

**THE UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF RELIGIOUS STUDIES
Fall 2013**

**RELS 601.15 L01 *Studies in Western Religions: Radical German Protestantism*
Cross-listed with RELS 486.01 and 701.15**

Time: 14:00-16:45 Thursdays

Instructor: D. Shantz

Office Hours: 11:00-12:00 W or by appt.

Office: SS 1326

Telephone: 403-220-3283

E-mail: dshantz@ucalgary.ca

Required Textbooks

Michael G. Baylor, ed. *The Radical Reformation*. Cambridge: Cambridge University, 1991.

C. Arnold Snyder. *Anabaptist History and Theology: Revised Student Edition*. Kitchener: Pandora Press, 1997.

Peter C. Erb, ed. *The Pietists: Selected Writings*. New York: Paulist Press, 1983.
Frederick Herzog, ed. *European Pietism Reviewed*. Eugene, OR: Wipf & Stock, 2003.

Douglas H. Shantz. *An Introduction to German Pietism*. Baltimore: Johns Hopkins University Press, 2013.

Course Description:

The course focuses on Radical Protestant movements in Germany in the Early Modern period, from the Reformation to the Enlightenment (1500 to 1760 CE). This includes 16th century Anabaptism, early modern German Spiritualism, 17th and 18th century German Pietism, the Moravians, and Pietist communities in America. Class time is devoted to lectures, student presentations, and seminar discussion of assigned reading.

Course Objectives:

a) Students will gain insight into the context, achievement and legacy of radical Christian groups that found themselves on the social and religious fringe in the Early Modern period.

b) Students will gain insight into how these groups were instrumental in the rise of church-state separation and modern Evangelicalism.

c) Students will develop their ability to read and critique the literary legacy of Radical Protestant groups in their cultural setting.

Self-Directed Study

Students are responsible for independent learning from the assigned readings.

Students are expected to come to class prepared to discuss the assigned reading.

Course Requirements:

1) The student will take part in weekly discussions of assigned reading. Class preparation and participation are essential. (30%)

As preparation for discussion, the student will bring to class each week a one page *Seminar Preparation Sheet* that includes: two important themes/arguments in the reading, two questions for clarification (something hard to understand or confusing in the reading), and one or two discussion starters. These will be handed in each week after class.

Marks for participation will be based upon regular attendance, preparation sheets, and participation in discussion.

2) Twice in the term, the student will lead Seminar discussion of that week's assigned reading. (20%)

See the *Guidelines for Class Seminar Discussion of Weekly Assigned Readings* posted on Blackboard.

3) The student will write a 1,500 word Book Review according to the Format provided in this syllabus. Please choose a book from the list provided. A written copy of the Book Review should be submitted to the professor; the review will also be presented orally in the appropriate class. Students will be graded on both written content and the oral presentation. (20%)

4) The student will write a Research Essay of 3,500 words (14 pages) on a particular historical figure or issue related to the course. The paper should argue a strong thesis, make use of scholarly books and journal articles, and incorporate primary source evidence. Due: December 5 (30%)

This course will *not* have a Registrar administered final examination.

Grading

A letter grade will be assigned to each component of the course according to the University's Graduate Studies Calendar 2013-2014:

A+ 4.0: Outstanding

A 4.0: Excellent – superior performance showing comprehensive understanding of the subject matter

A- 3.7: Very good performance

B+ 3.3: Good performance

B 3.0: Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.

B- 2.7: Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.

C+ 2.3

C 2.0

C- 1.7

D+ 1.3

D 1.0

F 0.0: All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.

N.B. All written assignments will be graded with regard to both form and content.

Academic Honesty

Plagiarism is not tolerated at the University of Calgary and has serious consequences. Your essays/presentations must be your own work and inadequate referencing may be seen as plagiarism. Please see the relevant sections on Academic Misconduct in the current University Calendar. If you have questions about correct referencing, please consult your instructor.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 403-220-8237. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than **fourteen (14) days** after the start of the course.

Blackboard Help

Go to <http://www.ucalgary.ca/computersupport/onlineservices/blackboard> for Student Help and FAQs about Blackboard. Troubleshooting tips and a tutorial are available at <http://elearn.ucalgary.ca/blackboard/students>. Instructions for using the Digital Drop Box are available here: http://library.blackboard.com/docs/r6/6_1/student/bbbs_r6_1_student/digital_drop_box.htm.

Emergency Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergencyplan/assemblypoints. Please check this website and not the nearest assembly point for this course.

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). This service is free and available to students, staff and campus visitors 24 hrs/day, 365 days a year. Call 403-220-5333 or use one of the Help phones located throughout campus to request a walk.

