

History 2P91  
The European Reformations

Professor: Matt Milner                      email: m.milner@utoronto.ca  
Class: WH8G  
Class hours: Mondays, lectures 7-9 p.m.  
Seminars: 1: 1800-1900 EA303 / 2: 2100-2200 MCD404 / 3: 1700-1800 MCC206  
Office: GL 246, Monday, 2-3 p.m.  
Course Website: <http://individual.utoronto.ca/mmilner/history2p91/>

This course explores the complexities of the religious upheavals in sixteenth century Europe known as 'The Reformation' and its place in the shift from medieval towards modern forms of religious and social organization. As will become evident in the course, the consequences of these conflicts, definitions and redefinitions surrounding a central component of European societies, the church, had far reaching and long lasting impact on Europe and its peoples. The course is divided into a series of sections, each exploring particular problems, foci and themes over the course of the period. First, the contextualization of the era with its political, religious and cultural pressures. Secondly, the attacks made on the established church through examination of theological treatises and issues. We then turn to the response by Rome to these challenges. Fourthly, changes in religious life. And lastly, a more focused examination of the impact of these challenges and how they were dealt with in the various geo-political regions within Europe, with examination of the wider consequences that look forward to modern European history with its states and religious identities.

**Course format:**

We meet once a week on Mondays through the twelve weeks of Winter Semester – **except for Reading Week (February 18 to February 22) and 31 March 2008 (I am away, and we WILL meet on 7 April 2008)**. Our meetings will consist of one two hour lecture Readings provide the background for lectures as well as exploration and discussion of major issues. Seminars are explained in detail below, however students should plan to bring the European Reformations Sourcebook to class on those days.

**Aims and Objectives:**

Students should leave the course with an understanding of the complexities and nuanced problems evident in sixteenth-century Europe. Important is comprehension of the theological, philosophical and cultural aspects of the religious and social upheaval resulting from attacks on traditional late medieval religiosity, its practices, beliefs and institutions. As use of primary documents forms a key component of this course, students will continue the development of their analytical and research skills. Seminars offer the opportunity to practice and develop forms of communicating and expressing these findings to their peers through discussion. The term paper continues the department's objective of teaching effective history writing techniques and to allow the research done during seminar to form the basis for written historical expression.

**Required Texts:**

Lindberg, C. *The European Reformations* (Blackwell: Oxford 1996)  
Online Course Materials at: <http://individual.utoronto.ca/mmilner/history2p91/>

**Grading components:**

Seminars 30%	Weekly
Midterm Exam 15%	3 March 2008 @ 7pm
Final Assignment 25%	24 March 2008 @ 10pm
Final Exam 30%	Set by the Exams Office TBA

**Course Requirements**

Students must complete all components of this course. In order to receive a complete grade all work must be submitted by the last day of class (7 April 2008, @10pm) – failure to do so will result in an incomplete mark. Assignments will be accepted between the last day of classes on 7 April 2008 until the exam, but will receive a mark of ZERO. No class work will be accepted **on or** after the exam date. Final assignments must be submitted in paper. Please consult with me well before the completion dates if you find yourself unable to meet an in-course requirement due to illness or compassionate reasons – accommodations can be made for genuine difficulties. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you.

**Special Needs:**

Students with special needs are advised to contact Brock's SSWD for information regarding available services and resources. All students are encouraged to review the Calendar for information regarding all services available on campus.

**Academic Misconduct:**

Academic Misconduct is a very serious offence. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware of possible penalties (see section VII, A., of the university calendar). If an instructor suspects that academic misconduct has occurred, that instructor has the right to examine students on the content or any other facet of submitted work. Moreover it is expected that all submitted work will have been done independently. The instructor reserves the right to use anti-plagiarism software for assignments submitted for this course.

**Required Reading:**

Textbook readings are outlined below. They are meant to supplement lectures and seminars. Seminar readings are online and will form the basis for both group discussion and seminar participation assessment. Reading is critical to this course – *if you do not read the required readings, you will not succeed in this course.*

**Seminars:**

There are ten assessed seminar meetings – the first seminar is a general introduction, while the last seminar is a review meeting.

Seminars will consist of discussions on reading listed below. They are all online – please check the course website. You are responsible for all the readings for the midterm and final exams. However, for each seminar there will be core readings required for everyone for seminar discussion, and one of five others which you will be responsible for communicating to your smaller seminar group. Most readings are primary sources or sources from the reformation period. For individual readings you are expected to complete the seminar reading sheet, detailing the authorship, the significance of the source etc each week for the document you have chosen. It will be marked out of 10. The smaller seminar groups will complete a group work sheet as a record of their discussion over the course of the seminar. It will be marked out of 10.

