If you are attending the two/four week summer school session then the precourse work for this course is due May 1st with all other precourse assignments. If you are only attending the weekend session please see the Saturday School precourse work for your appropriate due date.

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
- 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)
- Examination of the Reformation on the European continent, with due attention to the theologies of Luther, Zwingli, Calvin, and the Anabaptists
- 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
- 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
- Analysis of the English Reformation of the sixteenth century and the rise of Puritanism in the seventeenth century
- Understanding and appreciating the historical development and context of Christian theology
- 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 [8%]
3. Reading Reflection [42%]
4. Final “Top Ten” List [20%]

Precourse Work Assignments

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, 4-5 page, narrative history of the Protestant Reformation in the 16th Century that incorporates at least twelve (12) 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.
PRECOUSE 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.]

Reading Reflection [42%]. There are six online reading reflections assigned in the class schedule. After each reading, type a one-page reflection paper that includes the following four 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.

The schedule for submission of these six reflections is in the syllabus below. All assignments should be attached as Word document to an email addressed to cos312weekend@gmail.com by 10 pm (EST) on the due date. On the final Friday of the class (July 25), two reflections are due and should be sent this email address by noon that day. DO NOT SEND PREWORK TO THIS EMAIL ADDRESS. Additional explanation and instructions will be provided during the first day of classes.
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):

1. The top ten reasons that the Reformation shapes or challenges my theology:

Bring this list to class in printed form. (Do not send it to the course’s email address). 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 Reformation Christianity (e.g., a person, event, idea, teaching, or action), and explicitly describes the effects on your theology. Additional explanation and instructions will be provided during the first day of classes.

Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Due Date</th>
<th>Main Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/11</td>
<td></td>
<td>Contexts of “The Reformation”</td>
</tr>
<tr>
<td>7/11</td>
<td></td>
<td>Waldensians and Humanists</td>
</tr>
<tr>
<td>7/12</td>
<td></td>
<td>Martin Luther</td>
</tr>
<tr>
<td>7/12</td>
<td></td>
<td>Ulrich Zwingli and the Radicals of the Reformation</td>
</tr>
<tr>
<td>7/12</td>
<td></td>
<td>John Calvin</td>
</tr>
<tr>
<td>7/11</td>
<td></td>
<td>Pitts Library Visit</td>
</tr>
<tr>
<td>7/11</td>
<td></td>
<td>English and Catholic Reformations</td>
</tr>
<tr>
<td>7/12</td>
<td></td>
<td>Anglicans and the Puritans</td>
</tr>
<tr>
<td>7/12</td>
<td></td>
<td>Remonstrants, Rationalism, and Romanticism</td>
</tr>
<tr>
<td>7/25</td>
<td></td>
<td>Pitts Library Visit</td>
</tr>
<tr>
<td>7/25</td>
<td></td>
<td>English and Catholic Reformations</td>
</tr>
<tr>
<td>7/25</td>
<td></td>
<td>Anglicans and the Puritans</td>
</tr>
<tr>
<td>7/26</td>
<td></td>
<td>Remonstrants, Rationalism, and Romanticism</td>
</tr>
<tr>
<td>7/26</td>
<td></td>
<td>Pietism and English Revivalism</td>
</tr>
<tr>
<td>7/26</td>
<td></td>
<td>Outcomes and Reflections</td>
</tr>
</tbody>
</table>

Schedule for Reading Reflections

<table>
<thead>
<tr>
<th>Day</th>
<th>Due Date</th>
<th>Main Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>July 15</td>
<td>Waldensians and Humanists</td>
</tr>
</tbody>
</table>
|      |          | Assignment due on this date: Read the following text, and complete a reading reflection, sending to cos312weekend@gmail.com by 10 pm this date. | Erasmus’ Enchiridion (“Manual of a Christian Knight”) [http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=191&layout=html#chapter_5510](http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=191&layout=html#chapter_5510)

Optional Readings (no reflection due):

<table>
<thead>
<tr>
<th>Thurs</th>
<th>July 17</th>
<th>Martin Luther</th>
</tr>
</thead>
</table>
|       |         | Assignment due on this date: Read the following text, and complete a reading reflection, sending to cos312weekend@gmail.com by 10 pm this date. | Luther’s Preface to the Complete Edition of Luther’s Latin Works (1545): [http://www.iclnet.org/pub/resources/text/wittenberg/luther/preflat-eng.txt](http://www.iclnet.org/pub/resources/text/wittenberg/luther/preflat-eng.txt)
Sat    July 19    Ulrich Zwingli and the Radicals of the Reformation
Assignment due on this date: Read the following text, and complete a reading reflection, sending to cos312weekend@gmail.com by 10 pm this date.

The Schleitheim Confession (1527)
http://www.anabaptists.org/history/schleith.html

Tues    July 22    John Calvin
Assignment due on this date: Read the following text, and complete a reading reflection, sending to cos312weekend@gmail.com by 10 pm this date.

“The Author’s Preface” from Calvin’s Commentary on the Book of Psalms.
http://www.ccel.org/ccel/calvin/calcom08.vi.html

Fri    July 25    The English and Catholic Reformations
Assignment due on this date (READ INSTRUCTIONS CAREFULLY. THEY ARE DIFFERENT THAN PREVIOUS DATES): Read both of the following texts, and complete two reading reflections, sending to cos312weekend@gmail.com by noon on this date.

Philip Jacob Spener, Pia Desideria
John Wesley, The Character of a Methodist

Optional Readings (no reflection due):
Hugh Latimer’s Sermon of the Plowers (1549):
Profession of Tridentine Faith, (1564)
http://www.uoregon.edu/~sshoemak/323/texts/trent.htm
Spiritual Exercises of Ignatius Loyola (1541)
http://www.fordham.edu/halsall/source/loyola-spirex.asp
Hume “On Miracles”
http://www.fordham.edu/halsall/mod/hume-miracles.asp
Paine “On the Religion of Deism”
http://www.fordham.edu/halsall/mod/paine-deism.asp

Sat    July 26    Rationalism, Romanticism, Pietism, Revivalism
Assignment due this date: Print printed “Top Ten List” to class (see more description above, under Course Expectations). No reading reflections are due on this date.

Guidelines for Written Assignments
• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
• All papers must include a page number and the last name of the student in either the header or footer of every page.
You should note the question you are answering at the beginning of each new section of materials.

All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.

Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.

All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

**Inclusive Language Covenant**

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
**Directions to Email Precourse Assignments**

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.

- Email only michelle.levan@emory.edu, do not email instructors precourse assignments.
- Email must be received no later than 11:59pm on the deadline of May 1st.
  1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
  2. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
    - Precourse work received between May 2 – June 1 is 1 letter grade deduction.
    - Precourse work received between June 2 – June 20 is 2 letter grade deductions.
    - You will be drop from any course for which precourse work has not been received after June 20th. No precourse work will be accepted at check-in.
- The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
- You will need to send a separate email for each course you are registered to attend.
- Precourse work must be sent as an attached document and not in the body of the email.
  1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
  2. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments.
- Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
- Plagiarism Policy and Plagiarism Defined
  The plagiarism Policy and Defined paragraphs below 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 (which is a requirement). 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 the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

**Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

**Plagiarism Defined:** “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research, Second Edition*. Chicago, IL: University of Chicago Press, 2003.

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