Course Outline:

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| Wk 1 (Sept. 12) | Snyder, <i>Anabaptist History and Theology</i> pp. 1-10, 435-451; 47-59, 84-94;
Baylor, <i>The Radical Reformation</i> , pp. xi-xxi, 1-10, 49-73, (74-94)

Defining the Reformation Radicals; recent historiography;
Karlstadt and Müntzer (“Lutheran Spiritualists”): their views on
Luther, the clergy, the sword, and the pace of reform |
| Wk 2 (Sept. 19) | Snyder, pp. 67-78; Baylor, pp. xxi-xxvi, (101-129), 227-245 |

- Anabaptism and the Peasants' War, 1524-25: social, economic, political, and theological origins of Anabaptism
- Wk 3 (Sept. 26) Snyder, pp. 96-119, (142-166); Baylor, pp. 36-48, 95-100, 172-180
- Swiss Anabaptism: Conrad Grebel, Michael Sattler, and the Schleitheim Confession (1527); Balthasar Hubmaier
- Wk 4 (Oct. 3) Snyder, pp. 120-141, (257-280); Baylor, pp. 152-171
NFB Video: "By the Word of God," Hutterites in Manitoba
- South German-Austrian and Moravian Anabaptism: Hans Hut, Hans Denck, Jakob Hutter; the Hutterites; persecution of the Radicals
- Wk 5 (Oct. 10) Snyder, pp. 208-230, (281-305);
Handout of writings by Menno Simons and David Joris
- Melchior Hoffman, Münster and apocalyptic expectations; Dutch Anabaptism and rise of the Mennonites; Women and Anabaptism
- Wk 6 (Oct. 17) Snyder, pp. 60-65, 200f, 258; Shantz, Chap. 1, & pp. 291-298
Jacob Boehme Resources: <http://pegasus.cc.ucf.edu/~janzb/boehme/>
- The German "Spiritualists": Sebastian Franck, Caspar Schwenckfeld & Valentin Crautwald; Johann Arndt (1555-1621); Jakob Böhme (1575-1624); Pietism and Alchemy
- Wk 7 (Oct. 24) Shantz, Introduction, Chapter 2 and pp. 300-304;
Frederick Herzog, ed. *European Pietism Reviewed*, pp. 51-76
- Pietism Historiography; the political and intellectual context of Pietism: Thirty Years' War (1618-1648);
European Calvinism and Jean de Labadie; Reformed Pietism
- Wk 8 (Oct. 31) Shantz, Chapter 3 and pp. 304-309;
Erb, ed. *The Pietists: Selected Writings*, pp. 31-49
- Beginnings of Lutheran Pietism in Frankfurt; J.J. Schütz (1640-1690) and Philipp Jakob Spener (1635-1705)
- Wk 9 (Nov. 7) Shantz, Chapters 4, 5 and pp. 310-316, 339-346;
Frederick Herzog, ed. *European Pietism Reviewed*, pp. 77-102
- Pietism in Leipzig and Halle: A.H. Francke (1663-1727) and the Halle Foundations

- Wk 10 (Nov. 14) Shantz, Chapter 6 and pp. 316-324;
Erb, ed. *The Pietists: Selected Writings*, 219-233
- Radical German Pietism: Gottfried Arnold (1666-1714); Johann Wilhelm Petersen (1649-1726); J.F. Rock (1678-1749);
Radical Pietism in America: the Ephrata Cloister; Amana Colony
- Wk 11 (Nov. 21) Shantz, Chapter 7 and pp. 309f, 326-328
- Pietism and Gender: J.H. Feustking, *Gynaeceum Haeretico Fanaticum* (1704); Johanna Eleonora Petersen (1644-1724),
Anna Margaretha Jahn, Eva von Buttlar
- Wk 12 (Nov. 28) Shantz, Chapter 8 and pp. 328-332;
Erb, ed. *The Pietists: Selected Writings*, pp. 65-75
- Pietism and the Bible: *Biblia Pentapla*; the Berleburg Bible;
Johann Albrecht Bengel (1687-1752)
- Wk 13 (Dec. 5) Shantz, Chapters 9, 10 and pp. 332-336;
Erb, ed. *The Pietists: Selected Writings*, pp. 296-300, 325-330
Video: "Count Zinzendorf"
- Pietist Missions to South India and Labrador; The Moravians and
Count Zinzendorf (1700-1760); Pietism and Enlightenment

Book Review Format for RELS 601

Your Goal: to provide a brief summary of the book's main themes and arguments, and a careful evaluation that assesses the book's usefulness to you and other students.

- 1) Provide the basic bibliographical data, including author, title, publisher, date, and number of pages.
- 2) Identify the author and give his/her credentials for writing the book.
- 3) Identify the subject and genre of the book and the author's purpose and intended audience.
- 4) Explain the author's organization of the book.
What issues and problems does the author raise (chapter titles help with this).
- 5) Briefly explain the main point or argument of the book.
Identify supporting arguments (look for a summing-up at the end of each chapter), and key terms and concepts in the author's argument.
- 6) Evaluate the clarity and organization of the book. Give examples from the book to illustrate your evaluation.
- 7) Evaluate whether the book has provided insight into the subject, achieved its stated purpose, and made a significant contribution to knowledge in the field.
Does the author satisfy your curiosity about the subject with the questions she raises and the answers she gives to them?
- 8) Evaluate the author's research, sources, and methodology.
Has the author done good research and drawn sound conclusions from her research? Has the author used primary source materials? Has the author interacted with the best secondary literature in the field? Is the author consistent and logical? Do biases creep in and influence conclusions?
- 9) Do you recommend this book? Why or why not?

Be sure to illustrate your critical comments with specific examples from the book!

On Writing Book Reviews:

Mortimer J. Adler and Charles Van Doren, *How to Read a Book, Revised and Updated*. New York: Simon & Schuster, 1972, pp. 163f.

Margot Northey, Bradford A. Anderson, Joel N. Lohr. *Making Sense: A Student's Guide to Research and Writing: Religious Studies*. Toronto: Oxford University Press, 2012.