

SYLLABUS for COS 312
Our Theological Heritage: The Reformation
Ohio Valley Course of Study – Summer 2010
Instructor: Charles Zimmerman

Course Description:

This course is an introductory survey of Christian history and thought during the period of the Protestant Reformation. The course's focal themes are the concepts of grace and faith as they are expressed in the period just prior to, during, and after the sixteenth century. Around this core the lectures will explore the lives and careers of many important individuals, together with the social, political, and intellectual contexts in which they lived. Against this backdrop, the course will concentrate on the crucial theological insights of the Protestant Reformation.

Course Objectives:

- (1) Examination of the movements and events that immediately precede the reformers' careers
- (2) A detailed study of the major figures in the Reformation on the European continent: Luther, Calvin, Zwingli, and the Anabaptists
- (3) Examination of pivotal theological issues: faith and reason, justification by grace through faith, sacramental theology, ecclesiology, and Christology
- (4) An overview of the Catholic Reformation
- (5) A brief survey of the English Reformation and the rise of Puritanism
- (6) Continued growth and development of the pastor's ability to deal with theological issues and to understand them in their context

Course Requirements:

- (1) **Class Participation** – regular attendance at all class sessions is expected. Absences must be approved by the Directory of the Course of Study School, or appropriate representative.
- (2) **Reading:** There are two required textbooks for this course:

Justo González, *The Story of Christianity, Vol. 2: The Reformation to the Present Day*.
(New York: Harper & Row Publishers, 1984).

Alister E. McGrath, *Reformation Thought: An Introduction*, 3rd edition.
(Malden, MA, Blackwell Publishers, 2000).

- (3) **Written Work** – you are asked to write four short essays using the above texts as your resources. The first two essays are due when you arrive for class on June 25. The last two are due at the beginning of class on August 6. **These assignments are discussed in detail at the end of this syllabus.**

NOTE: Many students would like to know how they did on the first two essays before starting work on the last two. If you wish, you may e-mail the first two essays to me before the first session so that I can have them graded and ready to return to you when you arrive for class in June. If you want to exercise this option, I would need your work no later than Friday, June 18. Send it as a Word document to czimmerman@otterbein.edu. If you don't have access to e-mail, you could snail-mail your work to me at: Dr. Chuck Zimmerman, 896 Helenhurst Court, Westerville, OH 43081. Please mark the envelope as containing COS pre-work.

- (3) Quizzes – on each Saturday morning, class will begin with a short multiple-choice quiz. Attached to the syllabus is a list of items from the González textbok that students should study to prepare for these two quizzes. You can expect 12 questions on each quiz. At the end of the course, both quizzes will be graded as a single unit so that each question counts about 4 points.

Course Grade:

Final grades will be computed on the following basis:

Written work:	60%
Quizzes:	20%
Class Participation:	20%

Academic Dishonesty:

The Academic Honor Policy for the Course of Study may be found in the on-line Information Handbook on page 13. If you are even remotely uncertain about behavior the school will call **cheating** or **plagiarism**, it is your responsibility to find out! Read the handbook or contact me or someone at the school office. You should know that the school takes academic honesty very seriously, and the penalties for dishonesty can be extremely unpleasant. Don't run that risk!

Tentative Course Schedule:

Session 1 – Weekend of June 25-26:

Introduction
 The intellectual and historical context of the Protestant Reformation
 Martin Luther: biography and theological insights
 The Reformed Tradition: Ulrich Zwingli

Session 2 – Weekend of August 6-7:

Reformed Tradition: John Calvin
 Anabaptism
 The English Reformation and Puritanism,
 The Catholic Reformation, and Reformation aftermath

GENERAL GUIDELINES FOR PREPARING YOUR ESSAYS

1. Each of these four essays should be a minimum of three pages and a maximum of six pages in length. Your work should be typewritten and double-spaced.

2. It's important that you use your own words as much as possible. Some students come close to copying from the textbook by changing a word or two in passages from the text, or splicing sentence fragments together. Neither is a good idea, and it's usually very obvious when it has been done. Use your own words. If there's something you don't understand, say so, and give it your best effort. You could also e-mail me with questions if you are feeling really confused.

