

# **THEO2222 The Reformation Era (改革時代)**

*(for students of BD, MTheol, and DTheol only)*

*Second Term 2021/2022*

*(Monday 2:30–5:15 pm)*

Course Instructor:

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Venue: ELB 302

## **A. COURSE DESCRIPTION**

The sixteenth century was a turning point of western civilisation that brought monumental, paradigmatic, and irreversible changes to the church and the wider European society. These changes marked the dawn of the modern age and had global impacts. This course explores and evaluates the spiritual and theological aspects of the reforming movements in various parts of Europe with respect to their cultural and social contexts. It will familiarise students with the major personalities and movements related to the Reformations and equip them to develop a critical sensitivity to historical forces. A special emphasis will be on the cultural and intellectual shifts and how these shifts affected the traditional configuration of society, the state, and the church.

## **B. LEARNING OUTCOMES**

### For All Students

- Grasp an overall picture of the ecclesial, theological, and social changes in Europe during the sixteenth and the early seventeenth centuries
- Get acquainted with different perspectives of the Reformations and develop a critical sensitivity to church history
- Understand and respect the diversity of Christian traditions and their historical depth

### Specifically for Students of BD Year 3 or above, MTheol, and DTheol

- Realise the reciprocity between church and society as well as theology and culture
- Recover silenced, suppressed, neglected, or subaltern voices in the Reformation era
- Learn to undertake guided small-scale historical or theological research on topics related to the Reformation era

## **C. COURSE SCHEDULE**

## INTRODUCTION

### **Week 1 (10 Jan)**

#### **Course Introduction**

#### **Lecture: History and Historiography of the Reformation(s)**

Background Reading: *ER*, 1–22 (chap. 1); *REMW*, vii–xviii (Preface); Popkin, *Herodotus*, 127–70 (chap. 6–7.2)

## PART I: BEFORE THE STORM

### **Week 2 (17 Jan)**

#### **Lecture: Late Medieval Christianity**

Background Reading: *REMW*, 3–63 (chaps. 1–3); Alternative: *ER*, 23–53 (chap. 2)

### **Week 3 (24 Jan)**

#### **Tutorial: Papalism vs. Conciliarism**

Assigned Reading: Excerpts from *Haec Sancta* and *Frequens* (*SB*, §1.15); Pius II, *Execrabilis* (*SB*, §1.16)

Exercise #1: Describe the main point of argument regarding the highest authority of the church between the Council of Constance and Pope Pius II. Explain why they had such a different view. State and expound your opinion on this issue. (Deadline: 24/1, 12:30 pm)

#### **Lecture: Renaissance Humanism**

Background Reading: *REMW*, 64–113 (chaps. 4–5)

### **Chinese New Year Holiday (31 Jan): No CLASS!**

## PART II: THE COURSE OF THE REFORMATIONS

### **Week 4 (7 Feb)**

#### **Tutorial: Humanist Agenda and Call for Reformations**

Assigned Reading: Excerpts from Erasmus, *Praise of Folly* (*SB*, §1.30)

Exercise #2: Identify the targets of Erasmus' sarcasm and the issues involved in it. Explain why Erasmus was so discontent with the Catholic Church of his time. Enter a short conversation with Erasmus' ideas. (Deadline: 7/2, 12:30 pm)

#### **Lecture: Luther**

Background Reading: *REMW*, 133–84 (chaps. 7–8); Alternative: *ER*, 54–85 (chap. 3)

### **Week 5 (14 Feb)**

### **Tutorial: Luther on *Sola Fide***

Assigned Reading: Excerpts from Luther, *The Freedom of a Christian* (SB, §2.17)

Exercise #3: Summarise Luther's position on faith and works. Explain why Luther's teaching of justification was revolutionary. State how far you agree with Luther and give your reasons. (Deadline: 14/2, 12:30 pm)

### **Lecture: Revolution of the Common Man and The Swiss Reformation**

Background Reading: *REMW*, 185–247 (chaps. 9–10); Alternative: *ER*, 87–107, 130–87 (chaps. 4, 6–7)

### **Week 6 (21 Feb)**

#### **Tutorial: Zwingli's Reform Agenda**

Assigned Reading: Excerpts from Zwingli, "Short Christian Instruction" (SB, §6.9)

Exercise #4: Identify and elaborate on the two salvations, two blasphemies, and two sins contended by Zwingli. Explain how doctrines are relevant to church life in Zwingli's teaching. Discuss your thought on images with Zwingli. (Deadline: 21/2, 12:30 pm)