Your weekly seminar mark will consist of the average between your individual and group work – it is your responsibility to recount and explain your primary document to the rest of the group. Each seminar, therefore, will be marked out of 20. Your final seminar mark will be an average of all 10 seminar marks.

There is a document analysis guide attached at the end of this syllabus, along with the seminar reading sheet – please consult it before reading your primary documents as it will help you gauge what you need to do.

This makes up 30% of your final mark.

Each week it is assumed that you will have completed the readings for each class, and you will be responsible for all readings on the exam. Attendance will be taken, but your grade will be calculated primarily on the quantity and (ESPECIALLY) the quality of your contributions. **ATTENDANCE IS NOT PARTICIPATION** – please participate actively in seminars!!

#### **Midterm Exam:**

The midterm will be one hour long, and held in the 8<sup>th</sup> week of term, 3 March 2008. It will consist of choosing five terms from among a set of 15, identifying them and explaining their historical significance in light of the themes discussed thus far in the course, up to and including week 7's lecture 'Changes to Religious Life I: Iconoclasm and Worship', and the seminar on Catholicism. The seminar on Conformity will NOT be part of the midterm.

This makes up 15% of your final mark – please prepare carefully, reviewing names, events and concepts.

#### **Final Exam:**

The Final will be two hours long, and the date set by the exams office. It will consist of two sections. The first will be exactly like the midterm, choosing four terms from among a set of 12, identifying them and explaining their historical significance in the light of the themes discussed from week 8's lecture and seminar, and will be 40% of the final exam mark. The second half will be a traditional long essay format, where you will select one question out of a set of five, and will be 60% of the final exam mark. Seminar discussion sheets will be returned weekly to students, they should be kept for exam revising and study.

This makes up 30% of your final mark – please participate actively in seminars!!

#### **Final Assignments:**

*Due 24 March 2008 @ 10pm*

This makes up 25% of your final mark.

There are two options for your final assignment. You MUST declare your intention to the instructor as to which option you are choosing. All assignment topics must be discussed with the instructor via email if not in person. This is for YOUR benefit, not mine as some topics are simply too much for term assignments. Both your declaration and your topic must reach me no later than 3 March 2008. Failure to do so will result in a deduction of 5% from your final assignment mark.

Late penalties for final assignment are 1% per day, weekends included, calculated from the end of the lecture on 24 March 2008. Since I too have deadlines, final assignments submitted after the due date will not receive comments, simply a mark.

Assignments will be accepted between the last day of classes on 7 April 2008 until the exam, but will receive a mark of ZERO. No class work will be accepted **on or** after the exam date.

**Grading:** The essays will be evaluated on: 1. quality of analysis; 2. accuracy and effectiveness of description; 3. writing and clarity of expression; 4. and your capacity to develop links between documents and broader course themes. The first of these - quality of analysis - is the most important, but the others are integral to good analysis.

**The Paper Topic:** When choosing a topic the key is to be more specific than you might think - for instance, doing a 3000 word paper on 'Luther' would be more challenging than doing a 3000 word paper

on Luther's views on images or his relationship with Karlstadt or Melanchthon. The more specific you can be about your research topic, the easier it will probably be to research, and definitely be easier to write. You'll have less 'stuff' to cram into the word space you have for the assignment. In addition, for those of you who choose Option B - the Wikipedia Article - I'd suggest being even MORE specific than you normally would for a paper - so in that case writing about Luther's relationship with Karlstadt from 1520-1522 would be better than his relationship as a whole.

Above all you need to THINK about what it is you want to write about. Envisage it as a problem or a question you want to answer, resolve or explore (sometimes it can't BE answered, and that in itself is an 'answer' for the paper) - not a 'subject', but a question, that sets up your paper nicely for analysis. Writing on a subject makes a paper like a book or school report - that is NOT the objective here, writing to resolve or explore an historical problem means you can analyse the topic, thereby writing a university level history paper.

### **Option A – Traditional Long Essay**

The required length is 3,000 words.

Paper topics should be drawn from the themes discussed in class, both in lectures and seminars.

The bibliography for the paper must include at least two primary sources (either from the seminar reading lists, or from other source collections – check with me if you're unsure) and the total number of sources (primary and secondary) **should not number less than 8**.

