THEO 2430: Theologies of the Reformation
Spring 2003

Contact Information:

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Xavier Mission Statement:

Xavier University of Louisiana is Catholic and historically Black. The ultimate purpose of the University is the promotion of a more just and humane society. To this end, Xavier prepares its students to assume roles of leadership and service in society. This preparation takes place in a pluralistic teaching and learning environment that incorporates all relevant educational means, including research and community service.

Course Description:

Explores the historical, cultural and social contexts from which the various expressions of reform movements began. The course will examine the theologies of the Protestant Reformers, the Radical Reformers and the Roman Catholic Counter-Reformation.

Course Objectives:

By the end of the semester, the student will:

1. be able to identify the key issues in the critical study of the Reformation period;
2. understand the cultural context from which the Reformation emerged;
3. be able to identify the key theologians of the Reformation and their emphases;
4. have acquired an understanding of the theological documents of the period;
5. be able to use the ideas and movements of the Reformation period as a resource for contemporary questions of faith and life.

Required Text:

Lindberg, Carter. The European Reformation (Blackwell, 1996)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Two Sectional Exams</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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<tr>
<td>Paper</td>
<td>15%</td>
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Procedures/Requirements:

1. The heart of the course is in the lectures and classroom dialogue. Students are expected to participate in the class
discussions. During the course of the semester, the professor will assign various projects for students to complete individually or as a group. The student’s participation in these assignments is important, thus each person will be evaluated based on his or her contribution to the assignment. Additionally, the participation of the student in class discussions will also be part of the “class participation” grade. Excessive absences will also impact the class participation grade. I respect that students learn in different ways and participate in class in a variety of ways. Active listening, asking questions and contributing to the conversation are all important ways in which students participate in the academic classroom. I make every effort to create different kinds of spaces and formats for students to participate (small groups, drama, writing, simulations, etc.). At the same time, it is your responsibility as a part of learning community to share your voice, perspectives, and questions with the rest of the class – this is what it means to be a learning community. I encourage you to find ways in which you are comfortable doing so or to talk with me about new ways we might structure our conversations to facilitate your participation.

2. Students are expected to read thoroughly the required textbook for the course (See the “Reading and Assignment Schedule” below). Quizzes will be given at the beginning of the class. No make-up quizzes will be given. The professor will drop the three lowest quiz grades.

3. Students are required to take two sectional tests and a final exam. The exams will cover material from class notes, class discussion and assigned reading.

4. Each student must participate in a group presentation. The group must present the material on the assigned date. The presentation is designed to provide the class with important information about a specific topic and prepare the group participants for their research paper. You will be expected to research one particular topic and “teach” the class about it. The presentations are expected to last about 30 minutes and should be informative, interactive, and creative. There will be some in class time to work on these group projects. You will also be expected to work together outside of class time on these projects. Each group will have their own section of Blackboard where you can exchange notes, have conversations, and make plans if you choose. Each group will need to schedule an appointment with me to talk about their presentation two weeks before it is due.

5. Each student will prepare a 4-6 single-spaced paper on a topic approved by the instructor. The student should take advantage of the group presentation to research her or his topic.

Grading Scale:

All papers and tests will be evaluated according to the following criteria:

| Content       |
| Critical thinking skills |
| Organization and clarity of thought, ability to communicate |
| Grammar       |

Explanation of Grades:

The purpose of my giving take-home tests is to help you become better critical thinkers. I want you to analyze and evaluate the theologies of the reformation period. Therefore, my tests are not designed to make sure you memorize information. See the following website concerning Bloom’s Taxonomy for a more complete understanding of why I insist on more than just memorization of facts…

http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

Please see my Philosophy of Teaching if you need a clear rationale for my giving take-home tests.

****Papers and tests are due at the beginning of class on the day that they are due. Failure to turn in papers on time will result in a 10 point per day penalty.

• An “A” paper is exceptional in all of the above criteria. The style engages the reader. Organization is well thought out. The text is marked by originality of ideas and outstanding critical reflection. The student not only answers each question or
addresses each topic thoroughly; he or she provides a convincing presentation that explores all of the implications related to the question or topic.

- A “B” paper is technically competent in all of the above criteria. The writing style is clear, reasonable, and the writing is generally effective without rising to sustained excellence. Each question or topic is covered completely and the student engages in above average critical reflection and commentary. The paper is well organized and contains no grammatical errors.

