



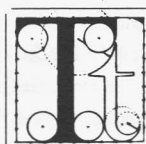
# DESERT HARVEST

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

"People ask me why I take an interest in this little division for medieval and Reformation studies, and I say that we have an obligation to keep the story of our civilization alive."

—Justice Stanley Feldman, Chair, Advisory Board

## The view through the round window \*



The challenge has been made to us: raise \$600,000 in donations, pledges, and planned gifts by the end of this fiscal year, June 30, 2003.

We have accepted it. The Division Fund-Raising Committee is chaired by Richard Duffield, and the members are Toetie Oberman, Luise Betterton, Sandy Hatfield, Ginny Healy (Development Director, College of Social and Behavioral Sciences), and I. We are hard at work.

Fundraising for schools is not a new activity. In the late Middle Ages, schoolmasters processed with their pupils through towns and villages on Saint Gregory's Day in September and Three Kings' Day in January, asking for donations. Martin Luther wrote a letter of thanks to a well-to-do woman who had made an indispensable, large gift of 500 *Gulden* to the University of Wittenberg—a sum large enough to support several artisan families for a year, or to buy a substantial house. "Honorable, very virtuous lady!" he wrote in 1534. "I hereby inform you that your charitable gift, praise God, has been very well invested and has helped and continues to help many poor people [students]. I cannot doubt that the God who assigned you this task will openly show his pleasure in this thank-offering . . ."

We, in asking for your gifts, and you in giving them for the benefit of University and students, continue a venerable tradition.

As at the October 13 grand launching of our fund-drive, I invite your assistance in achieving this mid-way goal on the path to full funding of the Heiko A. Oberman Chair in Late Medieval and Reformation History. When we friends and admirers of Heiko and of the era in which he was most expert—when we have accomplished this, his incomparable research library will pass entire to the UA Library. Enrich us, too, with your ideas, especially individuals and foundations who may share your interest in this watershed period in the European past and in assisting with endowed chairs. Look around on the web for us, for we might have overlooked a particular line of inquiry. Do remember the option of making a donation that will in no way lower your standard of living: a planned gift. This can take a number of creative forms, and we can refer you to an expert on these options.

I personally remain convinced of the value to the University and the Tucson community of a chair in Heiko's name and of the transmittal of his personal library. With your sustenance of all types, we shall succeed.

### A SEMI-ANNUAL NEWSLETTER OF THE DIVISION FOR LATE MEDIEVAL AND REFORMATION STUDIES

Founded in 1989 by Heiko A. Oberman, Regents' Professor of History, 1930-2001

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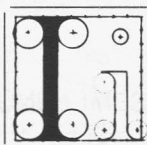
THE UNIVERSITY OF  
**ARIZONA.**  
TUCSON ARIZONA

\* In case you have not been our visitor, the main office of the Division affords its only view through a round window.

## Heiko A. Oberman's final book release:

*The Two Reformations: Essays on the Journey from the Last Days to the New World* (Edited by Donald Weinstein, Yale University Press)

by Donald Weinstein, Professor Emeritus of History, from the book jacket



In this last collection of his vital, controversial, and accessible writings, Heiko A. Oberman seeks to liberate and broaden our

understanding of the European Reformation, from its origins in medieval philosophy and theology through the Puritan settlers who brought Calvin's vision to the New World. Ranging over many topics, Oberman finds fascinating connections between aspects of the Reformation and twentieth-century history and thought—most notably the connection to Nazism and the Holocaust. He revisits his earlier work on the history of anti-Semitism, rejects the notion of an unbroken line

from Luther to Hitler to the Holocaust, and offers a new perspective on the Christian legacy of anti-Semitism and its murderous result in the twentieth century.

Oberman demonstrates how the simplifications and rigidities of modern historiography have obscured the existential spirits of such great figures as Luther and Calvin. He explores the debt of both Luther and Calvin to medieval religious thought and the impact of diverse features of "the long fifteenth century"—including the Black Death, nominalism, humanism, and the Conciliar Movement—on the Reformation. Drawing on a long and illustrious career of research,

close study of primary sources, and deep reflection, Oberman shows how the study of the traditions and thinking of the Reformation illuminates not only a part of history but also the modern world and our assumptions about it.

