Course information:

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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Historical, Philosophical and Religious Studies</th>
<th>Department</th>
<th>History</th>
</tr>
</thead>
</table>

Subject: HST  Number: 352  Title: Europe's Reformations  Units: 3

Is this a cross-listed course?  No

Is this a shared course?  Yes  If so, list all academic units offering this course: NCIAS

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 or 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:

Name: Cindy Baade  Phone: 5-7183
Mail code: 4302  E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew J. Garcia  Date: 2/2/15
Chair/Director (Signature): [Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
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:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
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</table>

**CRITERION 1:**
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. *In-class essay exams may not be used for [L] designation.*

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".

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>❌</td>
<td></td>
<td>Syllabus</td>
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</tbody>
</table>

**CRITERION 2:**
The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

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".

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>❌</td>
<td></td>
<td>Syllabus/Guidelines</td>
</tr>
</tbody>
</table>

**CRITERION 3:**
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.

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".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus/Guidelines</td>
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</tbody>
</table>

#### CRITERION 4:
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. *Intervention at earlier stages in the writing process is especially welcomed.*

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.

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-4". 

C-4
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST</td>
<td>352</td>
<td>Europe's Reformations</td>
<td>L</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One hundred percent of the grade for the course is derived from four written essays of 1000 - 1500 words on assigned topics</td>
<td>See syllabus</td>
</tr>
<tr>
<td>2</td>
<td>As stipulated in course guidelines, essays should develop arguments based upon materials in required document reader.</td>
<td>See Guidelines for HST 352 Essays posted on course website (printed copy attached)</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td>See Guidelines for HST 352 Essays posted on course website (printed copy attached)</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
<td>See Guidelines for HST 352 Essays posted on course website (printed copy attached)</td>
</tr>
</tbody>
</table>
HST 352  Europe's Reformations
Causes and implications of the major Protestant, Catholic, and Radical
religious reformations in 16th- and 17th-century Europe.

Allow multiple enrollments: No
Repeateable for credit: No

Primary course component: Lecture
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 (2nd edition)

Carter Lindberg (ed.), The European Reformations Sourcebook (2nd 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 Reformation* 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 Reformation 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.

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 5th. It will be due on February 13th.
Exercise Two will be posted by March 5th. It will be due on March 20th.
Exercise Three will be posted by April 2nd. It will be due on April 10th.
Exercise Four will be posted by April 28th. It will be due on May 8th.
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 13th

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 10th
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 8th
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.

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.

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 detractions from your argument.

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.

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.
Contents

List of Figures x
Preface to the Second Edition xi
Preface to the First Edition xiv
List of Abbreviations xvii

1. History, Historiography, and Interpretations of the Reformations 1
   History and Historiography 1
   Interpretations of the Reformations 7
   Suggestions for Further Reading 22

2. The Late Middle Ages: Threshold and Foothold of the Reformations 23
   Agrarian Crisis, Famine, and Plague 24
   Towns and Cities: Loci of Ideas and Change 32
   The Printing Press 34
   Of Mines and Militancy 36
   Social Tensions 38
   The Crisis of Values 40
      The western schism 41
      Conciliarism 44
   Anticlericalism and the Renaissance Papacy 50
   Suggestions for Further Reading 52
   Electronic resources 53

3. The Dawn of a New Era 54
   Martin Luther (1483–1546) 54
   Theological and Pastoral Responses to Insecurity 60
   Theological Implications 67
Contents

Indulgences: The Purchase of Paradise 69
The Squeaky Mouse 72
Politics and Piety 75
From the Diet of Worms to the Land of the Birds 78
    The diet of Worms 83
Suggestions for Further Reading 85
Electronic resources 86

4. Wait for No One: Implementation of Reforms in Wittenberg 87
   In the Land of the Birds 87
   Melanchthon: Teacher of Germany 88
   Karlstadt and Proto-Puritanism 89
   Bishops, Clerical Marriage, and Strategies for Reform 92
   The Gospel and Social Order 99
   Suggestions for Further Reading 107