- A “C” paper represents a competent piece of work that is not yet good. C papers are more or less adequately organized along obvious lines, and the argument tends to be oversimple without being wildly implausible. The student fails to answer all of the questions or has failed to cover the topic completely. Errors are sprinkled throughout. In some C papers, excellent ideas are marred by poor presentation. In other C papers, the organization, structure, and grammar are not flawed, but the ideas and how they are developed need work.

- A “D” paper demonstrates some effort on the author’s part but that is too marred by technical problems or flaws in thinking and development of ideas to be considered competent work.

- An “F” paper has received a failing grade, usually reserved for pieces of work that demonstrate minimal effort on the author’s part.

(Adapted from Barbara Gross Davis, Tools for Teaching)

Group Presentation Requirements:

- There are seven presentation topics (See the “Reading and Assignment Schedule” below).
- Groups must consist of three or four students.
- Groups must send the following information via email to mgstohl@xula.edu by Friday, January 16: Topic and group members.
- The group will design and present a web page on their topic.
- Each student must complete an evaluation form for every group. Group members will also complete an individual evaluation form for other members of the group. *The identities of the evaluators will be kept confidential. The forms must be sent via email to the professor within 24 hours of the presentation.

Research Paper Guidelines:

Requirements:

1. Use a style or format commonly used by your particular academic discipline.
2. Use footnotes or endnotes do not use parenthetical notes. The researcher must cite at least five reputable (check with instructor if in doubt) sources. No more than two of these sources can be internet based.
3. You must present and defend a thesis.
4. Use 1 inch margins.
5. Use a serif font (such as Bookman, Courier, New Century Schoolbook, or Times Roman).
6. Staple the paper do not put it in a folder/binder.
7. Include a title page and a bibliography.
8. Use headings to show sections of the paper.
9. The use of first person (I or we) and second person (you) is not allowed. Formal writing demands that arguments be presented in such a manner so as to eliminate the need for all but third person references
10. Use inclusive and respectful language in reference to persons and God. (Use 'people', 'persons', 'human beings', 'humanity', and so forth. Occasionally you can use 'his or her'. 'His/her' is not acceptable).
11. Use correct grammar and spelling.
12. The uses of past tense must be consistent. Generally, past tense is used to refer to historical events and persons, including writers of published materials; and the present tense is utilized to present arguments,
interact with opinions and viewpoints, and cite extant texts.
13. Avoid one-sentence paragraphs.
14. Do not overuse indefinite pronouns (such as ‘it’ or ‘there’ without an antecedent).

Suggestions:

1. Organize your work: write an outline before writing the text.
2. Make sure to backup your work. Losing data will not be an excuse for turning in a late paper.
3. You may use a small font for footnotes.
4. Use the active voice; avoid overuse of the passive voice.
5. Strive to be concise both in verbiage and argumentation. The quality of the content of the work is not measured by its length.
6. Avoid unusually long and/or choppy sentences.
7. Avoid sermonic rhetoric that appeals to the emotion rather than the mind.
8. Avoid clichés and excessive use of adverbs such as "very."
9. Personifications are to be avoided as much as possible. For example, do not give books animate qualities. Books are inanimate.
10. Avoid overuse of references such as “this student,” "this researcher,” and “this writer.”
11. Edit! Proofread!

A Serious Problem to Avoid in Research

Plagiarism: This is the presentation of someone else’s ideas as your own. It involves passing off as your own a copied phrase, sentence, or longer passage from one of your sources or forgetting to use quotation marks with another person’s work, or omitting a source citation because you were unclear about the need to cite the source. It might be done intentionally, or unintentionally. Either way, it is a serious problem and will result in an “F” on your paper or your test. If you have any questions about what constitutes plagiarism please see me. You can also consult this website:

