

Dr. Susan Boettcher
UT-Austin
Spring 2003
M 3-6

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Office hours: T 1:30-4 & by appt

History 350L: Martin Luther in History and Memory

Course Overview: This undergraduate writing seminar deals with issues in the biography of Martin Luther, a historical figure who has generated an enormous mass of scholarship. We will examine issues in the analysis of Luther's life that feed into broader discussions and historiographical controversies in Luther and Reformation studies. We will also look at mythmaking of the Reformation and the meaning of the Luther figure for subsequent audiences in Europe and the U.S. As this course is designed as a writing seminar, we will also spend some part of class time discussing strategies for effective writing and/or helping each other improve our writing.

Prerequisite: Junior standing AND one relevant background course in history, religious studies or literature (some examples are HIS 309K, 309L, 343, 344G, 362K or RS 318, GER 361K, ENG 361K) or consent of instructor.

Required Texts: The following texts provide a common basis of reading for the course and are available for purchase at the University Coop Bookstore.

John Dillenberger, ed., Martin Luther: Selections from his Writings
Erik Erikson, Young Man Luther: A Study in Psychoanalysis and History
Robert Kolb, Martin Luther as Prophet, Teacher, Hero
Heiko A. Oberman, Luther: Man Between God and the Devil
Max Weber, The Protestant Ethic and the "Spirit" of Capitalism
Ernst F. Winter, trans., Erasmus-Luther: Discourse on Free Will
Readings on electronic reserve

Recommended for those without a background in Reformation studies:
C. Scott Dixon, The Reformation in Germany

These books, books from which additional readings were taken, and other works that may be of help in preparing your papers (including the English translation of Luther's collected works), insofar as the library has copies, are on reserve at the Perry-Castañeda Library.

Distribution of readings: Please read the reading assignments **BEFORE** the class for which they are assigned.

Electronic Reserves: A significant portion of course reading is located at the Electronic Reserves page, at <http://reserves.lib.utexas.edu/default.asp> under my name, with the course number History 350L. The password for the electronic reserves is "solafide" (all lower-case, no punctuation). If you note problems with any document, please notify me immediately. For technical assistance in using ERES, please use the ERES FAQ at <http://www.lib.utexas.edu/services/reserves/studentfaq.html> or contact them directly at eres@lib.utexas.edu, or by phone at 512-495-4654, as I am not usually able to help students with technical matters.

Assignments & Grading:

Two short essays on course readings (5 pp.) @ 15% each

Semester project (12-15 pp) 45%, divided into

Bibliography 7%

Short summary/thesis 8%

Rough Draft 15%

Final version 15%

Class participation including short discussion assignments 25%

Each short essay may be revised once for credit. The revision grade will replace the original essay grade. In order for a revised essay to be graded, it must be submitted along with the original copy of the essay within two weeks of its return to you.

All assignments will be graded on a percentage basis. You may receive a fractional grade for an individual assignment; however, the conventional rules of rounding (numbers of x.5 or higher rounded to the next whole number) will apply only for purposes of determining the final grade.

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F
60.100	CR (for students enrolled on a CR/F basis)

Logistical rules: Assignments are due on the date scheduled. No makeup is permitted for short discussion assignments (<2 pp.). All assignments must be typed, double-spaced, on paper; you may not submit an assignment via email unless I have specifically told you to do so. Other assignments may be turned in late at a penalty of 5% per business day. No penalty will be assessed in case of serious illness or family emergency (if verified by the presentation of official paperwork from an appropriate authority). You must complete all of the examinations to pass the course.

Extra credit: You can receive up to five points of extra credit per writing assignment (short paper, project draft, final project) for visiting the UT Writing Center, which sends me a written report about what you did. I heartily encourage you to make as much use of this resource as you can. More information about the Writing Center is available at <http://www.utexas.edu/student/utlc/rwsstc/writing.html>

Course Policies:

Attendance: No formal attendance policy will be enforced, but I will take attendance at each meeting. Twenty-five per cent of your final grade is based on participation in class discussions and discussion assignments. No discussion assignments will be accepted from students who do not attend the class. The class is scheduled to meet for three hours; we will always take a short break at the halfway point, and we may not always meet the entire three hours, but I expect you to block off the full time for each class

meeting (don't expect to be able to leave before 6 p.m. regularly). Because we meet during the dinner hour, you may bring food and drink to class as long as their aroma and noise are not distracting to others.

