London: Batsford, 1964.

Dixon, Scott. *The Reformation in Germany*. Oxford: Blackwell Publishers, 2002.

Dixon, Scott. *Protestants: A History from Wittenberg to Pennsylvania, 1517-1740*. Oxford: Wiley-Blackwell, 2010.

Duffy, Eamon. *The Stripping of the Altars: Traditional Religion in England, 1400–1580*. New Haven, CT: Yale University Press, 1992.

Elton, G.R. *The Reformation, 1520-1559*, Blackwell Classic Histories of Europe, 2nd ed. 1958; reprint: Cambridge: Blackwell, 2000.

Garrison, Janine. *A History of Sixteenth-Century France, 1483-1598 : Renaissance, Reformation, and Rebellion*. New York: St. Martin's Press, 1995.

Gordon, Bruce. *The Swiss Reformation*. New York: Manchester University Press, 2002.

Greyerz, Kaspar von. *Religion and Culture in Early Modern Europe, 1500-1800*. New York: Oxford University Press, 2007.

Haigh, Christopher. *English Reformations: Religion, Politics, and Society under the Tudors*. Oxford: Oxford University Press, 1993.

Heal, Felicity. *Reformation in Britain and Ireland*, Oxford History of the Christian Church. New York: Oxford University Press, 2005.

Hendrix, Scott. *Recultivating the Vineyard. The Reformation Agendas of Christianization*. Louisville: Westminster John Knox Press, 2004.

Hillerbrand, Hans J. ed. *The Oxford Encyclopedia of the Reformation*, 4 vol. New York: Oxford University Press, 1996.

Hillerbrand, Hans J. *The Division of Christendom: Christianity in the Sixteenth Century*. Louisville, KY: Westminster John Knox, 2007.

- Hsia, R. Po-Chia ed. *Reform and Expansion, 1500-1600*, Vol. 6 of *The Cambridge History of Christianity*, Vol. 6. Cambridge: Cambridge University Press, 2007.
- Levi, Anthony. *Renaissance and Reformation: The Intellectual Genesis*. New Haven, CT: Yale University Press, 2002.
- Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.
- Lindberg, Carter. *The Reformation Theologians: An Introduction to the Theology of the Early Modern Period*. Oxford: Blackwell, 2002.
- Loades, D. M. *Revolution in Religion: The English Reformation, 1530-1570*. Cardiff: University of Wales Press, 1992.
- MacCulloch, Diarmaid. *The Reformation: A History*. New York: Viking Press, 2004.
- Marshall, Peter. *Reformation England, 1480-1642*. New York: Arnold, 2003.
- Matheson, Peter, ed. *Reformation Christianity, A People's History of Christianity*, vol. 5. Minneapolis: Fortress Press, 2006.
- McGrath, Alister. *Reformation Thought: An Introduction*, 3rd edition. Cambridge, MA: Blackwell, 1999.
- Noll, Mark. *Protestantism: A Very Short Introduction*. New York: Oxford University Press, 2011
- Oakley, Francis. *The Western Church in the Later Middle Ages*. Ithaca, NY: Cornell University Press, 1979.
- Oberman, Heiko. *The Impact of the Reformation*. Grand Rapids: Eerdmans, 1994.
- Ozment, Steven. *The Age of Reform, 1250-1550: An Intellectual and Religious History of Late Medieval and Reformation Europe*. New Haven: Yale University Press, 1980.
- Ozment, Steven E. *Protestants: The Birth of a Revolution*. New York: Doubleday, 1992
- Pettegrew, Andrew ed. *The Early Reformation in Europe*. New York: Cambridge University Press, 1993.
- Pettegrew, Andrew ed. *The Reformation World*. New York: Routledge, 2000.
- Rice, Eugene F., and Anthony Grafton. *The Foundations of Early Modern Europe, 1460-1559*. 2nd ed. New York: W.W. Norton, 1994.
- Rublack, Ulinka. *Reformation Europe*. Cambridge: Cambridge University Press, 2005.

Scarisbrick, J. J. *The Reformation and the English People*. Oxford: Blackwell, 1984.

