

# THEO 5271

## The Reformation Era 改革時代 (Church History II)

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| Teacher                 | Tobias Brandner<br>e-mail <a href="mailto:tobiasbran@gmail.com">tobiasbran@gmail.com</a>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| TA                      | To be confirmed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Language of instruction | English; tutorials in English and Cantonese/Mandarin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Description             | <p>The purpose of the course is to <b>introduce the students to the developments in church and theology in 16<sup>th</sup> century Europe</b>. After the course the student shall be able to understand different aspects of the transformations happening during this period: theological, spiritual, historical, social, political, and others. A special emphasis will be on the <i>shifts in theological thinking</i> and how these shifts affected the traditional configuration of society, state, culture, and religion.</p> |
| Expected Outcome        | <ul style="list-style-type: none"><li>a) The students will gain a general knowledge of the ecclesial and theological developments during the covered period.</li><li>b) The students will get acquainted with different perspectives on church history and with issues that are still debated.</li><li>c) The students will develop sensitivity regarding the diversity of Christian faith expressions.</li></ul>                                                                                                                   |
| Course Structure        | <p>Usually the course will be divided into two parts:</p> <ul style="list-style-type: none"><li>1) Two hours lecturing with teacher's handouts and notes</li><li>2) One hour tutorial in groups with discussions partly led by students.</li></ul> <p>Note that this course expects around 10h of homework per week during the term (not including the final term paper)</p>                                                                                                                                                        |

### Topics

- Political, social, and cultural context of the late medieval time
- Historical aspects of the main reformers Luther, Zwingli, and Calvin and of the Reformation in England
- Systematic theological aspects of Reformation thought:
  - Soteriology
  - Sacraments
  - Ecclesiology
  - Political theology
- Historical aspects of the post-Reformation period
- Reforms in Roman Catholicism
- Ecclesial, cultural, social, and political impacts of the Reformation

## Textbooks and learning resources

- Gonzalez, Justo: *The Story of Christianity. Volume 2. The Reformation to the Present Day*, San Francisco: Harper, 1985 (pages 1-125)
- Gray, Madeleine: *The Protestant Reformation. Belief, Practice and Tradition*, Brighton; Portland: Sussex Academics Press 2003
- McGrath, Alister E.: *Reformation Thought. An Introduction*, Oxford, UK, and Cambridge, USA: Blackwell, 1993 – 中譯: 麥格夫著, 陳佐人譯: 《宗教改革運動思潮》. 香港: 基道, 1991. (BT26 M3712 1991) (譯自英文 1988 初版) (128 HKD) or 宗教改革运动思潮 (简体版) 中国社会科学出版社, 2009 (可網上購買, 或深圳購買)
- Lindberg, Carter: *The European Reformations*, Blackwell Publishers, Oxford 1996

If it needs to be in Chinese, one may consider as basic textbook

- Peter Li Kwong Sang: *Reformation Church History. An Introduction*, Hong Kong: Taosheng, 2009 (一石激起千重浪: 改革運動教會歷史簡介 / 李廣生著)
- Bi'er. Aositing zhu (Bill R. Austin); Xu Jianren, Ma Jiewei yi, *Jidu jiao fa zhan shi* (基督教發展史 / 比爾·奧斯汀著; 許建人, 馬傑偉譯). Xianggang : Zhong zi chu ban she, 1991 – 241-336 (chapter 8)
- 宗教改革史 (上冊) (Thomas Lindsay), 商務印書館, 1992, [BR305 L712 1992](#)
- 宗教改革史綱 (郭振鐸主編), 河南大學出版社, 1989, [BR305.2 K8](#) (This book reads Reformation from the stand point of Marxism)
- 马丁·路德的神学, 南京: 译林出版社, 1998, [BR333 .A512 1998](#)
- 加爾文的生平 / 墨尼爾著 (McNeill, John Thomas); 許牧世譯, 香港: 基督教文藝出版社, 2009, [BX9418 .M312 2009](#)
- 宗教改革與西方近代社會思潮, 今日中國出版社, 1992, [BR121.2.L5](#)

For specially interested people:

- MacCulloch, Diarmaid: *Reformation: Europe's House Divided, 1490-1700*, Penguin Books 2003

Other learning resources

- <https://www.coursera.org/learn/luther-and-the-west/home/welcome> - free online course by Prof. Christine Helmer from Northwestern University, U.S., in English

It is highly recommended that the book by **Justo Gonzalez** and additionally the book by **Madeleine Gray** and/or the book by **Alister McGrath** are purchased and read in preparation of the course or parallel to the course.

The book by Diarmaid MacCulloch is most rewarding, but is only recommended for those with high interest.

## Learning activities, assessment and requirements

The students are expected to regularly participate in the lecture (2h / week) and the tutorial (1h / week). The students shall regularly read assignments and reflect what they have read through provided questions.

### a) Assessment

20% tutorial and class participation, 30% two short quizzes, 50 % final reflection paper

### b) Tutorials

- Requirements: Read the notes and handouts of the past session and read assignments to be read in preparation for the tutorial
- For some of the tutorials a student may be in charge of preparing and chairing the tutorial.
- Goals of the tutorial:
  - To clarify what has been learnt in the past lesson
  - To reflect and critically discuss the past
  - To apply and to relate the past to the present
  - To involve all the students in a meaningful discussion

### c) Quizzes

- Time: 31 Oct and 28 Nov 2017
- Each quiz consists of around 20 to 25 questions mainly from a list of short or relatively short questions available beforehand.

### d) Reflection paper

- Length: 5,000 to 6,000 words in English or of 7,000 to 9,000 中文字.
- Deadline: 3 Dec 2017 - submission deadline: 10 Dec 2017
  - ➔ Late submission will lead to a deduction of 1.5% of your marks per day
- A note on language: Note that both, English or Chinese are allowed. It is important to you can express yourself in a language that suits you. On the other hand, it is also good to challenge yourself and try to write in English. For students who have difficulty in writing English, you may find help from the Independent Learning Centre in CUHK where you can get language learning resources and consultation service.
- Topic: Choose one topic from what you have learnt from Reformation theology and relate it to church or society in Hong Kong or China or your country of origin. The purpose of this reflection paper is ***to discover in what way the Reformation thought contains thoughts that are of lasting relevance.***
  - ➔ Example: Lutheran soteriology in present-day China / The political theology of Calvin and today's Hong Kong / Anabaptist ecclesiology in the context of Hong Kong / Reformation thought and Christian counseling / Reformation anthropology and Confucian anthropology / etc.
  - ➔ Instead of one specific topic, you may also choose a personality of the Reformation and engage in a dialogue with this person.

- Assessment: Important will be the following factors:
  - (1) Does the paper reflect a thorough understanding of Reformation thought (in a specific area)?
  - (2) Does it relate Reformation thought in a meaningful way to the present?
  - (3) Does the paper show depth and originality of thought?
  - (4) Is the paper readable, well organized, making appropriate use of reference literature, etc.?

➔ The most important aspect in the assessment will be how Reformation and present context communicate. You may therefore, if it helps your case, also use alternative forms – letter, fictional dialogue, poem, narrative story, fictional newspaper article, sermon – to express your thoughts.
- Grading: The grading follows the general grading policy of the CUHK outlined below:

|                   | Excellent                                                                                                                                                                                                                                       | Good                                                                                                                                                                                                                                                           | Needs Improvement                                                                                                                                                                                                                        | Unacceptable                                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thesis            | A clear statement of what is being proposed or argued in the paper.                                                                                                                                                                             | The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.                                                                                                                                              | The thesis is present, but a reader must work hard to reconstruct from the entire paper.                                                                                                                                                 | There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.                                                                                                                                                                               |
| Arguments         | Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid. | Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently. | Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.                      | Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid. |
| Counter-Arguments | The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.                          | The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.                                                                                                                          | The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them. | No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.                                                                                                                                                                |

|               | Excellent                                                                                                                                                                                                                 | Good                                                                                                                                                                                                                                                              | Needs Improvement                                                                                                                                                                                                                                                    | Unacceptable                                                                                                                                                                                                                                                                                              |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organization  | The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent. | The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.                                | There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.                          | The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.                                            |
| Style         | The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.               | The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors. | The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present. | The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors. |
| Documentation | Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.                                                               | Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.                                                                       | Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.                                                                                                                       | Source materials are used without documentation.                                                                                                                                                                                                                                                          |

For submission of assignments, please follow the following rule:

1. Upload your assignment on the Blackboard website. **Only word-format is allowed. PDF is regarded as non-submission.**
2. At the same time also upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at the URL:  
<https://veriguide2.cse.cuhk.edu.hk/cuhk/>
3. The system will issue a receipt which also contains a declaration of honesty, which is the same as that in  
<http://www.cuhk.edu.hk/policy/academichonesty/p10.htm>. The declaration should be uploaded in pdf to the blackboard system.

## Schedule

### I. Introduction and Backgrounds

|             |                                                                   |
|-------------|-------------------------------------------------------------------|
| 5 Sept 2017 | Introduction to the course                                        |
|             | Church in Crisis                                                  |
|             | Social and political conditions at the end of the medieval period |
|             | Late medieval spirituality                                        |
|             | Renaissance and Humanism                                          |

### II. Reformation – Historical Account

|              |                                                                                   |
|--------------|-----------------------------------------------------------------------------------|
| 12 Sept 2017 | The Early Lutheran Reformation: Historical Developments                           |
| 19 Sept 2017 | Early Swiss Reformation<br>The Radical Reformation: Anabaptists and Spiritualists |
| 26 Sept 2017 | Divisions within the Reformation Movement (1525-1546)<br>Calvin                   |
| 3 Oct 2017   | Reformation in England and Anglicanism                                            |

### III. Reformation – Theological Themes

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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 Oct 2017 | Theological Themes of the Reformation: Sin and Salvation<br>Guest lecture by Bishop Emeritus of the Evangelical-Lutheran Church in Germany, <i>Dr. Margot Kässmann</i> : "The Reformation and global Christianity" |
| 17 Oct 2017 | Theological Themes: Sacraments                                                                                                                                                                                     |
| 24 Oct 2017 | Theological Themes: Scripture and Biblical Authority<br>Authority in the Church and Ordained Ministry<br><br>Tutorial: Quiz 1                                                                                      |
| 31 Oct 2017 | Reformation and Politics: The Church and Secular Authority                                                                                                                                                         |

### IV. Reformation continued

|            |                                                                                |
|------------|--------------------------------------------------------------------------------|
| 7 Nov 2017 | Renewal in the Catholic Church<br>The Society of Jesus<br>The Council of Trent |
|------------|--------------------------------------------------------------------------------|

14 Nov 2017            Confessional Conflicts – Confessionalization  
Lutheran Orthodoxy

## **V. An Assessment of the Reformation**

21 Nov 2017            The Reformation as Beginning of Modernity  
Economic and Political Effects of the Reformation  
The Theological Significance of the Reformation

28 Nov 2017            Social and cultural impacts of the Reformation  
  
Tutorial: Quiz 2