Papers should be doubled spaced, use a 12pt font with a 1" margin on all sides, and have page numbers. Citations should follow a consistent style, and should be **footnotes, not** intext references, MLA or endnotes.

Papers that do not have proper formatting will receive a deduction of 2% from their final grade.

### **Option B – Wikipedia Style Article**

Wikipedia is becoming more and more pervasively used by undergraduates – but it is highly problematic as an historical source and reference for research.

The aims of this assignment are to show how problematic Wikipedia can be, but also present an opportunity for students to engage in this new medium, and in the process learn some valuable, practical skills for presenting research as well as the use of the internet and its languages (HTML). As with Option A – your topic must be cleared with me prior to 3 March 2008.

It will consist of two components.

#### *Component 1*

Your finished article length ought to be around 2000 words.

It needs to contain the following:

Four sections on various aspects of the topic you've chosen, including one that is geared towards factual information such as biographical, chronological or other historical data. The remaining three sections must wrestle with aspects of the historical problem you've set out as your topic.

This is NOT A REPORT – you cannot simply recount factual information – you MUST deal with a question, a debate that is part of your topic. Thinking of it as an essay presented in a different format is best, rather than as any kind of report.

Wikipedia citation style must be used as in an essay – you cannot simply recount details without proof.

The article MUST contain at the end of it a 'Further Reading' section consisting of at least 8 sources, at least two of which must be primary sources. This constitutes your bibliography for the assignment.

Component 1 consists of 80% of the final assignment mark.

#### *Component 2*

Additional materials need to be submitted with your article.

First a one page, single spaced synopsis of what you found in existing wikipedia, encarta, or 'about.com' etc. articles, and why you've changed or kept them – were they factually accurate?

Printouts of any existing articles on wikipedia, encarta, or 'about.com' etc. which deal with your topic explicitly or in any kind of way. If you've decided to re-write an existing wikipedia article, you must include a copy of it before you made changes, in addition to your own article.

If an article contains a component or a section on your topic, simply print out the section, and not the entire lengthy article. This is for your benefit as it will help YOU demonstrate that you have not simply copied the existing articles.

Component 2 consists of 20% of the final assignment mark.

If you choose Option B, you MUST be careful to indicate how what you've done is ORIGINAL or at the very least a significant addition to existing online literature. Plagiarism will be assessed by the print-offs of existing literature you provide in Component 2. Regardless, I will check online websites for your topic.

A complete Option B assignment will contain:

A paper copy of your article

A one page, single spaced synopsis of your article

Any printouts of related online literature.

You need not post your wikipedia article, however, if you wish to, please provide the wikipedia printout as your paper copy of the article. If you choose to put your work online, and provide the URL to me by the due date, you will receive a bonus of 5% on your final assignment mark.

#### **A Note about Sources for Final Assignments:**

Sources you use for your final assignment, if they are online, should come from an academic website, not any other – even other wikipedia articles. Although you may find commentary and other information on websites, you should endeavour to substantiate ANY information you find online within a printed, published, peer-reviewed work. If you need to use an online source and are in doubt, email me and I can let you know. In BOTH options your bibliography or further reading list should **not contain any more than two sources** that are only available online. If they're available in print, use the print versions.

#### **Resources and use of the Internet:**

There are various websites detailing the Reformation – either through primary sources, other course websites and the pages of research centres throughout the world. Please be aware of the provenance of the material on these sites. If they are academic feel free to use them, however you should endeavour to find published sources where and whenever available. As will become more evident throughout the course, and especially in our final seminar, the Reformation remains a very 'real' topic for many individuals. Its strife continues to form the basis for sectarian violence and hatred in some communities – being aware that web materials might easily be enveloped in these conflicts is an important warning to the use of internet sites – often it is not only factual information that might be incorrect, but there are real and highly problematic accounts whose bias towards one religious camp or another tends to skew perceptions of historical events to fit their own particular agendas.

