



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>History</u>
Subject	<u>HST</u>	Number	<u>352</u>
Title	<u>Europe's Reformations</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>Yes</u>	If so, list all academic units offering this course	<u>NCIAS</u>

**Requested designation:** Literacy and Critical Inquiry-L  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**  
Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**  
For Fall 2015 Effective Date: October 9, 2014                      For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**  
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**  
Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
  - [Mathematics core courses \(MA\)](#)
  - [Computer/statistics/quantitative applications core courses \(CS\)](#)
  - [Humanities, Arts and Design core courses \(HU\)](#)
  - [Social-Behavioral Sciences core courses \(SB\)](#)
  - [Natural Sciences core courses \(SO/SG\)](#)
  - [Cultural Diversity in the United States courses \(C\)](#)
  - [Global Awareness courses \(G\)](#)
  - [Historical Awareness courses \(H\)](#)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
  - Criteria Checklist for the area
  - Course Catalog description
  - Course Syllabus
  - Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

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**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	<u>Matthew J. Garcia</u>	Date:	<u>2/2/15</u>
Chair/Director (Signature):			

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-1".

C-1

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Syllabus/Guidelines
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1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

C-2

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Syllabus/Guidelines
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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus/Guidelines
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HST	352	Europe's Reformations	L

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	One hundred percent of the grade for the course is derived from four written essays of 1000 - 1500 words on assigned topics	See syllabus
2	As stipulated in course guidelines, essays should develop arguments based upon materials in required document reader.	See Guidelines for HST 352 Essays posted on course website (printed copy attached)
3	Essays for the course are on assigned topics. Assigned topics are always based upon interpretations of events as characterized in assigned texts, lectures and class discussions. In essays, students are required to accept or reject interpretations based upon materials in document reader.	See Guidelines for HST 352 Essays posted on course website (printed copy attached)
4	Grading criteria for the essays is presented during lecture and summarized in course guidelines. All grades are posted on course website. A two-four sentence explanation for every grade is posted on the course website	See Guidelines for HST 352 Essays posted on course website (printed copy attached)

HST 352 Europe's Reformations

3 (L or HU or SB) & H

Causes and implications of the major Protestant, Catholic, and Radical religious reformations in 16th- and 17th-century Europe.

**Allow multiple enrollments:** No

**Primary course component:** Lecture

**Repeatable for credit:** No

**Grading method:** Student Option

**Offered by:**

New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts, and Cultural Studies

College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

Pre-requisites: ENG 102, 105 or 108 with C or better; Minimum 30 hours

**Syllabus**  
**HST 352**  
**SLN #12692**  
**Europe's Reformations**  
**Spring 2015**  
**TTh 9:00 -10:15**  
**Cowden Family Building Room 203**

**Instructor: Andrew E. Barnes**  
**Office number: 4508 Lattie Coor Hall**  
**Office hours: T/Th 10:30-11:30**  
**Office telephone: 480-965-6291**  
**Email: andrew.barnes@asu.edu**

**Required text for the course (available at the ASU Book Store):**

Carter Lindberg, *The European Reformations* (2<sup>nd</sup> edition)

Carter Lindberg (ed.), *The European Reformations Sourcebook* (2<sup>nd</sup> edition)

The goal of this course is to narrate the historical process that brought into existence state churches in most European nations by the end of the sixteenth century. The focus will be on developments in Christian thought and the impact of these developments on church and state. The medieval Christian church had actually been a fairly large tent under which a fairly broad spectrum of ideas had been allowed to flourish. That point made, it was still true that anyone who questioned the authority of the Pope, the name given to the bishop of Rome, exposed him or herself to suspicions of heresy, which was rigorously suppressed. In the context of condemning practices he considered abusive, the German monk Martin Luther questioned why the Pope allowed the abuses to continue. In the past men like Luther had been condemned and executed, but a group of German princes chose instead to support Luther and "protest" Luther's condemnation (hence Protestant). This was the starting point for the European Reformation. Over the new century or so, political authorities across Europe decided to entertain their own chosen notions of a state church, maintained by their own selected group of theologians. Many states chose to follow Protestant theologians, that is, theologians who like Luther rejected the authority of the bishop of Rome. Many other states, however, opted to maintain Catholic orthodoxy. The course will discuss first the religious situation in Europe before Luther made his move. A consideration of Luther and the first wave of Protestant reformers will follow. Next will be a discussion of John Calvin and the second wave of Protestant reformers. Brief considerations of Anabaptism and then Counter-Reformation Catholicism will complete the course.