The late Heiko A. Oberman, one of the twentieth century's great historians of the Reformation, was at the time of his death Regents' Professor of History at The University of Arizona. He was the author of many books, including the definitive biography of Martin Luther, *Luther: Man Between God and the Devil*, originally published by Yale University Press.\*



## Division News

### Congratulations

**Cristian Berco**, Professor **Helen Nader's** doctoral student, successfully defended his dissertation in April 2002 on "Uncovering the Unmentionable Vice: Male Homosexuality, Race, and Class in Spain's Golden Age."

**Michael Bruening**, Division doctoral student, successfully defended his dissertation, "Bern, Geneva, or Rome? The Struggle for Religious Conformity and Confessional Unity in Early Reformation Switzerland," was married to fellow Department of History doctoral student, **Jeanine Brown**, and began his professorial career at Concordia University, Irvine, all in the month of August.

In addition to her Fulbright Fellowship, **Victoria Clisham** won funding from the Belgian American Educational Foundation. She continues her research in Belgium on the effects of the Inquisition.

**Brandon Hartley**, Division doctoral student, passed his preliminary exams in September and began research in Lyons, France, on the wars of religion. His archival research is funded in part through an award from the Ora DeConcini Martin-Morris Martin Endowment.

### Conferences

The Division organized two sessions at the 2002 Sixteenth Century Studies Conference, October 24-27 in San Antonio, Texas, featuring the following speakers: "Reformation Theology and Social Context," **Joel Van Amberg**, **Victor D. Thiessen**, and **Robert J. Christman**; and "Masculinity and the Lutheran Reformation," **Professor Scott H. Hendrix**, **Professor B. Ann Tlusty**, and **Professor Susan C. Karant-Nunn**. Among others to present papers at the conference were seminar students or Division alumni **Cristian Berco**, **Professor Michael Bruening**, **Michael Crawford**, **Aurelio Espinosa**, **Stephanie Fink De Backer**, **Professor John Frymire**, **Professor Andrew Gow**, **Professor Brad Gregory**, **Professor Sigrun Haude**, **Professor Jonathan Reid**, and associated faculty **Professor Helen Nader**.

Division doctoral students **James Blakeley**, **Joshua Rosenthal**, and **Joel Van Amberg**, and **Professor Susan C. Karant-Nunn**, together presented a popular Summer Lecture Series on the English Reformation at St. Philip's in the Hills Episcopal Church. Professor Karant-Nunn was invited to return for two lectures



After the defense: Michael Bruening and his dissertation committee

on early modern European women: "Flesh of My Flesh" and "Handmaids of the Devil." A third lecture was given by **Professor Helen Nader** on early modern women from the Spanish perspective.

Next year's Summer Lecture Series topic will be the Anglican Church in the Elizabethan period.

### Alumni

**Dr. Eric Saak**, accepted a one-year position as assistant professor in the Department of History at the University of Tennessee, Knoxville.



# CAMPAIGN LAUNCH

## The Heiko A. Oberman Chair in Late Medieval and Reformation History



unday, October 13, 2002, marked the campaign launch to fund the endowment for the Heiko A.

Oberman Chair in Late Medieval and Reformation History and the acquisition of the Oberman Research Library. The monetary goal of the fund-drive is \$2 million.

Once the chair is funded, the Oberman library, appraised at \$1.2 million in 1998 and comprised of over ten thousand volumes from recent books to early sixteenth-century "raroria," will go to the University of Arizona libraries.

Professor Susan C. Karant-Nunn, Director of the Division, opened the afternoon event at UA Special Collections with reminiscences on Heiko Oberman's originality. She described his careful wrapping and carrying of the oldest, rarest books in his library to the Netherlands every summer in the hope that they would be rehumidified after the dryness of the Sonoran Desert.