## Lecture and Seminar Schedule:

### Context

Jan 7 Organizational meeting  
Why 'The Reformation'? – Defining terminology and General Comments

### **Late Medieval Christianity**

*Seminar: Introduction and Seminar Preparation, Assignment Discussions*

### Section I: The Problems and Reformation Thought

Jan 14 **Reform? The Crux – Doctrine and First sallies**

*Seminar: Late Medieval Religion and Reform?*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 1-55

*Reading for Groups:*

1. Reynard the Fox (1498)
2. Gabriel Biel, *Doing What is in One*
3. Desiderius Erasmus, *The Praise of Folly* (excerpts)
4. Friedrich Myconius, *Historia reformationis: Description of Indulgence Peddling*, in *The Reformation in its own Words* (1520)
5. John Wycliffe, *On Indulgences*

### Section II: Different Reformations?

Jan 21 **The Early Reformation – The Luther Affair and Zwingli in Zurich**

*Seminar: Reformation Doctrines – What was the big deal?*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 56-90  
Martin Luther, *The Freedom Of A Christian: Doctrine of Justification by Faith Alone*, in *The Freedom Of A Christian*, ed. Hans J. Grimm and W. A. Lambert (Philadelphia: Muhlenberg Press, 1957), 343-353.

*Reading for Groups:*

1. John Calvin, *Providence and Predestination*
2. Martin Luther, *The Authority of Scripture*, in *The Protestant Reformation*, ed. H. Hillerbrand (London: Harper & Row, 1968), 38-42.
3. Martin Luther, *The Ninety-five Theses*, in *Martin Luther: Documents of Modern History*, ed. Benjamin Drewery and E. G. Rupp (London: Edward Arnold, 1970).
4. Martin Luther, *To the Christian Nobility of the German Nation*, in *Martin Luther: Documents of Modern History*, ed. Benjamin Drewery and E. G. Rupp (London: Edward Arnold, 1970), 42-45.
5. Ulrich Zwingli, *Of the Clarity and Certainty of the Word of God* (1522)

Jan 28 **The Radical Reformation**

*Seminar: Spreading the Message & the Common Man: Print, Propaganda and Preaching*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 91-110

*Reading for Groups:*

1. The Twelve Articles of the Upper Swabian Peasants, in *The Radical Reformation*, ed. Michael G. Baylor (Cambridge: Cambridge University Press, 1991), 231-238.
2. Bartel Beham, 'Christ and the Sheep Shed'
3. Nicholas Hausmann, A Report Concerning the Zwickau Prophets (: n.p., 1521).
4. Johann Herolt, The Massacre of Weinsberg, in *The German Peasant's War: A History in Documents*, ed. Thomas Scott and Robert W. Scribner (London: Humanities Press International, 1991).
5. Martin Luther, Against the Robbing and Murdering Hordes of Peasants, in *Martin Luther: Documents of Modern History*, ed. Benjamin Drewery and E. G. Rupp (London: Edward Arnold, 1970), 121-126.

Feb 4

## **International Protestantism – Calvinism & and the Swiss**

*Seminar: Anabaptism and Radical Reform*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 135-168, 199-228

*Reading for Groups:*

1. A Code for Public Behaviour in Münster (1534)
2. Anon., Peter Riedeman & Pilgram Marpeck, Anabaptist views on church discipline
3. Balthasar Hubmaier, Jacob Hutter, Hans Denck & Menno Simons, Anabaptist Views on Government (1520s)
4. Michael Sattler, The Schleithem Articles ( 24 February 1527)
5. Leonhard Schiemer, Hans Denck, Balthasar Hubmaier & Bernhard Rothmann, Anabaptist views on salvation and scripture

Feb 11

## **Catholic Reform? Or Counter Reform? – Rome Reacts**

*Seminar: Geneva and the Growth of Calvinism*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 169-197, 249-274

*Reading for Groups:*

1. Genevan Ecclesiastical Ordinances (1541)
2. Parish visitation in Geneva's villages (1540s)
3. John Calvin, Correspondence
4. John Calvin, To French Congregations (1550s)
5. Florimond de Raemond, Lure of Geneva (excerpts), in *Calvinism in Europe, 1540-1610*

Feb 18

***Reading Week – No Classes***

Feb 25

## **Section III: Changes to ‘Doing’ Religion**

### **Changes to Religious Life I: Iconoclasm & Worship**

*Seminar: Catholic or Counter Reform?*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 335-356

*Reading for Groups:*

1. Paul III , *Sublimis Deus* (1537)
2. Decree on Seminaries (1563)
3. Tridentine Creed
4. Cajetan, *On Faith and Works*
5. Ignatius Loyola, *Spiritual Exercises: Rules for thinking with the Church*

Mar 3

**Midterm Exam****Changes to Religious Life II: Christian Community**

*Seminar: Conformity and Non-Conformity in England*

*Shared Reading:*

*Of Ceremonies: Why some be Abolished and some Retained*, in *The Book of Common Prayer 1549* , ed. J. Ketley (London: n.p., 1844), 155-158.