5. Fruits of the Fig Tree: Social Welfare and Education 108
   Late Medieval Poor Relief 109
   Beyond Charity 111
   The Institutionalization of Social Welfare 115
   Bugenhagen and the Spread of Evangelical Social Welfare 118
   Education for Service to God and Service to the Neighbor 122
   The Catechisms and Christian Vocation 124
   Was the Early Reformation a Failure? 126
   Suggestions for Further Reading 128

6. The Reformation of the Common Man 130
   “Brother Andy” 130
   Thomas Müntzer 137
       Müntzer's Origins and Theology 138
       Müntzer's Historical Development 142
       On to the Land of Hus 143
   The Revolution of the Common Man, 1524–1526 150
       The Role of Anticlericalism 152
       Luther and the Peasants’ War 155
   Suggestions for Further Reading 159

7. The Swiss Connection: Zwingli and the Reformation in Zurich 161
   The Affair of the Sausages 161
   Zwingli’s Beginnings 162
   Magistracy and Church in Zurich 165
   Zwingli’s Reform Program 166
   Excursus: Medieval Sacramental Theology 172
8. The Sheep against the Shepherds: The Radical Reforms 188
   The Anabaptists 189
   Excursus: Reformation Understandings of Baptism 193
   Zurich Beginnings 198
   Anabaptist Multiplicity 204
   The Münster Debacle 207
   The Subversive Piety of the Spiritualists 211
   Suggestions for Further Reading 213

9. Augsburg 1530 to Augsburg 1555: Reforms and Politics 215
   The Trail of Worms 216
   The Diet of Worms 218
   The Diet of Speyer, 1526 219
   The Diet of Speyer, 1529 220
   The Diet of Augsburg, 1530, and the Augsburg Confession 221
   The Right of Resistance to the Emperor 225
   Reformation Ecumenism, War, and the Peace of Augsburg 227
   Suggestions for Further Reading 232

10. "The Most Perfect School of Christ": The Genevan Reformation 234
    John Calvin (1509–1564) 235
    Journey to Geneva 238
    The Reformation in Geneva 240
    Sojourn in Strasbourg 242
    Geneva under Calvin, 1541–1564 247
    Calvin's Consolidation of his Authority 250
    The Servetus Case 253
    Protestant Mission and Evangelism: The "International Conspiracy" 257
    Suggestions for Further Reading 258

    The Shield of Humanism 260
    Evangelical Progress and Persecution 263
    Calvin's Influence in France 266
    The Colloquy of Poissy, 1561 271
    The Wars of Religion, 1562–1598 274
    The St Bartholomew's Day Massacre 275
    "Paris is Worth a Mass" 279
    Suggestions for Further Reading 280
12. The Blood of the Martyrs: The Reformation in the Netherlands
   "I.a secte Lutheriane" 285
   Dissident Movements 286
   The Rise of Calvinism and the Spanish Reaction 287
   A Godly Society? 291
   Suggestions for Further Reading 292

13. The Reformations in England and Scotland 293
   Anticlericalism and Lutheran Beginnings 294
   The King's Great Matter 301
   Passions, Politics, and Piety 304
   Edward VI and Protestant Progress 306
   Mary Tudor and Protestant Regress 308
   Elizabeth I and the Via Media 310
   Mary Stuart (1542–1587) and the Reformation in Scotland 316
   Suggestions for Further Reading 320

14. Catholic Renewal and the Counter-Reformation 321
   Late Medieval Renewal Movements 321
   The Index and the Inquisition 328
   Loyola and the Society of Jesus 333
   The Council of Trent, 1545–1563 338
   Suggestions for Further Reading 345
   Electronic resources 346

15. Legacies of the Reformations 347
   Confessionalization 347
   Politics 352
   Culture 355
   The Reformations and Women 355
   Toleration and the “Other” 361
   Economics, Education, and Science 367
   Literature and the Arts 369
   Back to the Future: The Reformations and Modernity 377
   Suggestions for Further Reading 378
   Electronic resources 379

Chronology 380

Genealogies 387
   The House of Valois and Bourbon, to 1610 388
   The family of Charles V 389
   The English crown, 1485–1603 390
   Ottoman sultans, 1451–1648 391
   Popes, 1492–1605 392
Maps 393
Europe about 1500 394
Germany at the time of the Reformations 395
The Empire of Charles V 396
The Ottoman Empire 397
The Portuguese and Spanish overseas empires 398
Religious divisions in Europe about 1600 399
Glossary 400
Appendix: Aids to Reformation Studies 403
Bibliography 407
Index 443
Contents