#### **Lecture: The Radical Reformation**

Background Reading: *REMW*, 248–85 (chap. 11); Alternative: *ER*, 188–213 (chap. 8)

### **Week 7 (28 Feb)**

#### **Tutorial: Anabaptists' Rejection of Infant Baptism**

Assigned Reading: Excerpts from Conrad Grebel and Companions to Müntzer; Mantz's Petition of Defense; Hübmaier to Oecolampadius on Baptism (SB, §7.4–7.6)

Exercise #5: Summarise the reasons why Grebel, Mantz, and Hübmaier rejected infant baptism. Explain their understanding of the nature of baptism. Discuss how far do you agree with these anabaptists (cf. Zwingli, *Of Baptism* [SB, §7.9]). (Deadline: 28/2, 12:30 pm)

#### **Lecture: Calvin and Calvinism**

Background Reading: *REMW*, 286–317 (chap. 12); Alternative: *ER*, 234–92 (chaps. 10–12)

### **Week 8 (7 Mar)**

#### **Tutorial: Calvin's Predestination and *Soli Deo Gloria***

Assigned Reading: Excerpts from Calvin, *Institutes of the Christian Religion* (SB, §9.7)

Exercise #6: Summarise Calvin's doctrine of predestination. Explain how this doctrine about the knowledge of ourselves relates to the knowledge of God (see para. 2), particularly the principle of *soli Deo gloria*, "to God alone be the glory." Open a dialogue with Calvin on this issue. (Deadline: 7/3, 12:30 pm)

#### **Lecture: Reformations in the British Isles**

Background Reading: *REMW*, 318–65 (chap. 13); Alternative: *ER*, 293–320 (chap. 13)

## **Week 9 (14 Mar)**

### **Tutorial: Queen Elizabeth's *Via Media***

Assigned Reading: Excerpts from "The Thirty-Nine Articles of the Church of England" (*SB*, §12.21)

Exercise #7: Identify and describe any three issues that demonstrate the Church of England's break from Rome during Queen Elizabeth's reign. Choose one of this issue to elaborate on how it reflected Elizabeth's *via media*. Share your thought on this compromising position. (Deadline: 14/3, 12:30 pm)

### **Lecture: Catholic Reform**

Background Reading: *REMW*, 369–465 (chaps. 14–17)

## **PART III: CONSEQUENCES**

## **Week 10 (21 Mar)**

### **Tutorial: Catholic Response to Justification by Faith Alone**

Assigned Reading: Excerpts from "Decree and Canons Concerning Justification" (*SB*, §12.21)

Exercise #8: Describe the Catholic doctrine of justification in contrast to the Protestant teaching of justification by faith. Elaborate on its biblical and theological basis. State your perspective on the relationship between faith and grace. (Deadline: 21/3, 12:30 pm)

### **Lecture: Religious Wars**

Background Reading: *REMW*, 525–61 (chap. 20)

\* Students of BD 1 & 2 should decide on which book to read for the Reflective Book Report and start reading it. Students of BD 3 or above, MTheol, and DTheol should begin formulating a research question and searching for relevant literary sources.

## **Week 11 (28 Mar)**

### **Tutorial: Data Collection and Organization (Preparation for Writing Literature Survey; optional for BD Year 1 & 2 students)**

Assigned Reading: Faye Halpern's (et al.) *A Guide to Writing in Religious Studies*, 27–31 (27–29 for historical papers and 29–31 for theological papers)

### **Lecture: Orthodoxy and Confessionalism**

Background Reading: *REMW*, 562–603 (chaps. 21–22 [till "Disciplinary Tribunals"])

\* 2 Apr: Deadline for submission of Research Topic and Working Bibliography (for students of BD 3 or above, MTheol, and DTheol only)

## **Reading Week (4 Apr): NO CLASS!**

## **Week 12 (11 Apr)**

### **Tutorial: Academic Writing and Documentation (Preparation for Writing Term Paper; optional for BD Year 1 & 2 students)**

Assigned Reading: Faye Halpern's (et al.) *A Guide to Writing in Religious Studies*, 13–25

### **Lecture: Persecution and Witch Hunts**

Background Reading: *REMW*, 603–59 (chap. 22 [from “Disciplinary Tribunals”]–23)

\* Students of BD 1 & 2 should start writing the Reflective Book Report. Students should start reading the literary sources and writing the Literature Survey. Students of BD 3 or above, MTheol, and DTheol should start reading the literary sources and writing the Literature Survey.

