



# Nazarene Theological Seminary

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## THE860 Theology of the Major Reformers, Module Summer 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Carl M. Leth, Ph.D.  
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Office Hours: by appointment

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### ***Catalog Description***

This course explores theological development in the Reformation period giving attention to historical and theological context. Reading of primary source material will be emphasized. Study will be focused on key representative thinkers and the theological systems they both reflect and helped to shape. Attention will be given to the major streams of thought and development that emerge from the Reformation. This course will emphasize research and writing.

## ***Course Narrative & Rationale***

This course will explore theological development in the Reformation period giving attention to historical and theological context. Reading of primary source material will be emphasized. Study will be focused on Erasmus, Luther and Zwingli and the theological systems they both reflect and helped to shape. Attention will also be given to the Radical and Anglican Reformations. Interest will focus on soteriology and biblical authority and their implications for sacraments and ecclesiology. The attentive and diligent student will be able to gain a basic grasp of major streams of thought and development that emerge from the Reformation

## ***Degree Objectives***

This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 3, "The development of wisdom and discernment through engagement with the intellectual challenge of the literature of the Christian faith, by the critical, scholarly study of the history and theology of Christianity, and of the literature and practices of Christian spirituality, ethics and ministry.
- MACE Objective 1, "Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.
- MAICS Objective 4, "Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.
- MA(TS) General Academic Track Objective 1, "Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

## ***Course Outcomes***

As a result of the program of study proposed in this course a reasonable diligent student should:

- 1) Gain a substantive appreciation of the context of the Reformation and its significance for the development of the Reformation. (Assignments #1, 2, & 4)
- 2) Gain a basic familiarity with, and understanding of, the major streams of the Reformation Era. (Assignments #1, 2, 3, 4, 5, 6)
- 3) Be able to engage in substantive critical evaluation of core issues and theological ideas of the Reformation. (Assignments #4, 7, 8, 9)
- 4) Be able to integrate the assessment of the Reformation into better understanding of contemporary issues and expressions of the Christian Church. (Assignments #4, 7, 8, 9)

## ***Required Texts & Course Materials***

Bagchi, David & Steinmetz, David, **Cambridge Companion to Reformation Theology**, Cambridge University Press, 2004

Bromiley, G.W., ed., **Zwingli and Bullinger** - Library of Christian Classics XXIV. Westminster Press; Philadelphia, 1953.

Dillenberger, John, ed., **Martin Luther - Selections from His Writings**. Anchor Books: New York, 1961.

Dolan, John P., trans. & ed., **The Essential Erasmus**. Mentor: New York, 1964.

McGrath, Alister, **Reformation Thought**, Blackwell, 1999.

*Additional reading material may be distributed or assigned.*

## ***Course Outline***

- I. The Reformation in Context
- II. Biblical Authority in the Reformation
- III. Humanism and Desiderius Erasmus
- IV. Late Medieval Reforms and Martin Luther
- V. Ulrich Zwingli & the Reformed Tradition
- VI. Anabaptism & Balthasar Hubmaier
- VII. Other Voices
  - A. Martin Bucer
  - B. Thomas Cranmer & the English Reformation
  - C. Trent & Roman Catholicism after the Reformation
- VIII. The Reformation in Retrospect

## ***Course Assignments & Requirements***

### **Pre-Module**

1) Read the assigned pages from McGrath, **Reformation Thought** (pp.1-85, 101-131, 145-168, 249-178) and write 3-4 page reading report. Note 3-4 key points made in this text that you found compelling, challenging (to your prior assumptions), interesting or new. This should include identification of distinctive points of interpretation presented by the author. (What is this writer's particular "contribution" to the discussion concerning the Reformation?) This report should include a statement that you read the assigned pages. (Due May 9 – send to professor via e-mail attachment)

2) Read the assigned pages from Bagchi and Steinmetz, **Cambridge Companion to Reformation Theology** (pp. pp.1-14, 28-56, 80-112, 150-173, 194-247) and write a 3-4 page reading report. Note 3-4 key points made in this text that you found compelling, challenging (to your prior assumptions), interesting or new. This should include identification of distinctive points of interpretation presented by the author. (What is this writer's particular "contribution" to the discussion concerning the Reformation?) This report should include a statement that you read the assigned pages. (Due May 23 – send to professor via e-mail attachment)

3) Read the assigned selections from the following texts:

**The Essential Erasmus, pp.1-93**

**Martin Luther - Selections from His Writings, Xi-xxxiii, 99-165, 166-203**

**Zwingli and Bullinger, pp.13-40, 59-95**

Also read these texts which are available online (links noted)

Harold S. Bender, "The Anabaptist Vision" ([www.bibleviews.com/anabaptist-vision.html](http://www.bibleviews.com/anabaptist-vision.html))

Thomas Cranmer, **Writings**, pp. 73-84.

