All precourse assignments should be emailed to the Course of Study Office by May 1, 2013.

Course Description
This course is a critical reflection upon the individuals, decisive events, and theological developments during the period of the Protestant Reformation. Utilizing the categories of grace and faith as focusing lenses, the student appropriates the Reformation heritage and enters into the church’s ongoing task of interpreting and enacting the gospel for contemporary life. Attention will be given to selected primary sources.

Course Objectives
1. Reflection upon movements and events in the period prior to the beginning of the Protestant Reformation (for example, mysticism, nominalism, the Renaissance, the Papal Schism, and the martyrdom of Huss and Savonarola)
2. Examination of the Reformation on the European continent, with due attention to the theologies of Luther, Zwingli, Calvin, and the Anabaptists
3. Engagement with pivotal theological concerns in their historical context, including the relationship of faith and reason, justification by grace through faith, sacramental theology, ecclesiology, and Christology
4. Analysis of the Catholic Reformation as reflected in the Council of Trent and such figures as Ignatius Loyola, Teresa of Avila, John of the Cross, and Blaise Pascal
5. Analysis of the English Reformation of the sixteenth century and the rise of Puritanism in the seventeenth century
6. Understanding and appreciating the historical development and context of Christian theology
7. Continued growth and development of the pastor’s identity as theologian

Required Textbooks

Course Expectations and Grading
1. Precourse Work [30% of total grade]
2. Class participation and preparation [10%]
3. Reading Reflection [40%]
4. Final “Top Ten” List [20%]
1. Precourse Work [30% of total grade]:

PRECOURSE ASSIGNMENT 1. First read Parts 1-2 (pp. 1-292) in the González book, and then Chapters 5-15 in the McGrath book (pp. 86-278). If you wish to read more of the McGrath book, please do. Note that you are not asked to read parts 3 and 4 of the González book.

Both of the textbooks for this course give you historical and theological information. González tends more to emphasize the Reformation’s history. McGrath’s book, as the title suggests, focuses more on the thought and the theological contributions of the reformers. You will probably find the González text a little easier to read, the McGrath book nonetheless “assumes that the reader knows nothing about the Christian theology which underlies the Reformation, and explains what [all of the] terms... mean, and why they are of religious and social relevance” (McGrath, xii).

PRECOURSE ASSIGNMENT 2. Write a short, 3-4 page, narrative history of the Protestant Reformation in the 16th Century that incorporates at least ten (10) of the “events” listed in the far right column in the “Chronology” that is printed at the beginning of Part I in your González book (unnumbered pages 2-5). You will probably find Part I of the González text most helpful in this assignment.

Please note that you are not asked to produce an exhaustive record that mentions every single detail about these events. Instead, try to provide a kind of general overview, arranging and describing at least ten of the events in the “Chronology” (and others you want to include). Your overview should briefly describe the nature and significance of the different events, and link them in a coherent historical narrative, e.g., “this event led to two other important events in the early history of Lutheranism...”. The purpose of this assignment is to deepen your understanding of the sequence and relationship of important events during the Protestant Reformation in the 16th Century. It will be a challenge to describe and connect ten or more events in 3-4 pages, so be precise and specific in your narrative!

PRECOURSE ASSIGNMENT 3. You will notice that the McGrath textbook presents Martin Luther’s and John Calvin’s theological insights in separate chapters – one devoted to their concept of justification, another to the sacraments, another to their view of the church and so on. Write a 2-3 page essay in which you pull together all these various aspects of Luther’s and Calvin’s reforming insights. In other words, take what the textbook has separated and combine the most essential features into a single essay on these great reformers’ thought.

Notice once again that you are asked to be selective; don’t think that you must reproduce every detail of the textbook. In the same way, don’t go into detail about their biographies; focus on their theological reforms.

You should use McGrath’s book as your primary resource for this essay, but supplement it with material from González as you see fit.

PRECOURSE ASSIGNMENT 4. Write a 2-3 page letter addressed to a sympathetic acquaintance, (perhaps a friend or family member), in which you seek to explain your own religious beliefs and/or practices (the specific beliefs and/or practices are yours to choose) through mention and description of at least six (6) persons, groups, or events in Part II of the González book (pp. 167-292). Unlike the assignment above, these do not need to be listed in the introductory “Chronology” (p. 168ff). The goal is for you to better understand and communicate your own theological voice through historical identification and description of the “orthodoxies, rationalism, and pietism” that are reported in Part II of the González book. You can agree or disagree with the persons, groups, or events you mention. You can, of course, mention individuals and events in the section on “John Wesley and Methodism” (264-274), but these should not take up the majority of your letter. Here are two examples:

Example #1: ... My own belief and practice that alcohol should be consumed in moderation is similar to the beliefs of many 17th century Puritans, who were opposed to drunkenness but did not disallow alcohol in the Christian’s life (González, page #). For me this means specifically ...

Example #2: ... I have come to a belief that the incarnation of Christ is essential to our understanding and practice of baptism and communion. In this I seem to disagree with the beliefs of George Fox and the Quakers in the 17th century, whose spiritualism led them to deemphasize the importance of these
sacraments, since they might distract from the truly spiritual (González, page #). I understand the sentiment of Fox and his followers, who were seeking to remove obstacles to the Spirit, but I believe that . . .

[This concludes the Precourse work section of the syllabus. Please bring your printed syllabus to the first class; the instructor will not provide printed copies.]