## **Easter Holiday (18 Apr): No CLASS!**

\* 23 Apr: Deadline for submission of Literature Survey (for students of BD 3 or above, MTheol, and DTheol only)

\* Students of BD 3 or above, MTheol, and DTheol should start writing the Term Paper based on their Literature Survey right after submitting the latter

\* 7 May: Deadline for submission of Reflective Book Report (for students of BD 1 & 2) or Term Paper (for students of BD 3 or above, MTheol, and DTheol)

## **D. LEARNING ACTIVITIES**

1. **Lecture:** for mapping the territory, sketching background knowledge, and introducing fundamental concepts
2. **Reading and document analysis exercise:** for understanding and studying primary source
3. **Tutorial:** for stimulating critical and creative thinking regarding reformers' thoughts
4. **Student-initiated inquiry and paper writing:** for an in-depth understanding of a specific area of the Reformation era (for students of BD Year 1 & 2); for an in-depth investigation of a particular topic related to the Reformation era (for students of BD Year 3 or above, MTheol, and DTheol)

## **E. ASSESSMENT**

### **For Students of BD Year 1 & 2**

1. Participation (20%)

Students are expected to regularly attend the lectures and actively participate in the tutorials. Class attendance each week is required for completion of the course. Engagement in tutorial discussion is essential.

## 2. Document Analysis Exercise (30%)

Submit at least 6 (out of 8) exercises listed on the course schedule above (texts available on CUHK Blackboard) by their respectively designated deadlines. For each exercise, read the assigned primary source and follow its specific instructions to write a short essay of 200–250 words (or 300–400 Chinese characters). Each exercise shall be submitted in .docx or .doc format with filename as, for example, “THEO2222 Exercise 1 CHAN Tai Man” / “THEO2222 Exercise 9 WONG Chris” (number according to the designated one). For those who submit more than 6 exercises, only the best 6 will be counted.

Students shall use the template file “THEO5271-2222 Exercise Template.dotx” (available on Blackboard) to write this assignment.

### **Assessment Criteria**

**Content:** Clarity in addressing the assigned questions, degree of observation and insight, profoundness of self-awareness

**Evidence:** Integration of primary source and historical background

**Writing:** Organisation of information, neatness and conciseness of writing, use of language

## 3. Reflective Book Report (50%)

Read one of the following books thoroughly. Write a book report of 2,500–3,000 words (or 3,750–4,800 Chinese characters) that includes two parts with approximately equal length. The first part is to demonstrate an in-depth reading and a good understanding of the selected book and summarises the content in a concise form. The second part is to reflect on one or two issue(s) raised in the book in a way that relates to the present context (in whatever way this present context is defined). The report shall be submitted to VeriGuide in .docx or .doc format with filename as, for example, “THEO2222 Report CHAN Tai Man” / “THEO2222 Report WONG Chris.” The deadline is 7 May 2022.

Students shall use the template file “THEO2222 Report Template.dotx” (available on Blackboard) to write this assignment.

### List of Books (refer to reading list for details)

1. Dawson’s *John Knox* (Knox/Reformation in Scotland/Reformed tradition)
2. Duffy’s *Voices of Morebath* (Reformation in England/Microhistory)
3. Estep’s *The Anabaptist Story* (Radical Reformation/anabaptist tradition)
4. de Gruchy’s *John Calvin* (Calvin/Reformation in Geneva/Reformed Tradition)
5. Gunther’s *Reformation Unbound* (Reformation in England/Anglican Tradition)
6. Hill’s *Baptism, Brotherhood, and Belief in Reformation Germany* (Reformation in Germany/Lutheran and anabaptist tradition)

7. Rex's *The Making of Martin Luther* (Luther/Reformation in Germany/Lutheran tradition)
8. Wabuda's *Thomas Cranmer* (Cranmer/Reformation in England/Anglican Tradition)

### **Assessment Criteria**

**Summary:** Ability of identifying the book's main themes and arguments, structure and organisation, and critical issues as well as the author's distinctive viewpoints

**Comment:** Appreciation of the scholarship of the critical issues, critical engagement with the author and the text

**Reflection:** Depth of self-awareness in relating the issues at hand to the present context

**Writing:** Organisation of information, neatness and conciseness of writing, use of language

### **For Students of BD Year 3 or above, MTheol, and DTheol**

#### 1. Participation (10%)

Students are expected to regularly attend the lectures and actively participate in the tutorials. Class attendance each week is required for completion of the course. Engagement in tutorial discussion is essential.