Preface to the Second Edition  xvi
Preface to the First Edition  xviii
Abbreviations  xx

1 The Late Middle Ages  1
  1.1 Jean de Venette: Chronicle  3
  1.2 Social Tensions: The Reformation of the Emperor Sigismund (c.1438)  3
  1.3 The Crisis of Values: "Reynard the Fox" (1498)  4
  1.4 Jakob Wimpfling: The Origins of Printing, from Epitome Rerum Germanicarum (1505)  5
  1.5 Sebastian Brant: The Ship of Fools  5
  1.6 "The Piper of Niklashauser," A Report of His Preaching (1476)  7
  1.7 Ulrich von Hutten: Vadiscum oder die Römische Dreifaltigkeit (1519)  8
  1.8 Jacob Wimpfling: Grievances of the German Nation (1515)  8
  1.9 Pope Boniface VIII: Unam Sanctam (1302)  9
  1.10 Pope Clement VI: Unigenitus Dei Filius (1343)  10
  1.11 Pope Sixtus IV: Salvator Noster (1476)  10
  1.12 Marsilius of Padua: Defender Pacis (1324)  10
  1.13 Conciliarism: Opinion of the University of Paris (1393)  11
  1.14 Pierre D’Ailly: Conciliar Principles (1409)  11
  1.15 The Council of Constance: Haece Sancta (1415) and Fergus (1417)  12
  1.16 Pope Pius II: Exercitobis (1460)  12
  1.17 Pope Leo X: Pastor Aeternus (1516)  13
  1.18 John Wyclif: "On Indulgences"  13
  1.19 John Hus: The Treatise on the Church  13
  1.20 Gabriel Biel: "Doing What is in One"  14
  1.21 Johannes Tauler, OP: Sermon Extract  14
  1.22 Theologia Deutsch  15
  1.23 Ludolf of Saxony: Vita Jesu Christi  15
  1.24 Gerard Zerbolt: The Spiritual Ascents  16
  1.25 Thomas à Kempis: The Imitation of Christ  16
  1.26 Johannes von Staupitz: Sermon Extracts  17
## Contents

1.27 Dietrich Kolde: *A Fruitful Mirror or Small Handbook for Christians* (1508)  
1.28 François Rabelais: *On Education*  
1.29 Lorenzo Valla: *The Falsely Believed and Forged Donation of Constantine*  
1.30 Nicholas of Lyra: *Interpretation of the Bible*  
1.31 Desiderius Erasmus: *Praise of Folly* (1509)  
1.32 Erasmus, “Letter to Martin Dorp” (1515)  
1.33 Ulrich von Hutten: *Letters from Obscure Men* (1515)

### 2 The Dawn of a New Era

2.1 Martin Luther: *Recollections of Becoming a Monk*  
2.2 Luther’s Conversion  
2.3 Luther’s Theological Emphases  
2.4 Luther: “Disputation Against Scholastic Theology” (1517)  
2.5 “Official Catalogue” of Relics in the Wittenberg Castle Church  
2.6 Archbishop Albert of Mainz: *The Commission of Indulgences*  
2.7 Tetzel: A Sample Sermon  
2.8 A Contemporary Description of Indulgence Selling  
2.9 “The Robbing of Tetzel”  
2.10 Luther: “The Ninety-five Theses” (1517)  
2.11 Bucer’s Description of Luther at the Heidelberg Disputation (1518)  
2.12 Prierias: *Dialogue Against the Arrogant Theses of Martin Luther on the Power of the Pope* (1518)  
2.13 Luther’s Hearing before Cardinal Cajetan at Augsburg (1518)  
2.14 Georg Spalatin: *Recollections of Frederick the Wise on Luther*  
2.15 Peter Mosellanus: *Description of Luther, Karlstadt, and Eck at the Leipzig Debate*  
2.16 Capito: Letter of Support to Luther (February 1519)  
2.17 Luther: *Treatise on Good Works* (June 1520)  
2.18 Luther: *To the Christian Nobility of the German Nation Concerning the Reform of the Christian Estate* (1520)  
2.19 Luther: *The Babylonian Captivity of the Church* (1520)  
2.20 Luther: *The Freedom of a Christian* (1520)  
2.21 Pope Leo X: “Exsurge domine” (June 15, 1520)  
2.22 The Papal Nuncio’s Reports from the Diet of Worms  
2.23 Luther before Emperor and Empire at the Diet of Worms (1521)  
2.24 Charles V: Message to his Council (April 19, 1521)  
2.25 The Edict of Worms (May 26, 1521)  
2.26 Albrecht Dürer’s Diary: Rumors of Luther’s Capture (1521)