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 309-334

*Reading for Groups:*

1. An Exhortation concerning good Order, and obedience to Rulers and Magistrates, in *Sermons or Homilies Appointed to be Read in Churches*
2. Robert Crowley, *A Briefe Discourse against the Outware Apparell* (Emden: Egidius van der Erve, 1566).
3. John Fields, *An Admonition to the Parliament*, in *Puritan Manifestoes* , ed. W.H. Frere and C.E. Douglas (London: SPCK, 1907).
4. John Fields, *On Vestments*, in *A View of Popish Abuses yet Remaining in the Englishe Church*
5. Matthew Parker, *The Advertisements*, in *Documents Illustrative of English Church History* , ed. H. Gee and William J. Hardy (London: MacMillan, 1896), 467-475.

**Section IV: Carrying out Reforms Across Europe**

Mar 10

**Implementing Reforms I: Urban Reform and Rebellion in the 1520s**

*Seminar: Women in the Reformation*

*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 111-134

*Reading for Groups:*

1. John Calvin, *On a Matter Concerning a Pious Woman* (22 July 1552)
2. John Calvin, *On Marriage, Celibacy, Women and Abortion*
3. Martin Luther, *The Estate of Marriage* (1522)
4. Ursula of Munsterberg, *Letter to the Dukes of Saxony* (1528)
5. Katherine Rem, *Letter to Bernhart Rem*

Mar 17

**Implementing Reforms II: Kings and Princes  
– the Hapsburgs, England and France**

*Seminar: Reformation of the Cities – Nuremberg*



*Shared Reading:*

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 229-248

*Reading for Groups:*

1. Nuremberg Council Minutes (1524)
2. Whether Secular Government Has the Right to Wield the Sword in Matters of Faith (before 1530)
3. Johannes Brenz, An Answer to the Memorandum That Deals With This Question: Whether Secular Government Has the Right to Wield the Sword in Matters of Faith (: n.p., 1530).
4. Martin Luther, Justus Jonas, Johannes Bugenhagen & Philip Melanchthon, Letter to Nuremberg, in *Luther's Works*, ed. Gottfried G. Krodel (: n.p., 1/8/1532).
5. Lazarus Spengler, to Clemens Volckamer, 8 March 1525 (: n.p., 8 March 1525).

Mar 24

**Implementing Reforms III: Without Princes?**

*Seminar: Religious Violence and Revolt in the 1560s*

*Shared Reading:*

Natalie Z. Davis, 'The Rites of Violence,' *Past & Present* no.59` (1973): 51-91.

C. Lindberg, *The European Reformations* (Oxford: Blackwell, 1996). read pages 275-308

*Reading for Groups:*

1. Catholic preaching and sectarian tension
2. Descriptions of street-fighting
3. Inventory of sectarian hatred in France
4. Preparations for an urban insurrection in Toulouse (1562)
5. Jacques A. de Thou, The Massacre of St. Bartholomew's Day, in *Readings in European History*, ed. J. H. Robinson (Boston: Ginn, 1906), 179-183.

Mar 31

***No Classes tonight!!!!***

Apr 7

## **Section V: The Results and Consequences of the Reformation** **Confessionalization and New Identities**

Lindberg *European Reformations* pp. 357-380

***Review for Exam***

## Document Analysis

### Identification of the Document:

Who is the Author?

What is the Full Title of the Document?

When was the document written? Is the date significant? Why?

Form: What form does the document take? (E.g. letter, treatise, etc.) Why was that form chosen?

How does the form affect the way the views are expressed by the author?

Language: In which language was the document written originally? Why was that language chosen?

### Content:

The addressee: To whom is the document addressed? Who is/are that person/those persons? Why does the author address that person/those persons? Is the way the document is written influenced by whom it is addressed to? How? Why?

Reference to event or situation: Does the document refer or react to a particular event or situation? If so, discuss the context and nature of the event or situation in detail. What is the attitude of the author to the event or situation? Why does the author take that attitude?

Reference to people: Does the document mention a particular person or group of people? If so, discuss that person or group of people in detail. What is the attitude of the author to that person or group of people? Why does the author take that attitude?

Reference to text: Does the document mention a particular text? If so, discuss that text in detail. What is the attitude of the author to that text? Why does the author take that attitude?