#### 2. Document Analysis Exercise (20%)

Submit at least 4 (out of 8) exercises listed on the course schedule above (texts available on CUHK Blackboard) by their respectively designated deadlines. For each exercise, read the assigned primary source and follow its specific instructions to write a short essay of 200–250 words (or 300–400 Chinese characters). Each exercise shall be submitted to VeriGuide in .docx or .doc format with filename as, for example, "THEO2222 Exercise 1 CHAN Tai Man" / "THEO2222 Exercise 9 WONG Chris" (number according to the designated one). For those who submit more than 4 exercises, only the best 4 will be counted.

Students shall use the template file "THEO5271-2222 Exercise Template.dotx" (available on Blackboard) to write this assignment.

### **Assessment Criteria**

**Content:** Clarity in addressing the assigned questions, degree of observation and insight, profoundness of self-awareness

**Evidence:** Integration of primary source and historical background

**Writing:** Organisation of information, neatness and conciseness of writing, use of language

**\*\* (The following assessment items 3–4 are checkpoints for the term paper [item 5])**

#### 3. Research Topic and Working Bibliography (10%)

Read pp. 7–10 of Faye Halpern’s (et al.) *A Guide to Writing in Religious Studies* carefully. First, construct a meaningful research question (i.e., the central question or statement of the problem your study addresses) related to the syllabus of this course. This research question can either be historical or theological. Then, list around 8–10 previous works done by others (secondary source) that address your research question or similar subject matter. Besides, enumerate those primary sources that you plan to use. It is suggested that each of the secondary sources should be either included in the reading list of this course outline or listed on Web of Science (Arts and Humanities Citation Index), SCOPUS, or ATLA. Cite the selected items in the form of bibliography according to the note-bibliography system of the Chicago Manual of Style. (Notes: Hanging indentation [凸排] of 1.27 cm [0.5 inch] or 2 characters [字元] shall be employed for every entry.) The assignment shall be submitted in .docx or .doc format with filename as, for example, “THEO2222 Topic CHAN Tai Man” / “THEO2222 Topic WONG Chris.” Submit this assignment to Blackboard Learn instead of VeriGuide. The deadline is 2 April 2022.

Students shall use the template file “THEO5271-2222 Topic.dotx” (available on Blackboard) to write this assignment.

#### **Suggested topics/areas (for reference only; need further refinement and focusing)**

1. Why Erasmus of Rotterdam remained Roman Catholic?
2. Medieval piety vs. humanist imprint in Luther
3. Conservatism and inconsistency of Luther and his Reformation (cf. the Revolution of the Common Man or the Zwinglian Reformation)
4. Luther, German identity, and Anti-Semitism
5. Philip Melanchthon’s role in Lutheran Reformation
6. Zwingli on the sacraments (cf. Luther and/or Anabaptism)
7. A defence of iconolatry/iconoclasm in the Reformations
8. Heinrich Bullinger’s importance to the Swiss Reformed tradition
9. A radical back to the gospel and the New Testament: the Anabaptists and/or the Evangelical Rationalists
10. Proto-modernism of the Radical Reformers (particularly the Spiritualists)
11. Different forms of New Jerusalem: A comparison of Münster and Geneva
12. Revisiting Calvin’s doctrine of predestination
13. Theology and politics (or political theology) in Calvin’s Reformation
14. Dispute over resistance between Calvin and Calvinist reformers (e.g., John Knox, Christopher Goodman, John Ponet, Pierre Viret, Théodore de Bèze, and/or Philippe du Plessis-Mornay)
15. The Calvinist theology of John Knox
16. Ritual’s significance for Christian life: A comparative study of Luther and Calvin