### 3 Implementation of Reforms

3.1 Thomas More to Martin Dorp (1515)  
3.2 Erasmus: *Paracelsis* (1516)  
3.3 Luther: “On Translating: An Open Letter” (1530)  
3.4 Luther: *A Brief Instruction on What to Look For and Expect in the Gospels* (1521)  
3.5 Jörg Vögel: Letter to Konrad Zwick (1523)  
3.6 Philipp Melanchthon: “On Improving the Studies of Youth” (1518)
3.7 Melanchthon: “Theses Against Scholastic Theology” (1520)  
3.8 Andreas Bodenstein von Karlstadt: “The 151 Theses” (1517)  
3.9 Karlstadt: The Meaning of the Term “Gelassen” and Where in Holy Scripture It is Found (1523)  
3.10 “The Hammer of Witches” (1486)  
3.11 Karlstadt: Exposition of Numbers 30 Which Speaks of Vows (1522)  
3.12 Luther: The Judgment of Martin Luther on Monastic Vows (1521)  
3.13 Luther: The Estate of Marriage (1522)  
3.14 Ursula of Münsterberg: A Nun Explains Her Leaving the Convent (1528)  
3.15 Argula von Grumbach  
3.16 Katharina Schütz Zell: Writings on Reformation and Marriage  
3.17 Katherine Rem: A Nun Rejects the Reformation (1523)  
3.18 Caritas Pirkheimer: A Journal of the Reformation Years 1524–1528  
3.19 Karlstadt: On the Abolition of Images and That There Should Be No Beggars Among Christians (1522)  
3.20 The Wittenberg Movement: The University Report to Elector Frederick (1521)  
3.21 The Wittenberg Movement by the End of 1522  
3.22 Nicholas Hausmann: A Report Concerning the Zwickau Prophets (1521)  
3.23 Melanchthon: Report to Frederick on the Situation in Wittenberg (1521)  
3.24 Luther: Letter to Elector Frederick (1522)  
3.25 Luther: The Invocavit Sermons (1522)  
3.26 Luther: Against the Heavenly Prophets (1525)  
3.27 Karlstadt: Several Main Points of Christian Teaching Regarding Which Dr. Luther Brings Andreas Karlstadt Under Suspicion Through False Accusation and Slander (1525)  

4 Social Welfare and Education  
4.1 Canon Law  
4.2 Johann Gellert of Kaysersberg: “Concerning Begging”  
4.3 The Nuremberg Begging Order of 1478  
4.4 Luther: “Foreword” to Mathias Hütlin’s The Book of Vagabonds (1510)  
4.5 Luther: The Blessed Sacrament of the Holy and True Body of Christ and the Brotherhoods (1519)  
4.6 Anonymous: “What is Loan-Interest Other than Usury?” (1522)  
4.7 Luther: Trade and Usury (1524)  
4.8 Luther: “That Clergy Should Preach Against Usury” (1540)  
4.9 Social Welfare Legislation: The City of Wittenberg (1522)  
4.10 Social Welfare Legislation: Leisnig (1523)  
4.11 A Conversation Concerning the Common Chest of Schwabach, Namely by Brother Heinrich, Knecht Kuprecht, Spiter, and Their Master of the Wool Trade (1524)  
4.12 Luther: To the Councilmen of All Cities in Germany that They Establish and Maintain Christian Schools (1524)
4.13 Luther: A Sermon on Keeping Children in School (1530) 80
4.14 Luther: The Small Catechism (1529) 81
4.15 Luther: The Large Catechism (1529) 82

