

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	The Age of Reformations
2	Module Code:	HIST25605
3	Credit Points:	20
4	Duration:	Second Half Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST10111	Into the Past (pre-requisite for SH/JH History)
Pre	HIST10412	World History (pre-requisite for SH/JH History)

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History
		FT	HUMA004	BA (H) Communication & Society and History
		FT	HUMA012	BA (H) English and History
		FT	HUMA020	BA (H) European Studies and History
		FT	HUMA025	BA (H) Film & TV and History
		FT	HUMA029	BA (H) Global Studies and History
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA037	BA (H) History and Media
		FT	HUMA038	BA (H) History and Philosophy
		FT	HUMA039	BA (H) History and Politics
		SW	MODL008	BA (H) French and History
		SW	MODL021	BA (H) German and History
		SW	MODL034	BA (H) Italian and History

SW	MODL052	BA (H) Spanish and History
FT	EURX002	European Exchange (Second Half Year)
FT	EURX003	European Exchange (Full Year)
FT	INTX002	International Exchange (Second Half Year)
FT	INTX003	International Exchange (Full Year)

10 Overview and aims

This module will explore one of the major historical events of the early modern period: the Reformation. Born out of a renewed interest in the investigation of biblical and textual sources, a desire to review one's own 'road to salvation', and a disenchantment with the Medieval church, the movement for religious reform grew from small beginnings into a force that seemed likely to shatter Europe asunder during the sixteenth century. The programmes of change advocated by reformers such as Luther, Calvin, Zwingli and Knox challenged established doctrine and tradition, and rejected the authority of the papacy. These innovations were made all the more potent in that they ran alongside dynamic forces that were already re-shaping society at this time: centralisation and state building; urbanisation; war; science; and exploration. The result saw dramatic changes in political, social and cultural norms, affecting personal, communal, parish and national relations alike. Europe was divided: states were riven apart; towns forced to put up barricades; father fought against son. In Britain, the Tudor monarchs matched religious zeal with political expediency, while in France the crown first burned reformers as 'heretics' then accommodated them (albeit temporarily) in Europe's first experiment in religious plurality. Luther's 'Germany' became a broken jigsaw of contrasting and competing pieces, where the faith of a local lord could determine the confession of his subjects, while Calvin's Geneva became another European first- a state ruled as a theocracy. These theatres of 'protestant' reform will serve as the main case studies for the module, with emphasis on the evolving dramas of English and Scottish reform programmes, disparate yet concurrent timelines that later would converge under the Stuarts to sow the seeds of Civil War.

But such diverse developments in ideology and practice triggered a drive to revitalise Catholicism, with a 'Counter' Reformation launched by the papacy, supported by Spain and the Italian City States, first to defend orthodoxy, and then to regain territories lost to Protestant expansion. By 1600, the 'confessionalisation' of many European states meant that the confrontations between Lutheran, Calvinist, Anglican

and Catholic adherents had now become international affairs, set to shape the political, social and cultural landscape of seventeenth-century Europe (and on into 'modernity').

11 **Module content**

Late-Medieval Church/Humanism

Luther/Urban/Magesterial

Divergence and Radicalism (Zwingli, Peasants' War; Anabaptists; Prophets)

Calvin and Calvinism

British Reformations I: Henry VIII – Elizabeth;

British Reformations II: Protestant Settlements 1558-1649.

Culture of Persuasion (dissemination of word, cheap print, image, music)

Sacred space (urban/rural/church/iconoclasm)

Discipline and behaviour etc (Geneva/Scotland/London)

Nonconformity (recusancy, puritanism etc?)

Reforming Society (education and literacy, Jesuits, catechesis and parish schools, poor relief)

Women and the Family (youth, women and gender, witchcraft)

Religious violence and martyrdom (French Wars of Religion/Foxe/Knox)

The Reformations' Legacy: Confessionalisation / Catholic Reform / New Worlds / World View

12 **Indicative reading**

- Cameron, Euan, *The European Reformation* (Oxford, 1991).
- Lindberg, Carter, *European Reformations Sourcebook* (Oxford, 2013).
- MacCullough, D., *Reformation. Europe's House Divided 1490-1700* (London, 2003).
- Marshall, Peter, *The Reformation* (London, 2011).
- Marshall, Peter, *Reformation England 1480-1642* (London, 2003).

- Pettegree, Andrew (ed.), *The Reformation World* (London, 2000).
- Pettegree, Andrew, *Reformation and the Culture of Persuasion* (Cambridge, 2005).
- Rublack, Ulinka, *Reformation Europe* (Cambridge, 2005).
- Ryrie, Alec (ed.), *Palgrave Advances in European Reformations* (Basingstoke, 2006).

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- A2. Demonstrate awareness of the complexity of reconstructing and interpreting the past, the problematic and varied nature of historical evidence.
- A3. Engage with and critically assess the historiographical development of core debates in history, and of the forces of historical change and the ways in which they are explained in historiographical debates.
- A4. Demonstrate comparative understanding of the histories of different countries, societies or cultures, and analyse historical processes through the assessment of continuity and change over extended time spans.
- A7. Read, analyse, and reflect critically upon historical texts and other source materials.
- A8. Draw reasoned, informed conclusions about the past from incomplete, ambiguous and often contradictory evidence.
- A10. Conceptualise an appropriate research project to investigate selected historical topics.

Skills, qualities and attributes. After studying this module you should be able to:

- B1. Assimilate material from a range of sources and use it to construct and sustain arguments in written exercises of varying length.
- B2. Demonstrate effective written, visual and electronic communication skills.
- B3. Demonstrate an increasing ability to apply problem solving skills through the use of contemporary historical evidence and secondary literature.
- B4. Demonstrate some intellectual independence and judgement through the setting of appropriate research questions for a dissertation and through the solving of selected historical problems.
- B6. Demonstrate some ability in the use of bibliographic and research skills in order to locate and evaluate sources of information, including online materials, reflecting an appreciation of the range of sources for historical study.

B7. Access and reflexively use IT to support your historical studies, including using IT for bibliographic and archive searches, data analysis, written/visual presentation of evidence and argument, and for electronic communication to and with others.

14 Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures
Seminars
Workshops

Total contact hours: 39

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading and research tasks
Small group work
Independent study

Total non-contact hours: 161

15 Assessment methods

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
-----------------------	------------------	-------------	--------------------

1	100%	Coursework	Analytical Review
---	------	------------	-------------------

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Participation and engagement in seminars and workshops on a group and individual basis

Formative feedback on class presentations – to prepare students for detailed discussion of source materials

Further information on assessment

This section provides further information on the module's assessment where appropriate

Analytical Review: 3,000 words

Document management

16	Module Title:	The Age of Reformations	
17	Module Code:	HIST25605	
18	Subject (JACS) Code		
19	Cost Centre	139	
20	School:	AAH	
21	Academic Team	HLI	
22	Campus	2 (Clifton)	
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by SASQC/DAG:		