17. Reception of the Reformations among the English people
18. Theological vagueness as a strategy for unity: A study of Queen Elizabeth's *via media* (cf. France in the second half of the 16th century)
19. The Council of Trent: Catholic Reformation or counter-Reformation? (Either from a doctrinal or a ritual perspective)
20. Revisiting (the image of) the Spanish Inquisition
21. Hagiography as Catholic Reform and Counter-Reformation
22. Renewal of monasticism in the 16th and early 17th centuries
23. Anti-Protestantism in Ignatius Loyola's *The Spiritual Exercises*
24. Ignatius Loyola's *The Spiritual Exercises* and the Jesuit ethos/spirituality
25. Importance of education to Reformations: Calvin(ists) and/or/vs. Jesuits
26. Political theology of Juan de Mariana (or John Knox vs. William Allen)
27. (In)tolerance in (one of) the Reformations
28. Religion's role in the Thirty Years' War
29. The *Formula of Concord* and Lutheran orthodoxy
30. Protestant orthodoxy vs. the spirit of the Reformations
31. The role of education and/or preaching in (one of) the Reformations
32. Confessionalization and modern state building
33. Witch hunts and misogyny
34. Witch hunts, exorcism, and Catholic-Protestant polemics
35. A study of demonology in the early modern period
36. On "true" worship (or the centre of worship): a comparison between the Lutheran/Anglican/Catholic and the Reformed rituals/liturgies
37. The role of music in Christian worship: a comparison between two different traditions of the Reformations (Catholicism included)
38. Women in (one of) the Reformations

**Assessment Criteria:** Clarity and meaningfulness of the research question, correctness of citation style, quality and relevance of reference items

#### 4. Literature Survey (20%)

Read pp. 27–29 (for historical papers) or pp. 29–31 (for theological papers) of *A Guide to Writing in Religious Studies* carefully. Skim and scan the secondary sources listed in your previously submitted Research Topic and Working Bibliography. Then, narrate the background of your study based on your research question in 600–1,000 words (or 900–1,600 Chinese characters). Do not simply summarise the content of each work, Instead, organise them in a way that logically tells a story of your research background. Explain how your study engages in the previous scholarly discussion with your research question and state the thesis and the

particular insight of your work. The assignment shall be submitted in .docx or .doc format with filename as, for example, "THEO5271 Survey CHAN Tai Man" / "THEO5271 Survey WONG Chris." Submit this assignment to Blackboard Learn instead of VeriGuide. The deadline is 23 April 2022.

Students shall use the template file "THEO5271-2222 Survey.dotx" (available on Blackboard) to write this assignment.

**Assessment Criteria:** Accuracy in understanding the literature, clarity in presenting the research background, choice of literature, neatness and conciseness of writing

#### 5. Term Paper (40%)

Read the entire *A Guide to Writing in Religious Studies* carefully. Building on assessment items 3 and 4, write a research paper of 4,000–5,000 words (or 6,000–8,000 Chinese characters). Minor revision on topic, research question, and literature survey is allowed. Your literature survey roughly constitutes the second section of your paper (after the introduction). Your paper is suggested to consist of the following sections:

(a) Front matter: Paper title (Headline-Style Capitalisation)

(Note: DO NOT insert a table of content)

(b) Introduction (see Halpern et al., 13–18);

- (i) The general topic under study and the specific topic of your research;
- (ii) Your research question and thesis statement;
- (iii) The main reason, the exigency, the rationale, or the goal for your research—Why is it important to address your research question? How can your study enhance the existing scholarly discussion?
- (iv) Your method(s)—How do you answer your research question? How do you use, organise, and analyse the materials?

(c) Body (see Halpern et al., 18–23)

- (i) Background of your study / previous works by others (your literature survey);
- (ii) Your analysis and interpretation of primary source; and
- (iii) How do your analysis and interpretation contribute to the scholarly discussion? What are the implications/significance of your study?

(d) Conclusion (see Halpern et al., 24); and

- (i) Recapitulate your major findings and reassert the validity of your thesis/main argument
- (ii) State the significance or implications of your findings or arguments.

(e) Back matter: Bibliography (not included in word count)—Include all work (excluding newspapers, magazines, websites and the like) cited in your paper, but DO NOT include any uncited work (Notes: Hanging indentation [凸排] of 1.27 cm [0.5 inch] or 2 characters [字

元] shall be employed for every entry)

The assignment shall be submitted to VeriGuide in .docx or .doc format with filename as, for example, "THEO2222 Paper CHAN Tai Man" / "THEO2222 Paper WONG Chris." The deadline is 7 May 2022.

Students shall use the template file "THEO5271-2222 Paper.dotx" (available on Blackboard) to write this assignment.