Scribner, Robert, Roy Porter, and Mikulas Teich. *The Reformation in National Context*. New York: Cambridge University Press, 1994.

Scribner, Robert and Scott Dixon, *The German Reformation*. 2nd ed, Palgrave Macmillan, 2003.

Southern, R.W. *Western Society and the Church in the Middle Ages*. Hammondsowrth: Penguin, 1970.

Spitz, Lewis. *The Protestant Reformation, 1517-1559*. New York: Harper & Row, 1985.

Thompson, Bard. *Humanists and Reformers: A History of the Renaissance and Reformation*. Grand Rapids, MI: Wm. B. Eerdmans, 1996.

Tracy, James. *Europe's Reformations, 1450-1650: Doctrine, Politics, and Community*, 2nd ed. Lanham, MD: Rowman & Little, 2006.

Wandel, Lee Palmer. *The Reformation. Towards a New History*. Cambridge: Cambridge University Press, 2011.

Reference Works

Brady, Thomas A., Heiko Augustinus Oberman, and James D. Tracy, eds. *Handbook of European History, 1400-1600: Late Middle Ages, Renaissance, and Reformation*. New York: E.J. Brill, 1994.

Carney, Jo Eldridge, ed. *Renaissance and Reformation, 1500-1620: A Biographical Dictionary*. Westport, CT: Greenwood Press, 2001.

Cross, F.L. and E. A. Livingstone, *The Oxford Dictionary of the Christian Church*. 3rd ed. Oxford: Oxford University Press, 1997.

Ganzer, Klaus, and Bruno Steimer, eds. *Dictionary of the Reformation*. New York: Crossroad Pub. Co, 2004.

Greengrass, Mark. *The Longman Companion to the European Reformation c. 1500-1618*. London: Longman, 1998.

Hillerbrand, Hans J., ed. *The Oxford Encyclopedia of the Reformation*. 4 volumes. Oxford: Oxford University Press, 1996.

Hillerbrand, Hans J., ed. *Anabaptist Bibliography 1520-1630*. St. Louis: Center for Reformation Research, 1991.

Hsia, R. Po-chia, ed. *A Companion to the Reformation World*. Malden, MA: Blackwell Pub, 2004.

Ozment, Steven, ed. *Reformation Europe: A Guide to Research I*. St. Louis: Center for Reformation Research, 1992.

Maltby, William S. ed. *Reformation Europe: A Guide to Research II*. St. Louis: Center for Reformation Research, 1992.

Ryrie, Alec, ed. *Palgrave Advances in the European Reformations*. New York: Palgrave Macmillan, 2006.

Whitford, David. *Reformation and Early Modern Europe: A Guide to Research*. Kirksville, MO: Truman State University Press, 2008.

On-line Bibliographies

Prof. William Harmless of Creighton University has composed a massive bibliography of theology and church history, with ample sections on medieval and early modern history: http://moses.creighton.edu/harmless/bibliographies_for_theology/Index.htm

Oxford Bibliographies on-line: These are summary bibliographies that provide the best and most recent books and articles on the subject. The Reformation bibliography is short but provides links to bibliographies on much narrower topic related to Reformation and early modern history: <http://www.oxfordbibliographiesonline.com/view/document/obo-9780195399301/obo-9780195399301-0058.xml>

R. Scott Clark at Westminster Theological Seminary: A theologically-inclined guide to works on the Reformation, with a predictable preference for the reformed tradition: <http://clark.wscal.edu/refbibliography.php>

The Wabash Center at Wabash College: a large bibliography of frequently cited works on Reformation history: <http://www.wabashcenter.wabash.edu/resources/article2.aspx?id=13792>

Primary Source Collections

We are fortunate in that there is a great deal of primary material that has been published in translation, including a great deal of material from the primary reformers of the period, such as Luther, Zwingli, Bucer, Calvin and others. What follows is only a sample.

Baylor, Michael, ed. *The Radical Reformation*. Cambridge Texts in the History of Political Thought. Cambridge: Cambridge University Press, 1991.