http://www.indiana.edu/~wts/wts/plagiarism.html

Reading and Assignment Schedule

<p>| <em>Remember to check Blackboard daily for updated information</em> |
|------------------|-----------------|------------------|
| <strong>Monday</strong>       | <strong>Wednesday</strong>   | <strong>Friday</strong>       |
| Jan 12           | Course Introduction | Jan 14          |
| Jan 19           | <strong>Martin Luther King Holiday</strong> |
| Jan 26           | Pre-Reformation Reformers |
|                  | Handout          | Jan 21          | Late Middle Ages |
|                  | Jan 28           | Jan 22          |
|                  | <strong>Luther Presentation</strong> |
| Jan 26           | Pre-Reformation Reformers |
| Feb 2            | Martin Luther    |
|                  | CL 76-90         |
| Feb 9            | Social Welfare &amp; Education |
|                  | CL 122-133      |
| Jan 14           | Historiography of the Reformation |
| CL 1-23          | Jan 16          |
| Jan 21           | Late Middle Ages |
| CL 24-39         | Jan 22          |
|                  | Late Middle Ages |
|                  | CL 40-55        |
| Jan 16           | Group Presentation &amp; Paper Instruction |
|                  | Martin Luther |
|                  | CL 56-75       |
| Feb 4            | Wittenberg Reforms |
|                  | CL 91-110       |
| Feb 6            | Social Welfare &amp; Education |
|                  | CL 111-122     |
| Feb 11           | Karlstadt       |
| Feb 13           | <strong>First Sectional Test</strong> |
|                  | CL 135-157     |</p>
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Feb 16</td>
<td>Müntzer Presentation</td>
<td>Feb 18</td>
<td>Thomas Müntzer CL 158-168</td>
<td>Feb 20</td>
<td>Zwingli Presentation</td>
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<td>Feb 23</td>
<td>Mardi Gras</td>
<td>Feb 25</td>
<td>Mardi Gras</td>
<td>Feb 27</td>
<td>Zwingli CL 169-180</td>
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<td>Mar 1</td>
<td>Zwingli CL 181-197</td>
<td>Mar 3</td>
<td>Anabaptist Presentation</td>
<td>Mar 5</td>
<td>Radical Reformation CL 199-216</td>
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<td>Mar 8</td>
<td>Radical Reformation CL 217-228</td>
<td>Mar 10</td>
<td>Radical Reformation Handout</td>
<td>Mar 12</td>
<td>Calvin Presentation</td>
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<tr>
<td>Mar 15</td>
<td>Calvin CL 249-260</td>
<td>Mar 17</td>
<td>Calvin CL 261-273</td>
<td>Mar 19</td>
<td>Second Sectional Test</td>
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<td>Mar 29</td>
<td>Catholic Presentation</td>
<td>Mar 31</td>
<td>Catholic Reformation CL 335-356</td>
<td>Apr 2</td>
<td>Council of Trent Handout</td>
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<td>Apr  5</td>
<td>Women of Reformation Presentation</td>
<td>Apr  7</td>
<td>Women of the Reformation Handout</td>
<td>Apr  9</td>
<td>Easter Holiday!</td>
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<tr>
<td>Apr 12</td>
<td>Women of the Reformation Handout</td>
<td>Apr 14</td>
<td>Reformation Legacies CL 357-370</td>
<td>Apr 16</td>
<td>Paper Due</td>
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<td>Apr 19</td>
<td>Reformation Legacies CL 371-380</td>
<td>Apr 21</td>
<td>Wentz &amp; Washington Discussion Handout</td>
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<td>Apr 26</td>
<td>Wentz &amp; Washington Discussion Handout</td>
<td>Final Exams: 10AM Class-FRIDAY, APRIL 30 01:30 1PM Class-MONDAY, MAY 3 01:30</td>
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A copy of the following form can be found on the BlackBoard site. Each group member must fill out the form so that participation by each group member is encouraged.

Group Members Evaluation Form

Please complete and email your response to me at mgstohl@xula.edu

Your answers will be kept confidential.

Group:

Topic:

My performance:

I did:

1. Most of the work
2. Much of the work
3. An equal amount of the work
4. A little less than my share
5. A lot less than my share

What part of the project did you do?

Member: ___________________________

1. Did most of the work
2. Did much of the work
3. Did an equal amount of the work
4. Did less than her/his share
5. Did a lot less than her/his share

What part of the project did she/he do?

Member: ___________________________

1. Did most of the work
2. Did much of the work
3. Did an equal amount of the work
4. Did less than her/his share
5. Did a lot less than her/his share

What part of the project did she/he do?

Additional Comments:
A copy of the following form can be found on the BlackBoard site. Each class member must fill out the form for each group presentation (except their own!). The grade for each group is determined by the evaluations of class members and the professor.

Group Presentation Evaluation Form

Please complete and email your response to me at mgstohl@xula.edu

Please rate the following presentation:

Group: 
Topic: 
Overall Presentation:

Informative:

1. I learned nothing.
2. I learned very little.
3. I learned some things.
4. I learned quite a bit.
5. I learned an amazing amount.

Creativity and interactivity:

1. No effort at making the presentation engaging
2. Presentation was too much like a lecture
3. Varied the teaching a bit
4. Used several types of teaching approaches
5. Wow! Very creative and engaging!

Quality:

1. Numerous mistakes, seemed ill-prepared
2. A few mistakes, nothing exceptional
3. Pretty good presentation, about average
4. Overall, a good presentation
5. Exceptional presentation, excelled in all areas

Additional Comments: