

**COURSE OUTLINE FOR**  
**THEO 2222 and THEO 5271 The Reformation Era 改革历史**  
**(Church History II)**

Teacher	Tobias Brandner 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>, a crucial period in the history of the church, as it brought unprecedented changes that can be described as a paradigm shift in Christianity.</p> <p>After the course the student shall be able to understand different aspects of the transformations happening during this period: theological, spiritual, historical, social, cultural, 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	<ol 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 learn how the shifts in 16<sup>th</sup> century Europe affected later historical and theological developments.</li><li>c) Students will develop sensitivity regarding the diversity of Christian faith expressions.</li></ol>
Further expectations for students of THEO 5271:	<ul style="list-style-type: none"><li>• The students will get acquainted with different perspectives on church history and with issues that are still debated.</li><li>• The students will gain historical depth in their theological reflection.</li><li>• The students learn about historical forms of contextualization.</li><li>• The critical study of church history helps the students to recover the voices of those who have been condemned as heresy.</li><li>• Students will learn about how the Christian belief and Christian institutions caused social, political, and cultural change.</li></ul>
Course Structure	Usually the course will be divided into two parts: <ol 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.</li></ol>

Note that this course expects around 6 to 8h of homework per week during the term (not including the final term paper)

### Topics

- Political, social, and cultural context of the late medieval time
- Medieval theology as background to the theological debates of the Reformation
- 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

Students are recommended to purchase two books and read them parallel to the course, number 1) and either number 2) or 3) (or you may choose to borrow them from a senior student).

- 1) Gonzalez, Justo: *The Story of Christianity. Volume 2. The Reformation to the Present Day*, San Francisco: Harper, 1985 (pages 1-125)
- 2) Gray, Madeleine: *The Protestant Reformation. Belief, Practice and Tradition*, Brighton; Portland: Sussex Academics Press 2003
- 3) 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)

### Other books

- Ebeling, Gerhard: *Luther. An Introduction to his Thought*, London 1970
- Estep, William R.: *The Anabaptist Story. An Introduction to Sixteenth-Century Anabaptism*, 3rd revised and enlarged edition. Grand Rapids Michigan: Eerdmans 1996
- Gregory, Brad S. *The Unintended Reformation: How a Religious Revolution Secularized Society*. Cumberland: Harvard University Press, 2012.
- Lindberg, Carter: *The European Reformations*, Blackwell Publishers, Oxford 1996
- McGrath, Alister E.: *A Life of John Calvin. A Study in the Shaping of Western Culture* (Cambridge, Mass.: Basil Blackwell, 1990) – also available in Chinese: 加爾文傳-現代西方文化的塑造者 (Alister McGrath), 中國社會科學出版社, 2009 (English version available in library, 可網上購買或深圳購買)

- McGrath, Alister E.: *Luther's Theology of the Cross : Martin Luther's Theological Breakthrough*, Oxford : Blackwell, 1985
- Wandell, Lee Palmer. *The Reformation: Towards a New History*. Cambridge: Cambridge University Press, 2011.

If it needs to be in Chinese, one may further 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

Primary sources:

- *Off the Record with Martin Luther. An Original Translation of the Table Talks*. With Foreword by Dr. Paul L. Maier. Translated and edited by Charles Daudert, Kalamazoo, Mi.: Hansa-Hewlett Publishing Company 2009

Other learning resources

- Documentary about the Reformation:
  - <https://v.qq.com/x/page/e05663lc56u.html> (Part I of the documentary series – on Luther and the Reformation in Germany)
  - <http://mp.weixin.qq.com/s/grNFPBWvPeCP0IGfVaB7w> (Part II of the documentary series – on Erasmus, Zwingli, and Calvin – the Reformation in Switzerland)
  - <https://www.fuyin.tv/html/2842/49166.html> (documentary on the Reformation Part III – on the later impact of the Reformation)

### **Learning activities, assessment scheme 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 for THEO 2222**

20% tutorial and class participation, 30% two short quizzes, 50 % book report

**b) Assessment for THEO 5271**

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

**c) Tutorials**

- Requirements: Read the notes and handouts of the past session and read assignments in preparation for 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

**d) Quizzes**

- Provisional time: 24 March and 14 Apr 2020
- Each quiz consists of around 20 to 25 questions mainly from a list of short or relatively short questions mostly available beforehand.