Bray, Gerald Lewis, ed. *Documents of the English Reformation*. Minneapolis: Fortress Press, 1994.

Estes, James Martin, ed. *Whether Secular Government has the Right to Wield the Sword in Matters of Faith : A Controversy in Nürnberg in 1530 Over Freedom of Worship and Authority of Secular Government in Spiritual Matters : Five Documents Translated, with an Introduction and Notes*. Toronto: Centre for Reformation and Renaissance Studies, 1994.

Hendrix, Scott, ed. and trans. *Early Protestant Spirituality*, Classics of Western Spirituality. New York: Paulist Press, 2009.

Hillerbrand, Hans ed. *The Reformation: A Narrative History Related by Contemporary Observers and Participants*. Grand Rapids: Baker Book House, 1978.

Janz, Denis, ed. *A Reformation Reader: Primary Texts with Introductions*. Minneapolis: Fortress Press, 1999.

King, John N., ed. *Voices of the English Reformation: A Sourcebook*. Philadelphia, Pa: University of Pennsylvania Press, 2004.

Kolb, Robert and Timothy J. Wengert, eds. *The Book of Concord: The Confessions of the Evangelical Lutheran Church*, 2nd ed. Minneapolis: Fortress Press, 2000.

Lindberg, Carter, ed. *The European Reformations Sourcebook*. Malden, MA: Blackwell Publishers, 2000.

Lull, Timothy, ed., *Martin Luther's Basic Theological Writings*, 2nd ed. Minneapolis: Fortress, 2005 (with CD-ROM).

Lund, Eric. *Documents from the History of Lutheranism, 1517-1750* (Minneapolis: Fortress Press, 2002).

Martin Luther, *Three Treatises*, 2nd ed. Minneapolis: Fortress Press, 1990.

Miola, Robert, ed. *Early Modern Catholicism: An Anthology of Primary Sources*. New York: Oxford University Press, 2007.

Naphy, William G., ed. *Documents on the Continental Reformation*. New York: St. Martin's Press, 1996.

Noll, Mark A., ed. *Confessions and Catechisms of the Reformation*. Grand Rapids: Baker Book House, 1991.

Olin, John C., ed. *A Reformation Debate: Sadoletto's Letter to the Genevans and Calvin's Reply*. New York: Fordham University Press, 2000.

Olin, John, ed., *Christian Humanism and the Reformation: Selected Writings of Erasmus*. New York: Fordham University Press, 1975.

Pelikan, Jaroslav, ed. *Luther's Works*, 55 volumes. St. Louis: Concordia / Philadelphia: Fortress Press, 1955-1975.

Pirkheimer, Charitas, and Paul A. MacKenzie. *Caritas Pirckheimer : A Journal of the Reformation Years, 1524-1528*. Rochester, NY: D.S. Brewer, 2006.

Rummel, Erika, ed. *The Erasmus Reader*. Toronto: University of Toronto, 1990.

Rupp, E. Gordon, ed. *Luther and Erasmus on Free Will*, Library of Christian Classics. Reprint: Nashville: Westminster John Knox, 1995.

Zell, Katharina, and Elsie Anne McKee, eds. *Church Mother: The Writings of a Protestant Reformer in Sixteenth-Century Germany*. Chicago: University of Chicago Press, 2006.

ACADEMIC INTEGRITY

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While I assume the best of all students, I am well aware of these realities.

Please read the following statement on Academic Honesty from the Kennesaw State University Undergraduate Catalog:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

(from Section II-A of the KSU Student Code of Conduct, as modified for Fall semester 2011)

Every KSU student is responsible for upholding these provisions. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

I take instances of plagiarism very seriously. If I have questions about the integrity of your work, I will ask to meet with you. If outstanding questions remain, I will adhere to the policies above. **Please note: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester.**

A discussion of what constitutes plagiarism follows:

Plagiarism

The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>.

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important

that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result,

populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED**.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; consequently, **you need to cite your source.**

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

See also the following handout from the Purdue University Online Writing Lab:
http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html