5 The Reformation of the Common Man 85
5.1 Müntzer to Luther (1520) 86
5.2 Müntzer: Prague Manifesto (1521) 86
5.3 Müntzer to Melanchthon (1522) 87
5.4 Karlstadt: Whether One Should Proceed Slowly (1524) 87
5.5 Luther: Letter to the Christians at Strassburg in Opposition to the Fanatic Spirit (1524) 88
5.6 Luther: Letter to the Princes of Saxony Concerning the Rebellious Spirit (1524) 89
5.7 Müntzer to the People of Erfurt (1525) 90
5.8 Müntzer to Frederick the Wise (1524) 90
5.9 Müntzer: Vindication and Refutation (1524) 91
5.10 Müntzer: Sermon to the Princes (1524) 92
5.11 The Twelve Articles of the Upper Swabian Peasants (1525) 92
5.12 Luther: Admonition to Peace. A Reply to the Twelve Articles of the Peasants in Swabia (1525) 94
5.13 Aspects of Müntzer’s Military Campaign 95
5.14 The Massacre of Weinsberg (April 16, 1525): Report of the Parson Johann Herolt 96
5.15 Müntzer to the People of Allstedt (1525) 96
5.16 Müntzer’s Revolutionary “Ring of Justice” in the Camp of the Frankenhausen Army 97
5.17 Luther: Against the Robbing and Murdering Hordes of Peasants (1525) 97
5.18 Luther: An Open Letter on the Harsh Book Against the Peasants (1525) 98
5.19 The Account of Hans Hut (1527) 99
5.20 Johann Rühl, Mansfeld Councillor, to Martin Luther (1525) 99
5.21 Aftermath of the Peasants’ War: Report of the Bernese Chronicler, Valerius Anshelm 100
5.22 The Consequences of Luther’s Stance during the Peasants’ War: Hermann Mühlpfort, Mayor of Zwickau, to Stephan Roth at Wittenberg (1525) 100

6 The Swiss Connection: Zwingli and the Reformation in Zurich 102
6.1 Zwingli’s Invitation to Zurich (1518) 103
6.2 Mandate of the Zurich Mayor and Council for Scriptural Preaching (1520) 104
6.3 Heinrich Bullinger: Account of Zwingli’s Preaching Against Mercenary Service in 1521 104
6.4 The Affair of the Sausages 104
6.5 Christopher Froeschauer’s Defense (1522) 105
6.6 Zwingli: Concerning Choice and Liberty Respecting Food – Concerning Offense and Vexation – Whether Anyone Has Power to Forbid Foods at Certain Times – Opinion of Huldreich Zwingli (1522) 105
6.7 Petition of Certain Preachers of Switzerland to the Most Reverend Lord Hugo, Bishop of Constance, That He Will Not Suffer Himself to be Persuaded to Make Any Proclamation to the Injury of the Gospel, Nor Endure Longer the Scandal of Harlotry, But Allow the Priests to Marry Wives or at Least Would Wink at Their Marriages (1522) 106
6.8 Ordinance for Reform of the Great Minster (1523) 106
6.9 Institution of the Prophesy in Zurich 107
6.10 Zwingli: “Short Christian Instruction” (1523) 108
6.11 Removal of Relics and Organs (1524) 109
6.12 The Council’s Mandate for Church-Going (1531) 109
6.13 Zwingli’s View of Luther 109
6.14 Zwingli: Of the Clarity and Certainty of the Word of God (1522) 110
6.15 Zwingli: The Sixty-Seven Articles (1523) 111
6.16 The First Zurich Disputation (January 23, 1523) 112
6.17 The Fourth Lateran Council (1215) 113
6.18 The Second Council of Lyons (1274) 113
6.19 Karlstadt: “Dialogue” on the Lord’s Supper (1524) 113
6.20 Zwingli: “Letter to Matthew Alber Concerning the Lord’s Supper” (1524) 115
6.21 Zwingli: Friendly Exegesis, That Is, Exposition of the Matter of the Eucharist, Addressed to Martin Luther by Huldrych Zwingli (1527) 116
6.22 Luther: Confession Concerning Christ’s Supper (1528) 116
6.23 The Marburg Colloquy and Articles (1529) 117
6.24 Erasmus to Martin Bucer (1527) 118
6.25 Willibald Pirckheimer: Humanist Disappointment with the Reformation (1530) 119
7 The Radical Reformation 120
7.1 Zwingli: Refutation of the Tricks of the Baptists (1527) 121
7.2 Anabaptism Begins (1525) 122
7.3 The Second Zurich Disputation (1523) 123
7.4 Conrad Grebel and Companions to Müntzer (1524) 123
7.5 Mantz’s Petition of Defense, Zurich (1524) 124
7.6 Hubmaier to Oecolampadius on Baptism (1525) 125
7.7 The Zurich Council Orders Infant Baptism, and Silence (1525) 125
7.8 The Council Orders Anabaptists to Be Drowned (1526) 125
7.9 Zwingli: Of Baptism (1525) 126
7.10 The Schleitheim Confession of Faith [Seven Articles] (1527) 127
7.11 The Banishment of Blaurock and Execution of Mantz 128
7.12 The Trial and Martyrdom of Michael Sattler (1527) 128
7.13 Johann Eck: Letter to Duke George of Saxony on the Anabaptists (1527) 130
7.14 Bernard Rothmann: A Confession of Faith and Life in the Church of Christ of Müntzer (1534) 131
7.15 The Twelve Elders of Müntzer: “Thirteen Statements of the Order of Life” and “A Code for Public Behavior” (mid-1534) 131
7.16 Appeal to Outsiders to Join the “New Jerusalem” in Müntzer 132
7.17 The Death of the “Prophet” Jan Matthijs 133
8 Augsburg 1530 to Augsburg 1555: Reform and Politics