(<http://www.archive.org/details/writingsrevdrth00crangoog>)

Write a 3-4 page report noting your initial impressions of these writers and their positions. Identify key issues, points of commonality or distinct difference. Note: This is an exercise to familiarize yourself with these writers/positions. You are only expected to give a thoughtful initial response and observations. (Due June 6 – Bring to first class session to turn in)

### **Module**

4) Class participation – This will be an important part of our learning experience. Thoughtful preparation for class and class discussions will be expected.

5) Daily Readings – Each day a reading assignment will be given preparing us for the next day's discussion. One hour of focused reading is the expectation. Reading accountability will be reported daily.

### **Post-Module**

6) Read the assigned selections from the following texts:

**The Essential Erasmus**, pp.174-221

**Martin Luther - Selections from His Writings**, pp.249-359

**Zwingli and Bullinger**, pp.245-279

**Works**, Balthasar Hubmaier, pp.426-448, 524-562

**Writings**, Thomas Cranmer, pp. 163-182, 221-240

(<http://www.archive.org/details/writingsrevdrth00crangoog>)

Submit a reading report confirming that you have read all the assigned selections. This is simply a report of reading done. No additional writing is needed. (Due July 1 – send to professor by e-mail)

7) Write and post (on Moodle forum) a 500 word reflection on the Reformation as we have considered it. This should include your identification of key issues and how the Reformation has

influenced (continues to influence) the life and understanding of the church, especially your own tradition. You may also include more subjective responses to the different personalities and movements of the Reformation era. (Who did you “like,” or relate to? Who did you have more difficulty relating to? Why?) Include a brief discussion of your biggest surprise as a result of this study of the Reformation. (Due July 18)

8) Read and Respond to other Posts / discussion of Posts. Students should read at least six posts and respond to four original posts or subsequent discussions with a post of at least 75 words. (Due July 25)

9) Final Paper – Students will write and submit a significant paper as an exercise in critical reflection and assessment based on the readings and discussion in this course. This will include a focusing introduction and a 1 ½ to 2 page discussion of each of the seven sections of this course identifying what are, in your view, the most significant characteristics or contributions of each. The paper should conclude with a three page reflective assessment of the Reformation as a whole, including identification of key issues and how the Reformation has influenced (continues to influence) the life and understanding of the church, especially your own tradition. (Assignments 7 & 8 should contribute to your preparation for this section.) Students should draw actively from material read in the course of this class but do not need to add additional research material. There will be more than sufficient “raw material” in the reading of this course to serve as an adequate basis for a thoughtful and substantive final paper. (Due July 28 – e-mail as attachment to professor)

### ***Distribution of Student Learning Hours***

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		38	
Online Participation in forums, groups, etc.	0		4
Reading	32	8	14
Writing	12	0	26
Other Assignments and Learning Activities	1	0	0
Exams & Quizzes	0	0	0
TOTAL	45	46	44

### ***Method for Submitting Assignments***

As indicated in assignment descriptions.

### ***Form and Style Expectations***

All writing assignments for this course should be in 12 pt. font, 1 ½ line spacing with normal margins. No extra spacing should be used between paragraphs except between sections. Section

breaks should include extra line spacing and a section heading. Page length assignments expect a full page in length. In all other regards Turabian should be your guide for form and documentation, except that endnotes rather than footnotes should be used. More critical than formal documentation, a high quality of writing and composition is expected. Correct grammar and sentence construction is a minimal standard.

### ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

### ***Policy Regarding Late Work & Missed Exams***

Late work may be accepted at the discretion of the professor. Students who anticipate late submission or who have missed a due date should communicate as soon as possible with the professor. As a general rule, all work should be turned in, even if it is late. Partial credit is better than no credit. The exception to that rule is the final due date of the course, July 28. No work will be received after this date without the prior agreement of the professor.

### ***Course Grading***

Work submitted for this course which meets the basic expectations of the assignment may expect to receive a "B/B+" grade. Lower grading reflects an assessment that the assignment is lacking in some respect. Higher grading reflects an assessment of higher quality work. A grade of "A" indicates clearly superior work. A grade of "A-" indicates an assessment of very high quality work that may not be superior in every respect.

#### *Course Grade weighting:*

Class participation	20%
Advance Reading & Reports	25%
Class reading and post-class reading	15%
Reflective post and Moodle discussion	10%
Final Paper	<u>30%</u>
	100%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

### ***Class Attendance***

Since this class is an intensive format class attendance is essential. If any absence is anticipated please discuss this with the professor at your earliest possibility. Class absence may result in a deduction from your class grade.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

### ***Course Calendar***

The schedule of assignments includes the due dates.