Disabilities: Instruction and assessment in this course comply with the standards of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as administered at UT by the Office of Services for Students with Disabilities (www.utexas.edu/depts/dos/ssd). Students should contact me as soon as possible during the semester to facilitate those accommodations permitted by SSD (for further information on accommodation letters and referral, please contact them at 471-6259). My office is not wheelchair accessible, but I will be happy to meet with you in another setting if necessary. Students **must** provide an accommodation letter from SSD in order to receive accommodation.

Scholastic Dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at www.utexas.edu/depts/dos/sjs. Students should be aware that I will pursue cases of suspected dishonesty to the fullest extent allowed by the university and that I currently have a 100% rate of success in those cases I have pursued. As a matter of routine, I always recommend failure of the course as the specific penalty for any instances of scholastic dishonesty. By handing in a paper with your name on it, you pledge to me that you are submitting your own work.

Instructor Contact: Office hours take place weekly in my office at the scheduled time or by appointment. You may also email me or call me in my office during normal business hours; you may assume that I check my email approximately once per day during normal business hours and that I will respond to your mail within one business day. Outside of office hours, you may drop by my office at any time; however, be aware that I may not have time to meet with you unless you have made an appointment in advance.

Course Website: Our course website is maintained using Blackboard 5.5.1 course management software, accessible from the Internet at the URL courses.utexas.edu (NO WWW!). You will need your UTEID and password to access the website. Once you have logged in, you will see an initial page that lists the courses you are enrolled in. Simply click on the link for this course, which will take you to our course website. The website will be regularly updated and includes such things as: course announcements; copies of course documents (syllabus (including hyperlinks to internet readings) and test tips) distributed in class; your course grades. If desirable, we can also use the website as a discussion forum. While use of the site is not mandatory, most students find it helpful. If you are having problems loading the page or with other technical matters, please consult the Blackboard FAQ at <http://www.utexas.edu/cc/blackboard/answers/> or call the ITS Help Desk at 475-9400, since I usually cannot be of assistance with such problems.

Recommendations: Regular attendance at the course lectures and discussions is absolutely essential in making your seminar experiences as fruitful as possible. Regular reading done in advance of the lecture for which it is assigned is crucial; keep in mind that re-reading is sometimes necessary as well. It may help you to discuss course material outside of class with a group of your peers.

Schedule of Class Days and Readings:

Jan 13 **Introduction of professor and students;
Introduction to significance of the Reformation and Martin Luther
Introduction to Germany in 1500**

Jan 20 **NO CLASS – Dr. Martin Luther King, Jr., holiday**

Short discussion assignment (due before the 27th):

As you begin to read the Bainton book, note some topics that you find interesting and worthy of further discussion, or on which you would be interested in writing your semester project. Write a short email (250 words) to me at susan.boettcher@mail.utexas.edu, detailing these topics and why you find them interesting.

Jan 27 **Luther and Historiography**

Readings:

Roland Bainton, Here I Stand: The Life of Martin Luther (complete)
Luther, as in Dillenberger, “The Freedom of a Christian”

Short discussion assignment: before class, post three terms with which you were not familiar on the Blackboard discussion board that used in the reading, along with a short definition of each. You may not duplicate the terms of your classmates!

Feb 3 **Luther as Medieval Theologian**

Readings:

Oberman, Luther, 50-81, 113-149
Erasmus-Luther, Discourse on Free Will, complete
Luther, as in Dillenberger, “95 Theses” & “Theses for the Heidelberg Disputation”

Short discussion assignment: write 250 words explaining who you agree with in the Luther/Erasmus controversy and why.

Feb 10 **The Reformation Breakthrough**

Readings:

Oberman, Luther, 151-208
Luther, as in Dillenberger, “Preface to Latin Writings”
Bernd Hamm, “What Was the Reformation Doctrine of Justification?” on ERES
Luther, selections from Lectures on Romans, on ERES

FINAL PAPER TOPIC STATEMENT DUE IN CLASS

Feb 17 **Luther & Modernity I: Erikson**

Readings:

Erik Erikson, Young Man Luther, complete

Selections from Erikson, Childhood and Society, on ERES
Selections from Cochlaeus, on ERES
Oberman, Luther, 82-112

FIRST PAPER DUE IN CLASS. BRING TWO COPIES.