Dean Ed Donnerstein, former occupant of the Rupe Chair in the

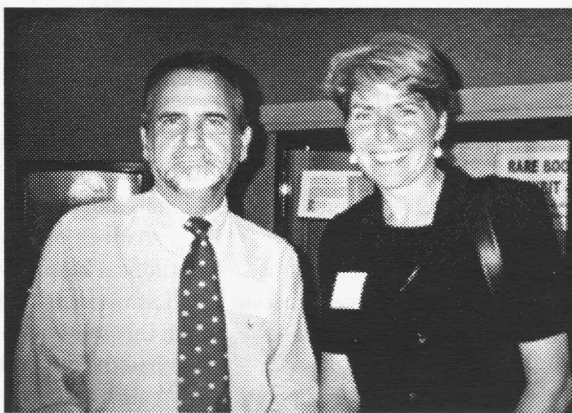
Social Effects of Mass Communication at the University of California, Santa Barbara, expressed his support for the Division's mission and his fullest enthusiasm for the endowment of the Oberman Chair.

In the coming years, he stated, the university's excellence can only be sustained by generous private gifts.

Dean of Libraries Carla Stoffle said that the acquisition of the Oberman research collection would be her signal achievement as dean.

Ginny Healy, Director of Development for the College of Social and Behavioral Sciences, told the gathering that she first knew that the Division was an important unit to be preserved and enhanced when she saw its record for winning Fulbright scholarships. Fully 80 percent of Division doctoral students have been able to pursue their dissertation topics through the attainment of a Fulbright award. She then referred to the creative ways in which the UA Foundation could assist people in contributing to this cause—without lowering their standard of living.

Sandy Hatfield, member of the Division's Fund-Raising Committee, read a strongly supportive statement from Richard Duffield, chair of the committee,



Dean Ed Donnerstein, College of Social and Behavioral Sciences, with Dr. Ida Oberman, eldest daughter of Heiko A. Oberman.

who could not be present.

Joel Van Amberg, the Division's senior doctoral student, described his own experiences among historians in his field: "Scholars I speak to in Europe and America are watching the events in Tucson closely. The successful endowment of this chair will send a clear message to the international community, that the preservation of Heiko Oberman's legacy, his methods and his standards, has been achieved, not in Cambridge, Massachusetts, not in Tübingen, Germany, but right here in southern Arizona."

Toetie Oberman, widow of Heiko, concluded the program with the principle, adhered to by her husband throughout his life, that there is no substitute for the mastery of foreign languages and the reading of books in order to gain a better understanding of the past and a clearer grasp of the present. She urged the audience to assist in the acquisition of the extraordinary books that her late husband wished to confer upon the UA. \*



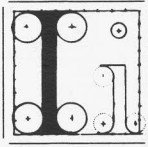
Sandy Hatfield, Division Advisory Board member, voiced her own conviction that the UA is first in basketball and also "first in late medieval studies!"

*"Scholars I speak to in Europe and America are watching the events in Tucson closely. The successful endowment of this chair will send a clear message to the international community that the preservation of Heiko Oberman's legacy, his methods and his standards, has been achieved, not in Cambridge, Massachusetts, not in Tübingen, Germany, but right here in southern Arizona," said senior doctoral student Joel Van Amberg.*



# Research and the pursuit of happiness

by Alan E. Bernstein, Professor of History



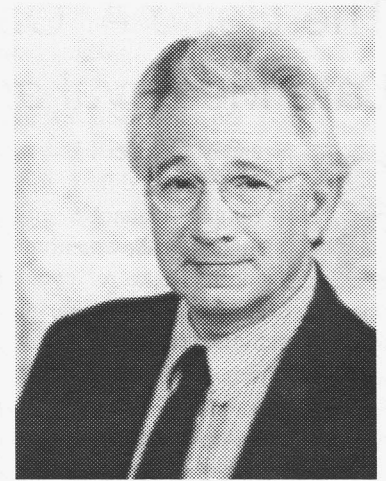
*The most important single quality is freedom: freedom to ask whatever question arises and freedom to proclaim whatever answers the evidence indicates.*

