

KNH3201HF/KNH6201HF
The Long Scottish Reformation, 1510 – 1710
Knox College
Toronto School of Theology
Fall 2016

Instructor Information

Instructor: Dr. Stuart Macdonald
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It is recommended that students email to make an appointment.

Course Identification

Course Number: KNH3201HF/KNH6201HF
Course Name: The Long Scottish Reformation, 1510 – 1710
Course Location: Knox College, Academic Wing
Class Times: Wednesday, 11:10am – 1:00pm
Prerequisites: KNH1020H – History I, KNH2020H – History II

Course Description

The course will look at developments in Scotland during the Reformation era. The failure of early attempts at reformation, both Lutheran and Catholic, will be discussed as will the eventual success of a model of reformation derived from Calvin's Geneva. The course will look at the evolution of this vision within Scotland and the nature of the reformed Church of Scotland. The course will continue up through the seventeenth century and will look at what scholars are beginning to see as a second reformation.

Course Resources

Required Course Texts/Bibliography

There are no text books for this class. However, it is strongly suggested that students might want to read a survey of this period. For the early part of the course, the recommended reading is Jane Dawson - *Scotland Re-formed: 1488 - 1587* (2007). (Unfortunately the next volume in this series, has not yet appeared.) Two older volumes are also recommended - Jenny Wormald, *Court, Kirk and Community* and Rosalind Mitchison, *Lordship to Patronage*.

Course Website(s)

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>.

It is recommended that you enter the Blackboard port using Mozilla Firefox as web browser (not Explorer). To install Firefox on your computer, go to www.getfirefox.com and click on Download Firefox, then click Run.

COURSE OBJECTIVES: KNOWLEDGE, SKILLS, and COMPETENCIES

Basic Degree

Background expectations:

To succeed in this course students will need background knowledge in history and historical method. Students specifically will already

- be able to distinguish between primary and secondary sources (and define both terms)
- be able to define the term "bias" and how this concept is crucial in understanding history
- be able to construct a historical argument at least at an introductory level

In successfully completing this course, a student will be able to:

- Demonstrate ethical behaviour, taking responsibility for the expectations of course and showing respect and willingness to listen in the learning atmosphere including class discussions and small groups
- Demonstrate a willingness and ability to discuss historiographical issues arising from the texts studied in the class
- Demonstrate the skills necessary for graduate level study
 - Gather and select information from reading appropriate to the task assigned
 - Communicate clearly in both oral and written forms, using good organizational formats and proper research formats
 - Demonstrate a willingness to assess one's own work

Advanced Degree

Course Outcome	Course Element	Program Outcomes
By the end of the course, students will have acquired the following levels of knowledge	This outcome will be achieved through these course elements	This course outcome corresponds to the TST outcome statement for the individual AD programs
familiarity with various methods used in historical enquiry	<ul style="list-style-type: none"> - lectures - seminars - readings 	<ul style="list-style-type: none"> - ThD/PhD: 1.1; 1.2 - ThM I: 1.2 - ThM II: 1.2 - M.A.: 1.2
competence with respect to a knowledge of historical developments in 16th and 17th century Scotlands	<ul style="list-style-type: none"> - lectures - seminars - readings 	<ul style="list-style-type: none"> - ThD/PhD - 1.1; 1.2 - ThM I: 1.2 - ThM II: 1.2 - M.A.: 1.2
proficiency at reading primary sources	<ul style="list-style-type: none"> - seminar, readings and discussions - primary source assignment 	<ul style="list-style-type: none"> - ThD/PhD - 1.1; 1.2 - ThM I: 1.2 - ThM II: 1.2 - M.A.: 1.2
By the end of this course, students will have had an opportunity to demonstrate and enhance their level of ability in the following areas	This outcome will be achieved through these course elements	This course outcome corresponds to this aspect of the TST outcome statement for the individual AD program
the use of a library and the construction of a bibliography	final paper	<ul style="list-style-type: none"> - ThD/PhD: 2.2.3 - ThM I: 2.2.4 - ThMII: 2.2.3 - M.A. 2.2.4
scholarly skills <ul style="list-style-type: none"> - clear and effective communication in both oral and written forms - the construction of a logical argument - the making of informed judgements on complex issues - the use of standard conventions of style for scholarly writing 	<ul style="list-style-type: none"> - seminars - final paper 	<ul style="list-style-type: none"> -ThD/PhD: 2.25 - ThM I: 2.2.6 - ThM II: 2.2.5 - M.A.: 2.2.6

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

1. Seminar participation:

Students will be expected to actively participate in the weekly seminars. This will involve reading the assigned readings prior to class, and being prepared to enter into a discussion about them. **(25%)**

Evaluative criteria: knowledge of text; critical analysis of the text; effective understanding of any historiographical issues; effective communication, including with the seminar presenter.

2. Primary text study: Students will do a minor paper investigating selections of primary texts.

The text will be a selection from John Knox, *History or vindication* as well as accounts from later historians. **(25% Due October 18)** Late penalty - 4% per week (-2% by Friday; - 2% by Monday, etc.)

(texts will be made readily available on Blackboard.)

Evaluative criteria: knowledge of text; critical analysis of the text; effective understanding of any historiographical issues; effective writing.

