

13-806: Women in the Reformation
January 2023
DRAFT SYLLABUS – SUBJECT TO TWEAKING

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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, women's participation in theological conversations, women's religious practice, and changing theologies and practices of marriage and motherhood. Students will read a mixture of secondary and primary sources, and the course format will give priority to discussion.

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

- Davis, Natalie Zemon. *Society and Culture in Early Modern France*. Palo Alto, CA: Stanford University Press, 1975. ISBN: 978-0804709729, \$32.00 at Amazon.com.
- Ozment, Steven. *When Fathers Ruled: Family Life in Reformation Europe*. Cambridge, Mass: Cambridge University Press, 1983. ISBN: 9780674951211, \$35.00 at Amazon.com.
- Stjerna, Kirsi. *Women and the Reformation*. Oxford: Blackwell, 2009. ISBN: 9781405114233, \$29.05 at Amazon.com.
- Avila, Teresa de. *The Way of Perfection*, ed. E. Allison Peers. Mineola, NY: Dover Publications, 2012. ISBN: 9780486484518, \$5.99 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. Each week, students will fill out one Discussion Sheet before class and will bring that sheet to class. Participation grade will be assigned based on both the Discussion Sheets and in-class contributions to discussion.

Discussion Leadership 10%

Students will take turns guiding the discussion using questions formulated before class. The discussion can use parts of the leader's Discussion Sheet, but this is not required. Discussion questions should engage the assigned readings, locate critical issues, and help students bring each week's readings into conversation with related historical, theological, and social subjects.

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 40%

A final research paper on the subject of the student's choosing is due on February 3. Master's students should write 10-15 pages; doctoral students should write 20-25 pages.

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

A: 100-93%
A-: 90-92%
B+: 88-89%
B: 83-87%
B-: 80-82%
C+: 78-79%

C: 73-77%
C-: 70-72%
D+: 68-69%
D: 63-67%
D-: 60-62%
F: 59% and below

Policies and Procedures

1. *Absences from class* are excused only in emergencies or unavoidable scheduling conflicts. 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. *Late papers and other assignments* will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergency. Please plan your work so that an acute emergency (e.g. brief illness, computer problems, pastoral emergency) does not interfere with submitting your work on time. Unexcused late assignments will be docked a full letter grade (i.e., 10 percentage points) for every day they are late. Any portion of a day late counts as a full day, so if a paper is due at 10 p.m. and you submit it at 10.30 p.m., your grade will be docked by one full letter grade (e.g., 90% becomes 80%).
3. *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 and disciplinary action in consultation with the Academic Dean.
4. *For students with special needs or disabilities*, Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of notetaking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS, documenting their condition(s) through appropriate verification methods.

Accommodation(s) cannot be retroactive. Accommodation(s) begins only after documentation is received and reasonable time for accommodation development has been allowed.

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 <https://www.garrett.edu/studentlife/student-services> "Writing Center" 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.

Academic Accommodations:

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs,

and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

COURSE SCHEDULE

Women as Subjects

January 9:

Course Introduction & Reformation Review

- “The Reformations of the Sixteenth Century,” Carter Lindberg

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 Agents of Change

January 10:

Female Theologians

- Stjerna, chs. 6, 8 and 9 (on Argula von Grumbach, Katharina Schütz Zell, and Marie Dentiere)
- “Letter to the Suffering Women of the Community of Kentzingen,” and “Apologia for Master Matthew Zell,” (1524) Katharina Schütz Zell

January 11:

Female Leaders

- Stjerna, ch. 10 (on Marguerite de Navarre and Jeanne d’Albret)

- “Elizabeth I of England,” Bainton
- *Mirror of the Sinful Soul* (1531), Marguerite de Navarre

Women as Religious Practitioners

January 12:

Devotional Reading and Urban Women

- “City Women and Religious Change,” Davis
- “Printing and the People,” Davis

January 13:

Reforming Practice & Women’s Devotion

- “Churching, a women’s rite,” Susan Karant-Nunn
- “The Virgin Mary and the Saints,” Christine Peters
- *Stjerna*, ch. 1 (“Prophets, Visionaries, and Martyrs”)

January 16: Martin Luther King Day - no class

January 17:

Convents and the Reformation

- *The Way of Perfection*, Teresa de Avila, pp. 29 - 59
- *Convents Confront the Reformation*, Wiesner-Hanks and Skocir

Women as Wives and Mothers

January 18:

Reinterpreting Marriage

- *When Fathers Ruled*, Steven Ozment (chapters 1 and 2)
- “Sermon on Marriage,” (1522) Martin Luther

January 19:

Radical Reinterpretations of Marriage

- “Sexual Utopianism in the German Reformation,” Lyndal Roper

- “Women of the Anabaptists,” Roland Bainton
- “The Institutional Matrix,” and “The Rationale for Divorce,” Robert Kingdon

January 20:

Reinterpreting Motherhood

- *When Fathers Ruled*, Steven Ozment (chapter 3 and 4)
- “Sermon on Marriage,” (1519) Luther

In-class presentations on research topics

February 3: Final Papers / Projects Due