In 2001-2002, I was a member at the Institute for Advanced Study in Princeton. How does it provide the best possible environment for research? The

most important single quality is freedom: freedom to ask whatever question arises and freedom to proclaim whatever answers the evidence indicates. Freedom also has another dimension: good research requires free time. This obvious ideal comes at a high price. For a researcher in history, freedom implies tremendous resources in books, computers, databases, software, travel funds, staff support, and other "incidentals" like Xerox machines and microform readers. The freedom also demands a price of the researcher. Ideally research should not be conducted in isolation, but rather in the midst of fellow workers in related areas drawn from a variety of disciplines. At the Institute, members were invited in the fields of Mathematics, Physics, Social Science,

and History. The U.S. contributed many members, but so did Great Britain, Germany, Russia, Japan, Taiwan, Israel, and Uzbekistan, among others. Lunch conversations and tea time, when members from the different schools could mix, taxed us all for our recall of things we hadn't studied in decades or our ability to understand friendly but sometimes arcane explanations of string theory, theoretical biology, literary criticism, or canon law. Further, with this worldwide attendance, one had the opportunity to speak any language one ever knew. With crucial exceptions, the library did not buy translations into English, so works composed in German, French, Greek, Latin, Hebrew had to be consulted in the original.

Another boon was the presence of a permanent faculty of outstanding scholars in various fields whose eminence put them above competition with the visiting members and whose variety of



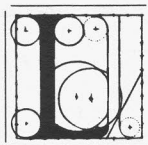
Alan E. Bernstein

specialties and research methods made them both resources and models. The atmosphere of fostering as opposed to competition created an environment of support and challenge. Simultaneously, the eminence of the permanent faculty and the talents of the members created a level of collegial criticism that prized the highest empirical

continued to page 6

At the feet of visiting scholars: "What makes you tick as a historian?"

## Professor Merry E. Wiesner-Hanks, University of Wisconsin, Milwaukee



Last April Professor Merry E. Wiesner-Hanks graced the Division seminar with her presence for only a few hours. The seminar convened at an unaccustomed time in order to accommodate her primary engagement, at the meetings of the Renaissance Society of America taking place in Scottsdale. Wiesner-Hanks is this country's leading expert on early modern German women's history and European women's history in general. Her principal authored works are *Working Women in Renaissance Germany* (1986), *Women and*

*Gender in Early Modern Europe* (1st ed. 1993), and *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice* (2000). She has written, translated, and edited numerous other works, including, with Susan Karant-Nunn, the forthcoming *Luther on Women: A Sourcebook*. She spoke to the seminar on the subject introduced by Heiko A. Oberman, "What makes me tick as a historian?" She provided many anecdotes on the struggles that women scholars in this country still faced as recently as 20 years ago. \*



Merry E. Wiesner-Hanks

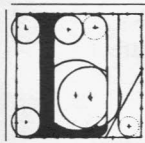




Division announces new associated faculty

## Renaissance art historian

by Susan C. Karant-Nunn, Director, Professor of History

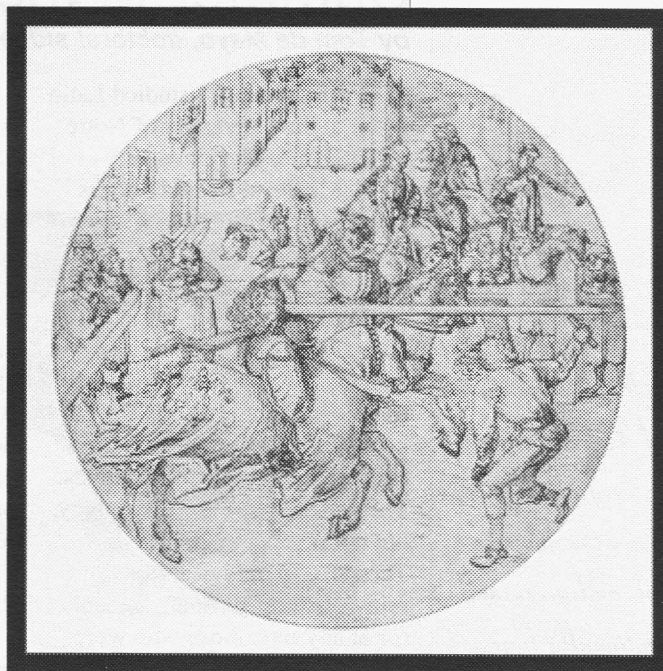


Last year I had the pleasure of announcing that colleagues in the Department of History, Alan E. Bernstein and