3. The instructions in number 2 above amount to the following: **under no circumstances should you copy directly from the textbook.** It's fine to use brief quotations, but such material should be indicated using quotation marks and the source noted as in the following example: "The term 'humanism' is a nineteenth-century invention" (McGrath, 41).

Students should also be aware that copying material from the Internet and using it without proper citation has become a fairly common problem in my courses. It's also amazingly easy to detect. Students who misuse the Internet in this way can expect – at minimum – an F for that particular assignment. Please note that you are not expected, or even encouraged, to use the Internet in preparing these papers; I would much prefer that you stick to the textbooks. But if you just must use the Internet, I expect you to cite that by providing: author, title of work (in quotation marks), title of the website, date you accessed the site, and the complete URL. **Failure to do this constitutes plagiarism and will be treated accordingly.**

4. The actual content of your paper is the main concern of your instructor and the Course of Study School. Still, neatness, proper grammar and spelling are taken into account and do factor into the final determination of your grade. If you know you have problems at this point, get someone to help you check your work before sending it to me. Getting this kind of help is not plagiarism.

5. Think of these essays as focus papers and not as exhaustively detailed summaries of the textbook. Assignments of this sort require the student to strike a balance between specific details and generalized description. Stick to the subject in each assignment, and work for that balance.

6. I've tried to make the assignments clear. If, however, you find that you have questions about one of them, feel free to contact me. My e-mail address is: czimmerman@otterbein.edu; my office telephone is 614-823-1363. Please identify yourself as a COS student and I'll be glad to answer your questions.

7. Although it comes last, this item is **extremely important.** Even though 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. Both aspects are important and that's the reason for using these two books. You will probably find the González text a little easier to read and so I suggest that you read it first. **Note that I am only asking you to read**

Parts I and II of this book. Parts III and IV will doubtless be of use to you at some point even if you don't use them in this course.

As to McGrath's book, it's not that it is hard to read, although most of you may find it a little more of a challenge than González. I am fully aware that a common complaint among Course of Study students is that textbooks are sometimes "over our heads." One of the reasons I chose this book is McGrath's statement that it "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). The author makes good on that promise, and I think you should be able to get through the book without undue difficulty.

ESSAY ASSIGNMENTS

ASSIGNMENT 1 (due by Friday, June 25)

Essay 1: Prepare a short historical timeline or chronology of the Protestant Reformation. 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. Note also that you should not focus on theological issues in this assignment (the other assignments ask you to do that). Instead, try to provide a kind of general historical overview, arranging and describing what you believe to be the most important events in chronological order. **The purpose of this assignment is to leave you with a general sense for the flow of events during the Protestant Reformation as if you had lived through those times.**

If you prefer to do this assignment in outline form or using bullets, that would be fine. If you choose this option, be sure to provide brief explanations of the events you mention. It would not be enough, for example, to put in bullet form 1524: Peasant Rebellion.

Whether you present this material in essay form or in outline form, it is ultimately a chronology, and that means it should include important dates.

Essay 2: 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 an 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.

ASSIGNMENT 2 (Due on Friday, August 6)

Essay 1: **The English Reformation** and the **Radical reformers** were much more driven by political concerns than either Luther or Calvin. Write an essay in which you describe the major concerns and figures of these two reform movements. It would be a good idea to draw both from the McGrath and the González texts for this assignment.

Some students submit this essay and fail to include the Radical Reformers. Please note that the essay is to deal with both topics, not one or the other.

Essay 2: Part of the course will focus on the events that occur after the Reformation. Using Part II of the González text (pages 126-231), write an essay in which you summarize **the Reformation's aftermath**. Include in your essay (but don't necessarily limit yourself to) the rise of Puritanism, Orthodoxy, Rationalism, Spiritualism, and Pietism.

STUDY GUIDE FOR QUIZ 1

All questions come from the González text. The numbers in parentheses denote the page where the answer is found. Is that considerate or what?