**e) Book report (for THEO 2222)**

- 2,000 to 3,000 words in English or 3,000 to 4,500 中文字
- Deadline: 20 Apr 2020 (and because of the abundance of grace – the so-called *gratia praeveniens* – the deadline is already extended to 27 Apr 2020)
- English or Chinese
- Try to answer the following questions (guideline for your help and inspiration – not compulsory to stick to this format):
  - What is in brief the content of the book?
  - What is the specific perspective and emphasis of the writer? What is important to the writer?
  - What are possible shortcomings of the book? Where would you have liked to receive more information?
  - Although the books are about a past period of church history – can you find specific relevance relating it to your Christian experience? Can you find relevance for the situation of the present-day church?
- Possible further questions:
  - For whom does the author write? What is the situation to which the book / the author responds?
  - What is the theological position of the author? (if applicable)
- Choose from one of the following books:
  - a) McGrath, Alister E.: The Intellectual Origins of the European Reformation, 2<sup>nd</sup> edition, Malden, MA: Blackwell Publishers, 2004
  - b) Estep, William R.: The Anabaptist Story. An Introduction to Sixteenth-Century Anabaptism, 3<sup>rd</sup> revised and enlarged edition. Grand Rapids Michigan: Eerdmans 1996

- c) Ebeling, Gerhard: Luther. An Introduction to his Thought, London 1970
- d) McGrath, Alister E.: A Life of John Calvin. A Study in the Shaping of Western Culture (Cambridge, Mass.: Basil Blackwell, 1990)
- e) McGrath, Alister E.: Luther's Theology of the Cross : Martin Luther's Theological Breakthrough, Oxford : Blackwell, 1985

**f) Reflection paper**

- Length: 5,000 to 6,000 words in English or of 7,000 to 9,000 中文字.
- Deadline: 20 Apr 2020 (and because of the abundance of grace – the so-called *gratia praeveniens* – the deadline is already extended to 27 Apr 2020
  - ➔ Late submission will lead to a deduction of 1.5% of your marks per day
  - ➔ As you know the submission deadline already now, there will be no need to consider late submission due to illness or family issues.
- A note on language: Note that both, English or Chinese are allowed. It is important that 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 the 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.

### g) Grading

The grading follows the general grading policy of the CUHK outlined below (in short form):

- Grade A / Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study.
- Grade A- / Very Good: Generally outstanding performance on all or almost all learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.
- Grade B / Good: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level.
- Grade C / Fair: Satisfactory performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.
- Grade D / Pass: Barely satisfactory performance on a number of learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
- Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

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**

7 Jan 2020                      Session 1  
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**

14 Jan 2020                      Session 2  
The Early Lutheran Reformation: Historical Developments

21 Jan 2020                      Session 3  
Early Swiss Reformation  
The Radical Reformation: Anabaptists and Spiritualists

28 Jan 2020                      CNY – no classes

4 Feb 2020                        Session 4  
Divisions within the Reformation Movement (1525-1546)  
Calvin

11 Feb 2020                      Session 5  
Reformation in England and Anglicanism

### **III. Reformation – Theological Themes**

18 Feb 2020                      Session 6  
Theological Developments during the Medieval Time

25 Feb 2020                      Session 7  
Theological Themes of the Reformation: Sin and Salvation

3 Mar 2020                        Session 8  
Theological Themes: Sacraments

10 Mar 2020                      Session 9  
Theological Themes: Scripture and Biblical Authority  
Authority in the Church and Ordained Ministry

17 Mar 2020                      Session 10  
Reformation and Politics: The Church and Secular Authority

#### **IV. Reformation continued**

24 Mar 2020                      Session 11  
Renewal in the Catholic Church  
The Society of Jesus  
The Council of Trent

31 Mar 2020                      Reading Week – no classes

7 April 2020                      Session 12  
Session Confessional Conflicts – Confessionalization  
Lutheran Orthodoxy

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

14 April 2020                      Session 13  
Social and cultural impacts of the Reformation  
Economic and Political Effects of the Reformation  
The Reformation as Beginning of Modernity  
The Theological Significance of the Reformation

Tutorial: Quiz 2

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers.



Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.