

HIST-856: Women in the Reformation

January 2025

****DRAFT SYLLABUS, SUBJECT TO TWEAKING****

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Class meeting

January 13 – 17, 9am – 4pm each day, room number TBD

Course Description

This course will explore various facets of women's lives in the Reformation as well as women's contributions to Reformation-era churches and societies. Four major aspects will be considered: cultural and theological understandings of women, changing theologies and practices of marriage and motherhood, women's participation in theological conversations, and women's religious practice. Students will read a mixture of secondary and primary sources, and the course format will give priority to discussion.

Course Modality

This course will be on campus and in-person for a one-week intensive, from 9am to 4pm each day. **It will also require extensive pre-work before the week of the intensive, as well as the completion of a final project after the intensive week, due January 24.** Registered students **must submit a discussion sheet for each topic by Wednesday, January 8.** Topics are designated by the bold-faced headings under the dates in the syllabus and on Moodle. There are 10 topics, including one that requires a chart instead of a discussion sheet. **Any student who does not submit the chart and 9 discussion sheets by January 8 will not be able mathematically to pass the course.**

Learning Outcomes

- To understand the historical events of the Reformation from the varied perspectives of sixteenth-century women.
- To examine the history of a lay and subordinate group of church members, and to consider the agency and effects of those people in the larger church.
- To use the narratives and experiences of women to critique the "standard" narrative of the Reformation.
- To exercise critical reading, discussion, research and writing skills.

Required Texts

- Stjerna, Kirsi. *Women and the Reformation*. Oxford: Blackwell, 2009. ISBN: 9781405114233, \$59.00 at Amazon.com. (Note: This is a different text from Stjerna's *Women Reformers of Early Modern Europe*. Make sure to buy the correct one!)
- Ozment, Steven. *When Fathers Ruled: Family Life in Reformation Europe*. Cambridge, Mass: Cambridge University Press, 1983. ISBN: 9780674951211, \$37.00 at Amazon.com.
- Skocir, Joan and Merry Wiesner-Hanks, transl. and ed., *Convents Confront the Reformation*. Milwaukee: Marquette University Press, 1996. \$15.00 on Amazon.com.
- Avila, Teresa de. *The Way of Perfection*, ed. E. Allison Peers. Mineola, NY: Dover Publications, 2012. ISBN: 9780486484518, \$12.00 at Amazon.com.
- Other readings will be posted on the course Moodle site or available through Styberg Library.

Assignments & Grading

Participation 40%

The majority of class time will be reserved for discussion, so students should come to class prepared and ready to discuss the readings. For each topic, students will fill out one Discussion Sheet. Participation grade will be assigned based on both the Discussion Sheets and in-class contributions to discussion. **All Discussion Sheets are due on January 8, before the course begins, and all Discussion Sheets must be submitted then to get credit toward participation. No late assignments accepted!**

Discussion Leadership 10%

Students will take turns kicking off the discussion with a presentation and discussion questions. The presentation should follow the 3-2-1 model: Describing 3 main points of the reading(s), 2 aspects that the presenter found especially interesting, and 1 connection to another part of this course (a commonality, a contrast, a parallel aspect, etc.) To kick-off the discussion part of the class meeting, the presenter will then suggest 3 questions for discussion. The total presentation should be 15-20 minutes in length.

Final Presentation 10%

Each student will give an in-class presentation on a draft of the final paper at the end of the semester. This presentation should last about 10 minutes and cover the following: topic, main question(s), sources, thesis, and remaining questions to be explored before

completing the paper. The class will then respond with feedback as to what is unclear, interesting, problematic and/or insightful.

Final Paper or Project 40%

A final research paper on the subject of the student's choosing (or other type of project) is due on January 24. If writing a paper, master's students should write 10-15 pages; doctoral students should write 20-25 pages. If creating a project, please consult with the professor about your idea.

Final grades for the course are determined by the following scale:

A: 100-93%	C: 73-77%
A-: 90-92%	C-: 70-72%
B+: 88-89%	D+: 68-69%
B: 83-87%	D: 63-67%
B-: 80-82%	D-: 60-62%
C+: 78-79%	F: 59% and below

Policies and Procedures

1. *Absences from class* are excused only in emergencies. For an excused absence, students must submit thorough discussion sheets for each reading in order to get participation credit for that day. In accordance with the student handbook, students who miss more than two class meetings – excused or unexcused – should not expect to pass the class.
2. *Regarding plagiarism*, please familiarize yourself with Garrett-Evangelical policies as found in the Academic Handbook. It is especially important to make sure you understand what constitutes plagiarism so that you do not inadvertently violate the policy. All written work will undergo an online plagiarism check. A violation of the plagiarism policy will result in a grade of zero for that assignment.
3. *Students for whom English is not their first language* can submit a draft of their papers on the due date via email, then submit that paper for proofreading at the Writing Center. The final draft can then be uploaded to Moodle. Only changes in grammar, spelling, and syntax are allowed to be made for the final version; the substance of the final paper must remain the same as the draft.

Overview of Garrett-wide Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing:

- Academic integrity and [plagiarism](#): (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See Writing Center page on the library website ([here](#)) for more detailed information.

Attendance and Class Participation:

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Course Accommodations:

- Garrett-Evangelical is committed to providing the most accessible learning environment possible for students with disabilities by making reasonable accommodations as needed.

- Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process.
- If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course in which you are enrolled.
- Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations, so no one other than the access coordinator and your professors will see your accommodation letter.
- Please note that accommodations cannot be retroactive; they begin only after documentation is received and reasonable time for the development of accommodations has been allowed.

COURSE SCHEDULE

January 13, morning:

Course Introduction & Reformation Review

- "The Reformations of the Sixteenth Century," Carter Lindberg
Note: For this topic, you do not need to complete a Discussion Sheet, but you do need to complete the chart posted on Moodle.

Women as Subjects: Cultural and Theological Understandings of Women

January 13, afternoon:

Gender and the Reformation

- Stjerna, pp. 213-222 ("Conclusions and Observations")

Sixteenth-century Understandings of Women

- "Ideas and Laws Regarding Women," Merry Wiesner
- "Women on Top," in *Society and Culture*, Natalie Zemon Davis
- *The Witch-Hunt in Early Modern Europe*, pp. 1-29, Brian Levack

Women as Wives and Mothers

January 14, morning:

Reinterpreting Marriage

- *When Fathers Ruled*, Steven Ozment (chapters 1 and 2)

January 14, afternoon:

Reinterpreting Motherhood

- *When Fathers Ruled*, Steven Ozment (chapter 3 and 4)

Women as Agents of Change: Women Rulers and Theologians

January 15, morning:

Female Theologians

- *Stjerna*, chs. 6, and 8 (on Argula von Grumbach and Katharina Schütz Zell)

January 15, afternoon:

Female Political Leaders

- *Stjerna*, ch. 10 (on Marguerite de Navarre and Jeanne d'Albret)
- "Elizabeth I of England," Bainton

Women as Religious Practitioners

January 16, morning:

Reforming Practice & Women's Devotion

- "City Women and Religious Change," Davis
- "The Virgin Mary and the Saints," Christine Peters
- *Stjerna*, ch. 1 ("Prophets, Visionaries, and Martyrs")

January 16, afternoon:

Convents and the Reformation

- *Convents Confront the Reformation*, Wiesner-Hanks and Skocir (all)

January 17, morning:

Reform and Prayer in the Catholic Reformation

- *The Way of Perfection*, Teresa de Avila, pp. 29 – 59

January 17, afternoon:

In-class presentations on research topics

January 24: Final Papers / Projects Due