3. Final paper 20 (25 pages max.) or 5,000 (6,500 max.) words; AD students - 7,500 - 9,000 words.

Students will do a major paper on one of the topics covered within the course. Topics can be from the 16th or 17th centuries. They must include relevant primary sources. **(50%)**

The final paper will be due December 14, 2016. (Late penalty: 1% per day late.) Students are asked to provide stamped, self-addressed envelopes so that final papers can be returned.

Evaluative criteria: knowledge of sources - primary and secondary; clear thesis; effective argument; effective communication; accurate footnotes, etc.

Any work that fails to meet the noted criteria above will receive a failing grade.

Grading System

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Late work (AD). AD Students are expected to complete work during the academic term. If an SDF is required, this will be negotiated as per the regulations of the particular Academic Program and in consultation with the student’s supervisor/appropriate College officer and the Graduate Studies Centre (TST).

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

COURSE POLICIES

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/be-haveac.htm>).

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses. Emails will be responded to during the work week, not on weekends. Complex questions are best handled directly. It is recommended that you email to make an appointment to discuss these.

Style Guidelines for Papers: see “Traditional Endnotes or Footnote” at <http://www.writing.utoronto.ca/advice/using-sources/documentation>

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. (This includes texting.) Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology. Laptops and other computing devices may be used in the classroom for note taking

purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to

record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

Consultation: Please do not hesitate to consult with me about any questions you may have.

Outline of classes

(NOTE: DRAFT SYLLABUS - some individual readings are being reconsidered; however, the approximate amount of reading will remain similar.)

The basic approach will be to begin with a few lectures introducing the subject. The class will then move into a model whereby the first hour will involve a class discussion of the assigned reading (either the work of a major historian or a primary document). The second hour will introduce the topic covered in the next week, and place that document in context.

Week 1 (Sept 14)- Introduction to the course - overview of Scotland and course

Week 2 (Sept 21) - Medieval Piety and early reformations

Class readings: Michael F. Graham “Scotland” from Pettegree, ed. *The Reformation World*; W. Ian P. Hazlett, *The Reformation in Britain and Ireland: An Introduction*, 113-168

Week 3 (Sept. 28)

(Note from this week on - the first hour will be a seminar in which a text will be discussed (unless otherwise indicated); the second hour will be a lecture, often giving background for the next week's reading.)

Seminar: John Knox - “First Blast”

Seminar reading: John Knox, “First Blast of the trumpet against the monstrous Regiment of Women”

Class: Crisis years - 1559-1560

Class reading: Chapter 9 “Reformation by the Sword” in Dawson, *Scotland Re-Formed*. Ian B. Cowan, “Regional Aspects of the Scottish Reformation” (1978)

Week 4 (Oct. 5)

Seminar: A Calvinist Reformation

Seminar reading: The Scot's Confession

Class: Knox, historian and polemicist

6/20/16

Class reading: "John Knox", ODNB (Oxford Dictionary of National Biography)

Week 5 (Oct. 12)

Seminar: Knox, History

Seminar reading: selections from John Knox, "History of the Reformation in Scotland", Dickinson, ed., 7-21, 167-185.

Class: Theme - The Witch-hunt in Scotland

Class reading:

Week 6 (Oct. 19)

Seminar: Implementing Reformation

Seminar reading: selection from *The First Book of Discipline* (James K. Cameron, ed.)

Class: James VI and Andrew Melville

Class reading: "Andrew Melville", ODNB

Reading week (October 24 - 28)

Week 7 (Nov. 2)

Seminar: The Presbyterian move

Seminar reading: selection from *The Second book of discipline*, James Kirk, ed.

Class: Discipline

Class reading: Michael Graham, "The Practice of Reformed Social Discipline in Scotland, 1559-1581" from *The Uses of Reform*. Margo Todd, chapter 3 "Performing Repentance" from *The Culture of Protestantism in Early Modern Scotland*.

Week 8 (Nov. 9)

Seminar: Discipline

Seminar reading: TBA - selection from a kirk session record (posted on Blackboard)

Class: Theology, Culture and Piety

Class reading: Margo Todd "The Problem of Scotland's Puritans" from *The Cambridge Companion to Puritanism*; David F. Wright, "The Scottish Reformation: Theology and Theologians" from *The Cambridge Companion to Reformation Theology*

Week 9 (Nov. 16)

Seminar: Presbyterian piety

Seminar reading: Elizabeth Melivl(1e), "A Godly Dream"

Class: Charles I and the Bishops Wars

Class reading: David Mullan, "Memoirs and Confessions of Justified Sinners" from *Narratives of the Religious Self*

Week 10 (Nov. 23)

seminar: National Covenant

Seminar reading: National covenant. Solemn league and covenant

Class: Second Scottish Reformation, Bishops and Covenanters

Class reading: Young, John R. "The Covenanters and the Scottish Parliament, 1639-51: The Rule of the Godly and the 'Second Scottish Reformation'."

Week 11 (Nov. 30)

Seminar: The Later Covenanters and Cameronians

Seminar reading: Cameronian Documents, including the Apologetical Declaration

Class: Bishops and Covenanters, etc.

Class reading: Chapter 7 and Chapter 8 from Ian B. Cowan, *The Scottish Covenanters 1660-1688*.

Week 12 (Dec. 7)

seminar: Protestant historiography and hagiography

Seminar reading: Robert Wodrow, *The History of the Sufferings of the Church of Scotland* (selection)

Class: Presbyterian victory and Legacy

Class reading: Cowan "Covenanting Tradition"