Readings for the course will be taken from the two books listed above. Carter Lindberg's *The European Reformations* provides a historical survey of ideas and developments before and after Luther posted his 95 theses. The book will serve as the main text for the course. Lindberg's survey will be supplemented by the collection of documents he edited, *The European Reformations Sourcebook*. The ambition of the course is to get students to understand the Reformation era on its own terms. The documents, all from the era, will help do this.

### **Work and Grading:**

The course will meet Tuesdays and Thursdays from 9:00 – 10:15. Attendance is expected at every class session, though attendance will not be monitored. Still, the assigned essay topics will be taken from class discussions and it will be taken for granted that students understand the questions for which the topics request answers. Reading assignments are listed below on a week-to-week basis. The assumption is that students will read the week's reading before coming to class Tuesday morning. Class discussion will involve highlighting the main points in the assigned readings and then adding broader historical context to these main points. Some class time will also be dedicated to viewing films and documentaries.

Required work for the course will consist of four essays of between 4-6 pages (1000 – 1500 words) on assigned topics. A website on Blackboard has been established for the course. The essay topics will be posted on the website according to the schedule announced below. Students will be required to submit copies of their essays electronically via the course website by the announced due date. Each of the exercises will be worth one hundred points. L-1

Exercises must be submitted by 11:59 pm on the due date. Late exercises, that is, exercises not submitted by 11:59 pm on the due date, will be penalized five (5) points per 24 hour period up to a maximum of 25 points. It is the student's responsibility to submit their exercises on time, and free of any virus. The instructor will not open a submitted exercise in which a virus is detected. The exercise will be considered as not submitted. A re-submission of the exercise after noon on the due date will be penalized as a late submission according to the rules stipulated above.

**Submission of all four essays is required in order to receive a passing grade for the course.**

As outlined above, late submissions are accepted with penalties. All course work, including all late submissions, must be submitted by a



designated date that will be announced on the course website. After that date no work will be accepted. No incompletes will be given in this course.

**Grade Schedule:** Following is a schedule of point totals and the corresponding grades.

Students with more than 390 points will receive an "A+" for the course.

Students with a total number of points between 389 and 370 will receive an "A" for the course.

Students with a total number of points between 369 and 360 will receive an "A-" for the course.

Students with a total number of points between 359 and 350 will receive a "B+" for the course.

Students with a total number of points between 349 and 330 will receive a "B" for the course.

Students with a total number of points between 329 and 320 will receive a "B-" for the course.

Students with a total number of points between 319 and 310 will receive a "C+" for the course.

Students with a total number of points between 309 and 280 will receive a "C" for the course.

Students with a total number of points between 279 and 240 will receive a "D" for the course

Students with a cumulative score below 240 points will receive an "E" for the course.

### **Due Dates for Four Exercises**

*Exercise One will be posted by February 5<sup>th</sup>. It will be due on February 13<sup>th</sup>.*

*Exercise Two will be posted by March 5<sup>th</sup>. It will be due on March 20<sup>th</sup>.*

*Exercise Three will be posted by April 2<sup>nd</sup>. It will be due on April 10<sup>th</sup>.*

*Exercise Four will be posted by April 28<sup>th</sup>. It will be due on May 8<sup>th</sup>.*