Reference to existing belief, idea or practice: Does the document refer or react to an existing belief, idea or practice? If so, discuss the context and nature of the belief, idea or practice in detail. What is the attitude of the author to the belief, idea or practice? Does the author support it or challenge it? How? Why?

Expression of new belief or idea: Does the document express a new belief or idea? If so, discuss the belief or idea in detail. How is the belief or idea new? How did the author arrive at the new belief or idea? Why does the author express it now?

Does the author hold any obvious biases in his or her language? Are there any implicit assumptions made by the author?

### Connections:

Implications: What are the implications of the views expressed in the document?

Consequences: What were the consequences of the views expressed in the document?

## Image Analysis:

[based on Susan Hilligoss, *Visual Communication: A Writer's Guide* (London: Longman, 1999), pp. 32-35]

### **Identification**

Who is the Artist? Can we tell? Do we know?

What is the Full Title of the Work?

When was it created? Is the date significant? Why?

What form does it take?

### **Rhetorical Purposes**

Where does the image appear?

What is the image's purpose?

Does it document a situation, event, or condition?

Is it conceptual? If so, what is its point?

Representation: Is the image realistic, like a photograph or more stylized, like a cartoon or caricature? If the image is realistic, do you detect any types of distortion? Describe any features that may be distorted.

Reaction: What tone does the image project? How seriously are we to take this image? Explain why.

Audience: Who do you think are the intended viewers of the image? What features or context suggest this audience? What would you say your relationship is to the producer or producers? Do you think they understand you, as a viewer?

### **Overall Design**

What draws your eye first? What does the dominant part of the image portray?

What is in the center of the image? What is shown in front and larger? What is behind and smaller?

What is shown in the upper half? the lower half?

Are portions more blurred? Are there very distinct parts in sharp focus?

Is there "empty" space? What does the empty space frame?

Are some areas or shapes very large? Are others very small?

Describe the overall arrangement of parts. Are they ordered symmetrically or otherwise balanced against each other?

### **People and Images**

Who is portrayed? Describe your inferences from each feature of the person(s) - age, details of dress, gender, ethnicity, class, posture and stance, portions of the body shown, tilt of head, facial expression, gesture of hands.

What is the person looking at? Follow his/her gaze or eyeline. Does he/she look toward something else in the image? or out of the picture? What do you make of the direction of the gaze?

If there are two or more people, what features suggest their relationship to each other?

If there are two or more people, does one seem dominant? How is this expressed?

From what angle are the people shown? Do you seem to look down on them, as if they were below the viewer? Look up at them? Look right at them?

Are people shown close up or far away? What emotional effect does this have?

What do you consider to be your relationship as viewer to the person or people shown? Do you empathize with them or not? Explain why.

If there is no one represented, imagine what sort of person would be at home in this image. Explain why.

### **Setting**

If the image has a distinct background, describe it. How does it relate to the dominant focus of the images, especially people, if any?

What time and place does the image suggest? What is the effect of this setting?  
Is anything “out of place” in the image? What do you make of the incongruity?

### **Symbols and Signs**

Are there items or features in the image that might mean more than themselves? Consider connotations and associations of particular objects or features in the image. Relate them to the rest of the image.

### **Text**

If the image includes text, such as headlines, labels, captions, or paragraphs of explanation, relate the text to the image.

In what ways does the text help you make sense of the image? Does it answer questions about the image, or only raise more questions?

What is the personality and tone of the typography, or the fonts that the text uses?

### **Story**

What is the story being told in the image? Consider the people and objects in the image and their relationships to each other, the viewer, the setting and the text.

Who can relate to this story? Who may not find it believable or interesting?

Who or what is excluded from the image? Why?

What attitudes - social, political, economic, cultural - are suggested in this image? Who benefits from the attitudes shown? Who does not?

**Seminar Reading Sheet – Individual Work****Name:** \_\_\_\_\_ **Seminar Group:** \_\_\_\_\_**Date:** \_\_\_\_\_

Please hand this sheet in after your seminar discussions – it will count as your attendance record.

Fill in as much information about your reading as possible – using analysis guides in the syllabus.

Mark out of 10: \_\_\_\_\_

<b>Identification</b> Title, author etc.	
<b>Date</b> (specific or approximate)	
<b>Audience/ Context?</b> Who is it written for?	
<b>Arguments / Rhetoric?</b> What are they saying?	
<b>Significance?</b> Why is this important to a) today’s theme? b) the course in general? Have you read anything similar in another course or seminar? What does this tell us about this historical problem or issue?	