Helen Nader, had accepted my invitation to be associated with the Division. Although they both already taught numerous Division students, they agreed to teach in turn the so-called Division seminar that is offered each semester. Helen Nader is presently presiding over a large, lively seminar on charity in early modern Spain, and students who previously had had no exposure to Iberia or to Spanish are expanding their minds apace. Next year, Alan Bernstein will offer the Division seminar on a subject of his choosing within a range of topics that would be useful to specialists in late

medieval and Reformation-era history.

This autumn I am delighted to tell you that Professor Pia Cuneo from the Art History area of the Art Department has also accepted associated status. She took the M. A. and the Ph.D. degrees in art history at Northwestern University. Her revised dissertation, on the artist Jörg Breu the Elder (ca. 1475-1536) and the relations between art and civic power in Augsburg, was published by Brill in 1998. Her edited volume, *Artful Armies, Beautiful Battles: Art and Warfare in Early Modern Europe*, appeared last year. A number of her essays have appeared in prominent journals or as chapters in books. Professor Cuneo presently refers to herself as a "hippologist," for she is



Tournament scene, Jörg Breu the Elder, ca. 1510-1515

carrying out research on the image of the horse in early modern Europe. She has informed and entertained those of us who have read or heard her recent papers on the ways in which women were identified with horses and on early modern books about bits ("bit books") as a source of information about larger cultural patterns in the Renaissance.

Heiko Oberman regarded Cuneo as an outstanding scholar and treasured colleague. Cuneo has served on two History Department search committees.

During the academic year 2004-2005, Cuneo will teach the Division seminar. Its subject will be art and the Reformation. In an outspokenly interdisciplinary employment market, exposure to the methods and evidence of art historians will greatly enhance history students' approaches to the past. \*

*Professor Cuneo presently refers to herself as a "hippologist," for she is carrying out research on the image of the horse in early modern Europe.*



Pia Francesca Cuneo

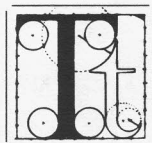
"For me, the Division of Late Medieval and Reformation Studies has always been a model of everything a truly outstanding academic unit should be: competent and dedicated staff, internationally renowned professors, highly qualified students, a dedication to the most rigorous of scholarly standards, and a sense of nourishing and supportive community. Thus I am deeply honored to have been invited to participate in the activities of the Division as associated faculty. Such models of excellence

are crucial not only for the inspiration of burgeoning students but also for academics across the university and for our valued friends and associates from the community as well. For this reason I am particularly hopeful that the campaign to endow a chair in the Division in the name of Heiko A. Oberman, and the efforts to secure his library for the University of Arizona will prove successful. Both the chair and the library are critical both for the Division and for the University to maintain their status within the national and international academic communities as a locus of important and vital scholarship."



# Summer in the arms of Notre Dame

by Tom de Mayo, doctoral student, History Department



his summer, I studied Latin at the University of Notre Dame. The University's Medieval Institute offers classes at several levels in

Greek, Latin, Arabic, and a few other languages.

The University is very attractive during the summer—lush and green and exceptionally (dare I say immaculately?) well-kept, with grey gothic buildings constituting the heart of campus. The weather was hot and muggy, but not nearly as broiling as Tucson, and only occasionally rainy. Visiting graduate students (or at any rate, those who were willing to pay extra for air-conditioning) were housed just south of the main quad in O'Neill Hall, one of four new dorm buildings. Many of my fellow Latin students lived there as well.

Some aspects of the campus were a bit of a shock to me coming from a public, secular university. An enormous mural of Christ adorned the library (called "Touchdown Jesus" as his hands were raised above his head in benediction), and I half-expected beams of light from its eyes to smite down malfeasants with overdue library books. Each dorm had its own chapel, and each floor a rector—either a priest or a nun—during the regular school year.