## ***Reading Assignments***

### ***Readings for Week 1*** (January 13, 15)

Lindberg, *Reformations*, chap 1, pp. 1-22

### ***Readings for Week 2*** (January 20, 22)

Lindberg, *Reformations*, chap 2, pp. 23-53

Lindberg, *Reformations Sourcebook*, chap 1, pp. 1-22

### ***Readings for Week 3*** (January 27, 29)

Lindberg, *Reformations*, chap 3, pp. 54-86

Lindberg, *Reformations Sourcebook*, chap 2, pp. 23-45

### ***Readings for Week 4*** (February 3, 5)

Lindberg, *Reformations*, chap 4, pp. 87-107

Lindberg, *Reformations Sourcebook*, chap 3, pp. 46-66

### ***Readings for Week 5*** (February 10, 12)

Lindberg, *Reformations*, chap 5, pp. 108-129

Lindberg, *Reformations Sourcebook*, chap 4, pp. 68-84

### **First Exercise Due February 13<sup>th</sup>**

### ***Readings for Week 6*** (February 17, 19)

Lindberg, *Reformations*, chap 6, pp. 130-160

Lindberg, *Reformations Sourcebook*, chap 5, pp. 85-100

### ***Readings for Week 7*** (February 24, 26)

Lindberg, *Reformations*, chap 7, pp. 161-187

Lindberg, *Reformations Sourcebook*, chap 6, pp. 102-119

***Readings for Week 8*** (March 3, 5)

Lindberg, *Reformations*, chap 8, pp. 188-214

Lindberg, *Reformations Sourcebook*, chap 7, pp. 120-136

***Readings for Week 9*** (March 10, 12)

(Spring Break)

**No Assignment**

**Second Exercise Due March 20th*****Readings for Week 10*** (March 17, 19)

Lindberg, *Reformations*, chap 9, pp. 215-233

***Readings for Week 11*** (March 24, 26)

Lindberg, *Reformations*, chap 10, pp. 234-259

Lindberg, *Reformations Sourcebook*, chap 9, pp. 154-176

***Readings for Week 12*** (March 31, April 2)

Lindberg, *Reformations*, chap 11, pp. 260-280

Lindberg, *Reformations Sourcebook*, chap 10, pp. 178-194

***Readings for Week 13*** (April 7, 9)

Lindberg, *Reformations*, chap 12, pp. 282-292

Lindberg, *Reformations Sourcebook*, chap 11, pp. 195-204

**Third Exercise Due April 10<sup>th</sup>**

***Readings for Week 14*** (April 14, 16)

Lindberg, *Reformations*, chap 13, pp. 293-320

Lindberg, *Reformations Sourcebook*, chap 12, pp. 205-223

***Readings for Week 15*** (April 21, 23)

Lindberg, *Reformations*, chap 14, pp. 321-346

Lindberg, *Reformations Sourcebook*, chap 13, pp. 224-243

***Readings for Week 16*** (April 28, 30)

Lindberg, *Reformations*, chap 15, pp. 347-379

**Fourth Essay Due May 8<sup>th</sup>**

## Guidelines for HST 352 Essays Spring 2015 – PLEASE READ

All essays will be on assigned topics (prompts). The following is a list of basic guidelines designed to tell you just what I'll be evaluating in grading your response to the prompts.

L-3 [ 1. **Argument:** Your essay should be organized entirely around the thesis (argument) you are making in response to the prompt, and upon the evidence from the documents that you are using to support your argument. While your opinions are valuable and help situate your thesis, what I will be assessing is your argument and the evidence you use to support it.

2. **Organization:** Every essay should have an introduction, where you state your thesis, a main body where you demonstrate your thesis, and then a conclusion where you summarize the argument you have made, and address any challenges you anticipate. ] L-2

L-3 [ 3. **Rigor of the argument:** Learning to write is about learning to focus what you have to say about a subject. When assessing your essays I will count positively historical analysis based upon class materials and discussions. By the same token, I will look at broad generalizations, and information or arguments not related specifically to the documents as detractors from your argument.

L-3 [ 4. **Evidence:** Historical writing is built upon systematic investigation of documents, which are artifacts (writings, artwork, etc) from the past. For this course all the necessary documents are included in the Lindberg book, *European Reformations Sourcebook*. In every essay I will look for demonstration of command of at least three of the assigned documents. You may use more. It is recommended. But you have to use effectively at least three. ] L-2

5. **Citations:** Every idea or piece of evidence that you take from class materials or class discussion should be cited. For this course, short form citations are fine. Lindberg's *The European Reformations* may be cited as *Lindberg Text*, pp??. Lindberg's *The European Reformations Sourcebook* may be cited as *Lindberg Sourcebook*, pp??. If you are using an e-text without pagination, please just use the location identifier present in the text. Class materials may be cited by date. For example, "Class Notes, January 13, 2015." For ideas and evidence taken from outside sources, long form citations should be used, ideally following the Chicago Style format.

6. **Presentation:** While I typically do not give a formal grade for "Presentation," grammar, punctuation, and spelling all affect overall assessment. If I think that presentation has had a particularly deleterious impact on an essay's grade, I will give a split grade of, for example, "B+/D," where "B+" will represent the grade for content, and "D" the grade for presentation. The final grade will be the average of the two. As for format, please use 12 pt font, Times New Roman, Double-spaced (no more), 1-inch margins. ] L-4

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