8.1 Reform Programme of the Bishop of Pomerania (1525) 138
8.2 The Speech from the Throne (1526) 139
8.3 The Declaration of the Cities (1526) 139
8.4 The Recess of the Diet (1526) 140
8.5 The Speech from the Throne (1529) 140
8.6 The Resolution of the Majority (1529) 141
8.7 The Resolution of the Minority (1529) 141
8.8 Cardinal Campeggio’s Instructions to the Emperor (1530) 142
8.9 Dukes William IV and Louis X of Bavaria to the Theological Faculty of Ingolstadt University (1530) 143
8.10 Johannes Eck: “404 Articles” on the Errors of the Reformers (1530) 143
8.11 The Advice of Dr. Brück, Chancellor of Electoral Saxony (1530) 144
8.12 The Augsburg Confession (1530) 144
8.13 Cardinal Legate Campeggio’s Response to the Augsburg Confession (1530) 145
8.14 Conflation of the Augsburg Confession (1530) 146
8.15 The Recess of the Diet of Augsburg (1530) 147
8.16 Luther: Temporal Authority: To What Extent It Should Be Obeyed (1523) 147
8.17 Judgment of the Saxon Jurists (1530) 148
8.18 Luther: Letter to Lazarus Spengler in Nuremberg (1531) 148
8.19 Luther: Dr. Martin Luther’s Warning to his Dear German People (1531) 149
8.20 Luther: Disputation Concerning the Right to Resist the Emperor (1539) 150
8.21 Nicholas Gallus et al.: A Confession of the Magdeburg Pastors Concerning Resistance to the Superior Magistrate (1550) 150
8.22 Sastrow’s account of preaching during the Interim 151
8.23 The Peace of Augsburg (1555) 152
8.24 Charles V: Abdication Speech, Brussels (1556) 153