Various other groups passed through campus during the summer; the Latin classes lasted both summer sessions, but many other courses were scheduled for shorter lengths of time. My floor on O'Neill was occupied by two successive groups of theology students, while in the other

dorms elementary and high-school students arrived for sports camps about every two weeks. There was also a deacons' retreat and a gathering of African bishops.

I myself took Professor Frank Mantello's six-week medieval Latin course, and audited his Latin paleo-graphy class. The Medieval class met three days a week in the morning for about three hours, and combined prepared translations, informal sight reading, and a series of exercises involving standard research tools and editions. The paleography class took up afternoons after medieval Latin (again about three hours) and was a whirlwind tour of scripts and tools. All in all, I found the sequence grueling but enjoyable.\*

*The University of Notre Dame is very attractive during the summer—lush and green and exceptionally (dare I say immaculately?) well-kept.*



## Research and the pursuit of happiness continued from page 4

standards together with the encouragement of speculation and innovation. The intellectual atmosphere, however congenial, nonetheless runs into a dead end without free time and the further freedom conferred by money, library and other resources, a stimulating intellectual atmosphere, emulation without conformity, challenge without competition, and the human interaction that encourages all participants to function as close as possible to their highest intellectual potential.

My own experience bears out the way this system can work. I went to the Institute to complete the sequel to my 1993 book, *The Formation of Hell*. As I got to know the permanent faculty, I arranged to speak to their seminars in October, December, February, and March. These deadlines kept

me on schedule.

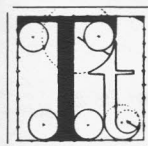
Meanwhile at lunch and at tea and in the hallways and over pizza in the evening, I picked the brains of other members from around the world. It wasn't always scholarship either. My stay in Princeton was in the aftermath of September 11, 2001. Similarly, in the spring of 2002, I commenced my study of the Qur'an while the Israeli Defense Forces were in Jenin and Ramalla. My colleagues were coaching me in Islamic studies one moment and arguing Arab/Israeli politics the next. Disagreement sometimes emerged, but more often we reflected on the links between scholarship, ethics, politics, and religion. The trick is to keep them separate! The joy last year was to let them run experimentally together under the watchful eye of friends.

One huge boon at the Institute is the welcome participation of members' spouses. My wife

JoAnne, a Professor of Renaissance Art History, shared research with a specialist in medieval warfare and completed a research project on the history of armor. One of my favorite disputants was the husband of a colleague, an economist, with a keen wit, a sharp tongue, and a biting sense of humor. From the permanent faculty, hosts of the seminars, to the members and their spouses, to the faculty of nearby Princeton University and Princeton Theological Seminary, and even "townspeople" like my newly discovered friend, the retired Presbyterian minister, the people made the year. Conversation cemented the bonds. No environment can guarantee a successful personal chemistry for so diverse a group, but the atmosphere the Institute fosters should inspire other research centers to strive in that direction, if they have the means. \*

# The "Laboratory of Learning"

by Joshua Rosenthal, doctoral student



he laboratory of learning extends beyond the classroom." This well-known maxim encapsulates the notion that students often

significantly benefit from "extracurricular" experiences. The superb training here in Tucson is indeed seminal to one's future aspirations; however, it represents only a portion of one's academic foundations, another significant part of which is built upon experiences that occur outside the classroom. During this past summer I was fortunate enough to find myself benefiting from several such *extracurricular* experiences.

Students can undertake a good deal of research on this side of the Atlantic, gathering bibliographies, compiling lists of sources, and corresponding with scholars expert in a given topic. Nevertheless, at a certain point one must cross the Atlantic in search of sources. My search began at the National Archives of France. Making my way through several bureaucratic levels, I had a sense of what medieval administration must have been like. However, I was in no way prepared for the early modern documents with which I was confronted. Although I had studied paleography, this series of scribbles had me shedding enough tears to merit the attention of the archivist, who quickly handed me tissues lest I dampen the documents. With much weeping and gnashing of teeth, I began to make progress and eventually found myself reading these scripts!