1. What was the goal of Humanism? (10)
2. What, according to Erasmus, was a "true soldier of Christ?" What influences helped to shape this idea in his mind? (11)
3. Why was Luther convinced (as an Augustinian monk) that he could not be saved? (17)
4. How did Luther redefine the concepts of the Justice of God or the Righteousness of God? (19)
5. Who was John Tetzel? What was Luther's reaction to his work? (21)
6. What was Cardinal Cajetan expected to do at Augsburg? (24)
7. How did John Eck plan to attack Luther's ideas? What did he force Luther to admit? (26)
8. What did the papal bull Exsurge Domine require of Luther? (27)
9. What happened at the Diet of Worms in 1521? What was the outcome? (27-28)
10. In what sense did Luther believe that the Bible is the Word of God? In what sense is it not? (29-31)
11. What is the "theology of glory?" (31)

12. What common misconception about Luther's idea of the priesthood of all believers does González clarify in this section? (33)
13. Although Luther never used the term consubstantiation, what does the term refer to? (35)
14. How did Luther understand the relationship between church and state? How successful was he in holding to that principle? (36-37)
15. What reforms were enacted at Wittenberg while Luther hid at the Wartburg castle? (39)
16. How did the Peasants Rebellion of 1524-1525 affect Luther's support in Germany? (41-42)
17. What concerns convinced Zwingli that reform of the church was necessary? (47-48)
18. What two important differences between Luther and Zwingli are discussed in this section? (51)
19. How did Anabaptist leaders criticize Luther's and Zwingli's reforms? (53-54)
20. What is the meaning of the term Anabaptist? (55)
21. Why were the Anabaptists persecuted by Protestants and Catholics alike? (56)
22. Who was Melchoir Hoffmann? (57-58)
23. Who was Menno Simons? (59)
24. What were the Institutes of the Christian Religion? (63)
25. What influence did William Farel have in the life of John Calvin? (65)

STUDY GUIDE FOR QUIZ TWO (SECOND WEEK-END)

1. Who was Michael Servetus? Why is Calvin criticized for his eventual fate? (67)
2. Why did Henry VIII break with the Roman church? What evidence does Gonzalez give that this break was not the result of sympathy for the Protestant cause? What was Henry's main concern at this point? (72-73)
3. What factors favored the formation of an English national church? What role did Thomas Cranmer play in that process? (73)
4. Who was Sir Thomas More? What was his fate? (73)
5. What policy toward the English Reformation did Mary Tudor pursue? (76)
6. What was the fate of Thomas Cranmer under Mary Tudor's reign? (78)
7. How was the English Book of Common Prayer altered under the reign of Elizabeth I? (79)
8. What were the Thirty-Nine Articles? (79)
9. How did John Knox get embroiled in the Scottish Reformation? (81)
10. Who were the "Lords of the Congregation?" What conflict persuaded them to invite Mary Stuart to assume the throne of Scotland? (82-83)
11. How did Philip of Hesse weaken the German Protestant forces? (89)
12. What was the Augsburg Interim? (89-90)
13. How did Philip II of Spain alienate the Low Countries to the point that rebellion against this rule was all but inevitable? (96-97)
14. Who were "The Beggars?" Who was the Duke of Alba? How did William of Orange weaken Philip's hold on the Low Countries? (97-101)
15. Who were the Huguenots? (104)
16. What occurred at the St. Bartholomew Day's Massacre? (105-106)
17. What event finally ended the religious warfare in France? What was the Edict of Nantes? (109)
18. Who was Francesco Jiménez de Cisneros? What did Queen Isabella want him to do? (111)

19. Who was Tomás de Torquemada? What was his role in the reformation of the Spanish church? (112)
20. What roles in the Catholic Reformation were played by Robert Bellarmine and Caesar Baronius? What result of Baronius' *Ecclesiastical Annals* does González describe? (113-114)
21. What aspect of the Roman Catholic Church was Teresa of Avila determined to reform? (115)
22. What was the origin of Teresa's visions? (115)
23. What monastic order was founded by Ignatius of Loyola? What was its initial purpose? (119)
24. What was the role of Cardinal Giampietro Carafa in the Catholic Reformation? (119)
25. González notes correctly that the decrees of the Council of Trent were too numerous to mention. Still, review the Council's position on the following items:
 - The Vulgate Bible
 - Church tradition
 - The number of sacraments
 - The nature of the Mass
 - Lay participation in communion
 - The nature of justification



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Theological Heritage: The Reformation
 Charles Zimmerman
Summer Weekends 2010

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