9 The Genevan Reformation

9.1 John Calvin: Conversion and Development 155
9.2 Nicolas Cop: Rector’s Address to the University of Paris (1533) 156
9.3 Apology of John Calvin to the Gentlemen, the Nicodemites (1544) 157
9.4 Calvin: A Very Useful Account concerning the Great Benefit that Christianity will Receive if it takes an inventory of all the sacred bodies and relics which are in Italy, France, Germany, Spain, and other kingdoms and countries (1543) 158
9.5 Michel Roset: Chronicles of Geneva (1562) 159
9.6 Jeanne de Jussie: *The Short Chronicle. A Poor Clare’s Account of the Reformation in Geneva* 160
9.7 The Ecclesiastical Ordinances of 1541 162
9.8 Calvin to Kaspar Olevianus regarding the churches in Heidelberg (1560) 163
9.9 François de Bonivard: *On the Ecclesiastical Polity of Geneva* 164
9.10 Calvin: *Institutes of the Christian Religion* 165
9.11 Calvin: The Geneva Catechism (1545) 168
9.12 Ordinances Concerning Church Polity in Geneva (1546) 169
9.13 Calvin: *Short Treatise on the Holy Supper of our Lord Jesus Christ* (1542) 170
9.14 Calvin on Luther: Letter to Heinrich Bullinger (1544) 171
9.15 The *Consensus Tigurinus* (1549) 171
9.16 A Letter from the Geneva Company of Pastors to the Swiss Churches on Jerome Bolsec (1551) 173
9.17 Calvin: “The Consent Of The Pastors Of The Church Of Christ At Geneva, Concerning ‘The Eternal Predestination Of God,’ By Which He Has Chosen Some Men Unto Salvation, While He Has Left Others To Their Own Destruction . . .” 173
9.18 Servetus: Letter to Abel Poupin, Minister in Geneva (1547?) 174
9.19 The Trial of Michael Servetus (1553) 174
9.20 Servetus: Plea for Religious Liberty 175
9.21 Servetus: Petition from Prison to the Geneva Council 175
9.22 The Sentence of the Geneva Council (1553) 175
9.23 Castellio: *Concerning Heretics* 176

10 The Reformation in France 178
10.1 Jacques Lefèvre: *Commentary on the Epistles of St. Paul* (1512) 179
10.2 Lefèvre: Preface to Latin Commentary on the Gospels (1522) 179
10.3 Lefèvre: Letters to Farel (1524) 179
10.4 The Sorbonne Condemnation of Lefèvre’s “Fifty-Two Sundays” (1525) 180
10.5 Florimond de Raemond: Heresy at Meaux 180
10.6 Marie Dentière: *Epistle to Marguerite de Navarre* (1539) 181
10.7 The Message of the Placards 182
10.8 Letter to Geneva from Five Evangelical Students Imprisoned in Lyon (1552) 182
10.9 Nicolas des Gallars, Pastor in Paris, to His Genevan Colleagues (1557) 183
10.10 Calvin’s Response to Des Gallars (1557) 183
10.11 Letter from the Company of Pastors to the Church in Paris (1557) 184
10.12 The French Confession of Faith (1559) 185
10.13 The Report of the Venetian Ambassador in France (1561) 186
10.14 Michel de L’Hôpital: Speech to the Estates-General of Orleans (1560) 187
10.15 Beza’s Account of the Colloquy of Poissy (1561) 188
10.16 St. Bartholomew’s Eve (From Amsterdam, August 30, 1572) 189
10.17 The Duke of Sully’s Account of the St. Bartholomew’s Day Massacre 189
11 The Reformation in the Netherlands
11.1 The Venetian Ambassador on Philip II (1559) 195
11.2 Philip II: The Edict of 1555 196
11.3 The Belgic Confession of Faith (1561) 196
11.4 Pieter Titelmans, Inquisitor to Regent Margaret of Parma Kortrijk (1562) 197
11.5 Description of “Hedge-Preaching” Given to Regent Margaret (1566) 198
11.6 Philip Marnix on Mob Violence in the Netherlands (1567) 199
11.7 “Request” of the Nobles, Presented to Regent Margaret by Henry Brederode (1566) 199
11.8 “The Request of Those of the New Religion to the Confederate Nobles” (1567) 200
11.9 Philip II: Letter to Pope Pius V on the Religious Question in the Netherlands (1566) 201
11.10 The Goals of William of Orange (1572) 201
11.11 Calvinists Appeal to the King for a Truce (1578) 202
11.12 Beutterich on the Possible Consequences of a Truce (1578) 203
11.13 Act of Abjuration (1581) 203
11.14 Philip II Refuses to Concede Toleration (1585) 204