Assignment: On the basis of a comparison between the historical strategies of Bainton and Erikson, discuss which portrait of the early Luther you find most convincing.

Feb 24 Luther as Political Theorist:

Readings:

Luther, as in Dillenberger, "On Secular Authority"
Luther, as in Dillenberger, "An Appeal to the Ruling Class"
Oberman, Luther, 13-49
Thomas Brady, "The Reformation of the Common Man," on ERES
Peter Blickle, "Reformation and Communal Spirit," on ERES

FINAL PAPER BIBLIOGRAPHY DUE IN CLASS

Mar 3 Luther as Liberation Theologian: The Peasants' War

Readings:

Luther, on the peasants, on ERES
Selections from Friedrich Engels, The Peasant War in Germany, on ERES
"Twelve Articles," on ERES
Peter Blickle, selections from "The Revolution of 1525," on ERES

SHORT DISCUSSION ASSIGNMENT: write 250 words discussing whether Luther's political position is logical and consistent, comparing his statements in "On the Freedom of a Christian" and "Appeal to the Nobility" with his remarks to the Peasants and actual events.

Mar 10 NO CLASS – SPRING BREAK

Mar 17 Luther as Popularizer

Readings:

Hymns of Luther, <http://www.iclnet.org/pub/resources/text/wittenberg/hymns/rejoice.txt>
<http://www.iclnet.org/pub/resources/text/wittenberg/hymns/depths.txt>
<http://www.iclnet.org/pub/resources/text/wittenberg/hymns/isaiah.txt>
<http://www.iclnet.org/pub/resources/text/wittenberg/hymns/wepraise.txt>
<http://www.iclnet.org/pub/resources/text/wittenberg/hymns/fortress-english.txt>
<http://www.iclnet.org/pub/resources/text/wittenberg/hymns/savior.txt>
<http://www.iclnet.org/pub/resources/text/wittenberg/hymns/believe.txt>

Luther, German Mass,

<http://www.iclnet.org/pub/resources/text/wittenberg/luther/germnmass-order.txt>

Luther, Small Catechism, at (NOT Large Catechism; page down a little)

<http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-luther.html#sw-lc>

Gerald Straus, "Success and Failure in the German Reformation," on ERES

Mar 24 Luther & the Jews

Readings:

Luther, "That Jesus Christ was born a Jew," on ERES

Luther, "On the Jews and their Lies," on ERES

Mark Edwards, Jr., "Against the Jews," on ERES

Oberman, Luther, 292-297

Short discussion assignment: write 250 words discussing whether Luther's position on the Jews is defensible, and if it is, according to what criteria.

Mar 31 Myth-making about Luther

Readings:

Kolb, Martin Luther as Prophet, Teacher and Hero, complete

Hartmut Lehmann, selections from "Luther in the American Imagination," on ERES

ROUGH DRAFT OF FINAL PAPER DUE

Apr 7 Luther and Modernity II: Weber

Readings:

Richard van Dülmen, "The Reformation and the Modern Age," on ERES

Max Weber, The Protestant Ethic, 1-220

SECOND SHORT PAPER DUE IN CLASS. BRING TWO COPIES.

Assignment: Write a 5 pp. essay comparing and critiquing the ways in which Weber and Erikson used the figure of Luther to make an argument about the nature of modernity.

Apr 14 NO CLASS: STUDENTS TO MEET WITH INSTRUCTOR TO DISCUSS DRAFTS

Apr 21 NO CLASS: STUDENTS TO WORK ON PROJECTS & MEET WITH INSTRUCTOR

Apr 28 DISCUSSION OF FINAL PROJECTS & CONCLUSION

Readings:

Oberman, Luther, 209-end

Short discussion assignment: Based on what you have learned this semester, write 250 words evaluating Bainton's portrayal of Luther.

May 7, 5 p.m.: FINAL PAPERS DUE