This process was repeated at several libraries and archives in Paris and throughout other regional institutions. By the end of my stay in France, I had amassed extended inventories of documents



Uni Bastions, Bâtiment central, at the Université de Genève, home of the Institute of the History of the Reformation

that I needed for my dissertation research. With these documents, I hope to explore some of the tensions between family and faith in the French wars of religion. Specifically, the French noble family Mornay is replete with both Roman Catholic bishops and Huguenot leaders and thus an ideal candidate. After cataloguing numerous Mornay family documents, I was nothing less than elated to confirm that this evidentiary basis is large enough to support such an exploration. However, locating this evidence was only part of my task. I also needed to contextualize these materials, particularly the printed works. There is no better place to undertake such an investigation than at the Reformation Studies Institute at the University of St. Andrews, Scotland, where researchers are compiling a database of every French book printed in the sixteenth century. Thus I found myself in St. Andrews, graciously allowed to peruse and copy requisite information.

Geneva was the next stop on my tour. The Institute of the History of the Reformation at the University of Geneva hosts an

international summer seminar. Scholars are able to consult archival materials, and they are also offered first-rate instruction and a forum for discussing their discoveries. The Genevan experience was a combination of an academic Disneyland and a scholarly boot camp; the fusion of easy access to relevant materials, thorough lectures, rigorous discussions, and scrupulous deliberations made for a wonderful experience. Finally, I concluded the tour in St. Louis, where the Center for Reformation Research conducts a paleography institute. This proved to be a valuable finale. Throughout all of these wanderings, I benefited from the Division's network of scholars and alumni, whether from assistance given by Professors Andrew Pettegree and Irena Backus, or from the guidance of our own Jonathan Reid. To all of these, and others, I owe my most profound thanks, but especially to the support of Professor Susan Karant-Nunn and to the Division for the funding that made these extracurricular experiences possible. \*

*Students can undertake a good deal of research on this side of the Atlantic, gathering bibliographies, compiling lists of sources, and corresponding with scholars expert in a given topic. Nevertheless, at a certain point one must cross the Atlantic in search of sources.*





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woodcut, "Master and Pupils,"  
from *Mirror of the World*,  
Westminster, ca. 1481

## UA Division for Late Medieval & Reformation Studies

# Alumni Placement

"The placing of recipients of advanced degrees has grown notably in difficulty during the past decade . . . The most noted graduate schools, along with the less eminent, are having serious trouble in placing even their talented candidates, and in no branch of the social sciences is this so true as in **history** . . ."

Excerpt from *Perspectives*, newsmagazine of the American Historical Association, September 2002

**Robert Bast** (1993)  
University of Tennessee, Knoxville  
Department of History

**Curtis Bostick** (1993)  
Southern Utah University  
Department of History

**Michael Bruening** (2002)  
Concordia University, Irvine  
Department of History

**Peter Dykema** (1998)  
Arkansas Tech University  
Department of Social Sciences  
and Philosophy

**John Frymire** (2001)  
University of Missouri, Columbia  
Department of History

**Andrew Gow** (1993)  
University of Alberta, Edmonton  
Department of History

**Brad Gregory**  
(M.A. 1989; Ph.D. Princeton, 1996)  
Stanford University  
Department of History

**Sigrun Haude** (1993)  
University of Cincinnati  
Department of History

**Nicole Kuropka** (M.A. 1997)  
Fellow, Institut für Europäische  
Geschichte, Mainz

**Marjory Lange**  
(1993, English major, History minor)  
Western Oregon University  
Department of English

**Scott Manetsch** (1997)  
Trinity Evangelical Divinity School  
Department of Church History

**Michael Milway** (1997)  
Wellesley College  
Department of History

**Jonathan Reid** (2001)  
East Carolina University  
Department of History

**Eric Saak** (1993)  
University of Tennessee, Knoxville  
Lecturer, Department of History

**Jeff Tyler** (1995)  
Hope College, Michigan  
Department of Religion

Please visit us on the internet: [w3.arizona.edu/~history/grad/medref/medrefhome](http://w3.arizona.edu/~history/grad/medref/medrefhome)

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