12 The Reformations in England and Scotland
12.1 William Melton, Chancellor of York Minster: Sermon to Ordinands (c.1510) 205
12.2 Simon Fish: A Supplication for the Beggars (1529) 206
12.3 John Foxe’s Acts and Monuments: Lollardy on the Eve of the Reformation 207
12.4 John Foxe on Robert Barnes 207
12.5 Edward Hall: A Protestant Merchant Outwits a Bishop (1529) 208
12.6 A Report of Henry VIII by the Venetian Ambassador (1519) 209
12.7 The Act of Supremacy (1534) 209
12.8 The Act of the Six Articles (1539) 210
12.9 Anne Askew: The Examinations (1545, 1546) 210
12.10 Tyndale’s Preface to the New Testament (1526) 211
12.11 Thomas Cranmer’s Preface to the Great Bible (1540) 212
12.12 The Preface to the Geneva Bible (1560) 212
12.13 The Preface to the Rheims New Testament (1582) 212
12.14 The Preface to the Authorized (King James) Version of the Bible (1611) 213
12.15 Thomas Cranmer: Certain Sermons, or Homilies (1547) 213
12.16 The Act of Uniformity (1549) 214
12.17 Act to Take Away All Positive Laws Against Marriage of Priests (1549) 214
12.18 The Marian Injunctions (1554) 215
12.19 The Act of Supremacy (1559) .................................................. 215
12.20 The Elizabethan Injunctions (1559) .......................................... 216
12.21 John Jewel: *An Apologie of the Church of England* (1560/61) .... 217
12.22 The Thirty-Nine Articles of the Church of England (1571) ......... 218
12.24 John à Lasco: *The Abolition of Vestments* (1552?) ................. 220
12.25 The Excommunication and Deposition of Elizabeth: Pope Pius V’s Bull “Regnans in Excelsis” (1570) .......................... 221
12.26 Eyewitness Account of the Execution of Mary Stuart on the 18th Day of February of the New Calendar, in the Castle of Fotheringhay in England (1587) ...................................................... 222

13 Catholic Renewal and Counter-Reformation .................................. 224
13.1 Girolamo Savonarola: “On the Renovation of the Church” (1495) ... 225
13.2 John Colet: Convocation Sermon (1512) .................................... 226
13.3 Egidio da Viterbo: “Address to the Fifth Lateran Council” (1512) 227
13.4 Gasparo Contarini’s Conversion Experience (1511) .................... 228
13.5 Contarini on Justification (1523) .............................................. 228
13.6 Pope Adrian VI: Instruction to the Diet of Nuremberg (1522) ....... 229
13.7 *Proposal of a Select Committee of Cardinals and other Prelates Concerning the Reform of the Church, Written and Presented by Order of His Holiness Pope Paul III* (1537) .......... 230
13.8 Anonymous: The *Beneficio di Christo* (1543) ......................... 231
13.9 Morata: Letter to Lavinia della Rovere Orsini (1551/52) ............. 232
13.10 Morata: Letter to Matthias Flacius Illyricus (1553) ................. 232
13.11 Morata to Pietro Paolo Vergerio (1555) .................................. 233
13.12 Henry Cornelius Agrippa: “The Art of the Inquisitors” (1530) .... 233
13.13 Loyola’s Conversion ............................................................ 234
13.14 Pope Paul III: *Regimini Militantis Ecclesiae* (1540) ................ 234
13.15 Loyola: “Rules for Thinking with the Church” ........................ 235
13.16 Loyola: Letter to Father Peter Canisius on Opposing Heresy (1554) 236
13.17 The Council of Trent on the Canonical Scriptures (1546) ......... 236
13.18 Decree and Canons Concerning Justification (1547) ............... 237
13.19 Canons on the Sacraments in General, Seventh Session (1547) .... 238
13.20 Decree Concerning the Eucharist (1551) .................................. 238
13.21 Antonius Causus: Sermon for the Opening of Session Eighteen (1562) ................................................................. 239
13.22 The Sacrifice of the Mass, Twenty-Second Session (1562) ......... 240
13.23 Ten Rules Concerning Prohibited Books Drawn Up By The Fathers Chosen By the Council of Trent and Approved by Pope Pius IV (1599) ................................................................. 240
13.24 Juan de Mariana, SJ: “Whether It Is Right to Destroy a Tyrant?” (1599) ................................................................. 241
13.25 Juan Ginés de Sepúlveda: “On the Indians” (c.1547) ............... 242
13.26 Bartolomé de las Casas: “On the Indians” (1552) .................... 242

Bibliography .............................................................................. 244
Acknowledgments to Sources ..................................................... 250
Index ....................................................................................... 271