2. Class participation and preparation [10%].

3. Reading Reflection [40%]. There are eight online readings assigned in the class schedule. After each reading, prepare a one-page reflection paper that includes the four following elements: 1) the author and title of the reading, 2) a brief, 1-2 sentence summary of the reading, 3) identification of an especially important assertion, attitude, or action that you see present in the reading, and 4) a specific, concrete application of this assertion, attitude, or action within the present-day church and/or society. Your paper will be graded on your ability to succinctly summarize the main purpose of the reading, to recognize a historically or theologically significant aspect of the writing, and to apply this insight in a practical way to present-day circumstances and challenges. Additional instructions will be provided during the first day of classes.

4. Final “Top Ten” List [20%]. For the last day of class, prepare a “top-ten” list (no more than two pages) that addresses the following statement in ranked order (with #1 being the most important):
   a. Top ten reasons that the Reformation shapes or challenges my theology:

   You will have the opportunity to present this list to the group during our final class. This top-ten list will be graded based on the extent to which it accurately and specifically refers to aspects of the Reformation (e.g., a person, event, idea, teaching, or action), and explicitly describes the effect on your theology. Additional explanation and instructions will be provided during the first day of classes.

   For example:

   “The Decrees of the Council of Trent have led me to believe that justification is not by faith alone, but by faith and love.”

   “The relationship between boisterous Luther and irenic Melanchthon has reminded me of the importance of friendship within ministry and has challenged me to seek out more friends – even those quite different than me – in my service to God.”
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<th>Day</th>
<th>Date</th>
<th>Main Topic</th>
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<td><strong>Mon</strong></td>
<td>July 8</td>
<td>Contexts of “The Reformation”</td>
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<td>Optional: For your extra benefit (this is not required) read Luther’s “95 Theses,” a.k.a. “Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences.” One good online translation is here: <a href="http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html">http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html</a></td>
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<td><strong>Tues</strong></td>
<td>July 9</td>
<td>Waldensians and Humanists</td>
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<td><strong>Wed</strong></td>
<td>July 10</td>
<td>Martin Luther</td>
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<td>Assignment due on this date: Complete reading reflection on Luther’s <em>Preface to the Complete Edition of Luther’s Latin Works</em> (1545): <a href="http://www.iclnet.org/pub/resources/text/wittenberg/luther/preflat-eng.txt">http://www.iclnet.org/pub/resources/text/wittenberg/luther/preflat-eng.txt</a></td>
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<td><strong>Thurs</strong></td>
<td>July 11</td>
<td>Ulrich Zwingli and the Radicals of the Reformation</td>
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<td>Assignment due on this date: Complete reading reflection on <em>The Schleitheim Confession</em> (1527) <a href="http://www.anabaptists.org/history/schleith.html">http://www.anabaptists.org/history/schleith.html</a></td>
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<td><strong>Fri</strong></td>
<td>July 12</td>
<td>John Calvin</td>
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<td>Assignment due on this date: Complete reading reflection on “The Author’s Preface” from Calvin’s <em>Commentary on the Book of Psalms</em>. <a href="http://www.ccel.org/ccel/calvin/calcom08.vi.html">http://www.ccel.org/ccel/calvin/calcom08.vi.html</a></td>
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The style of Latimer’s English is obviously difficult for us to read, but is important to our appreciation of the content and historical context of this sermon. Hang in there!  
2. *Profession of Tridentine Faith*, (1564) [http://www.uoregon.edu/~sshoemak/323/texts/trent.htm](http://www.uoregon.edu/~sshoemak/323/texts/trent.htm)  
| **Tues** | July 16  | Anglicans and the Puritans     | Assignment due on this date: Complete reading reflection on The Thirty-Nine Articles: [http://www.anglicansonline.org/basics/thirty-nine_articles.html](http://www.anglicansonline.org/basics/thirty-nine_articles.html)  
If you are interested, take a look at the poems of George Herbert here: [http://www.ccel.org/h/herbert/temple/TempleFrames.html](http://www.ccel.org/h/herbert/temple/TempleFrames.html) (note especially the form of the poems “Altar,” “Coloss. 3:3,” and “Jesu”) |
| **Thurs**| July 18  | Pietism and English Revivalism | Assignment due on this date: Read all three of the following, and complete a reading reflection on one of the readings:  
**Charles Wesley, “And can it be that I should gain.”** [http://gbgm-umc.org/umhistory/wesley/hymns/umh363.stm](http://gbgm-umc.org/umhistory/wesley/hymns/umh363.stm)  
| **Fri**  | July 19  | Outcomes and Reflections       | Assignment due on this date: Final “Top Ten” List to present in class and turn in. |
DIRECTIONS FOR EMAILING PRECOURSE WORK

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu, do not email the instructor your assignment.

2. Emails must be received no later than 11:59pm on the May 1, 2013 deadline.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      1. Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      2. Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      3. You will be drop from any course for which precourse work has not been received after June 20, 2013. No precourse work will be accepted after the June 20th deadline.

3. The course number and the phrase “precourse work” should be the subject of your email:
   Example - Precourse Work 113
   a. You will need to send a separate email for each course you are registered to attend.

4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word or WordPerfect documents will be accepted; PDF and Mac-Pages documents will be accepted.
   b. All of your assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with course all assignments.

5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email:
   Example: Michelle Levan
   404.727.4587
   michelle.levan@emory.edu

6. Plagiarism Policy and Plagiarism Defined paragraphs must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature. If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as cover sheet for your precourse work, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition, and your contact information.

   Plagiarism Policy
   I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given. I have also made copies of this assignment and I will bring them with me to class in the event that any of my work is misplaced.

   Plagiarism Defined
   “You plagiarize when, intentionally or not, you use someone’s words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow. When accused of plagiarism, some writers claim I must have somehow memorized the passage. When I wrote it, I certainly thought it was my own. That excuse convinces very few.” From page 167 of The Craft of Research by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, published in 1995 by The University of Chicago Press in Chicago.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!!!!!!