### **Assessment Criteria**

**Thesis:** Presence of a clear statement of what is being proposed or argued in the paper based on an arguable, feasible, and meaningful research question, originality of thought

**Arguments:** Consistency in method or approach, thoroughness of research, logic and coherence of arguments, strength of evidence, relevance to the thesis

**Counterarguments:** Anticipation and acknowledgement of counterarguments, alternative explanations/interpretations, opposing positions, conflicting evidence, and/or counterexamples

**Organisation:** Sensibility and thoughtfulness of flow, clarity of transitions from the introduction down to the conclusion, use of signposts and topic sentences

**Style:** Preciseness of word choice, neatness and conciseness of writing, readability, observance of word limit

**Documentation:** Adequate indication of sources of information, correctness of citation format (both footnotes and bibliography)

### **Notes**

#### 1. Language

Ability to read English is a must. **Students are expected to rely solely or decisively on English materials in their written assignments.** However, students are allowed to write in either English or Chinese. It is important to write in a language that students can express themselves confidently and comfortably. On the other hand, it is also an important training to write in English, especially for those who are interested to pursue further study. For those 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.

#### 2. Citation Style

All citations in writing assignments shall follow the **notes and bibliography system** (footnote format) of the **Chicago Manual of Style, 17th edition** (see chap. 14). Use shortened citations for all subsequent citations of sources already given in full (see sec. 14.29–36). **Citation of Chinese materials is discouraged.** (If this is really necessary, follow 中國文哲研究集刊撰稿格式) **Always put the note number at the end of the sentence after the punctuation** (also

applies to footnotes in Chinese and thus disregards the instructions of 中國文哲研究集刊撰稿格式 in this respect). **Use of untraceable materials, including but not limited to Wikipedia, as a source is strictly forbidden.** The Chicago Manual of Style (17th edition) is available on the databases of CUHK Library website. **Use of reference management software such as Zotero is highly encouraged.**

### 3. Deadlines

Students shall observe the deadlines strictly. Late submission of document analysis exercises will not be accepted. Late submission of other assignments will result in a mark deduction of 2 points of the respective assignment for each day.

### 4. Word Count

Students shall observe the lower and upper limit of word count strictly. **Footnotes are included in word count.** For Chinese papers, punctuations are also counted.

### 5. Format

All written assignments shall observe the following rules:

(a) Paper size: A4 (210 mm x 297 mm)

(b) Margins: 2.5 cm all round

(c) Spacing

(i) Double line for the body of the text, single line for block quotations, footnotes, captions, and bibliography/reference list);

(ii) Indentation (縮排) of 1.27 cm or 2 characters (字元) shall be employed for every paragraph; and

(iii) No extra spacing shall be employed between paragraphs

(d) Font type and size: For English papers, Calibri or Times New Roman in size 12 (10 for footnotes) shall be used; for Chinese papers, 微軟正黑體 or SimSun in size 12 (10 for footnotes) shall be used

(e) Pagination: All pages starting from the first page of the introduction shall be numbered in Arabic numbers (1, 2, 3...). Cover page (if any) shall not be paginated.

### 6. File Format and Name

**Only .docx or .doc is accepted.** Other file formats including .pdf are not accepted. **Stick to the filename format as stated.**

### 7. Academic Honesty and Plagiarism

- 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. For group projects, all students of the same group should be asked to sign the declaration.
- 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 receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.
- Please upload a scanned copy of the signed receipt to Blackboard Learn. (**Do not send it through email.**)

**\*\* All written assignments shall be submitted through VeriGuide, except for items 3 and 4 of the assessment for students of BD year 3 or above, MTheol, and DTheol. Email or hardcopy is not accepted. Duly signed VeriGuide Receipt shall be uploaded to Blackboard Learn.**

## F. REQUIRED AND SUGGESTED READINGS

### Designated Textbooks

\*Eire, Carlos M. N. *Reformations: The Early Modern World, 1450-1650*. New Haven, CT: Yale University Press, 2016. [REMW]

\*Lindberg, Carter. *The European Reformations*. 2nd ed. Malden, MA: Wiley-Blackwell, 2010. [ER]

\*Lindberg, Carter, ed. *The European Reformations Sourcebook*. Malden, MA: Wiley-Blackwell, 2000. [SB]

### Other Textbooks

Cameron, Euan. *The European Reformation*. Oxford: Oxford University Press, 1991.

\*MacCulloch, Diarmaid. *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books, 2004. (Highly recommended for advanced or ambitious learners)

Sunshine, Glenn S. *A Brief Introduction to the Reformation*. Louisville, KY: Westminster John Knox Press, 2017.

### Extended Readings (History)

Baylor, Michael G. *The Radical Reformation*. Cambridge: Cambridge University Press, 1991.

Bertoglio, Chiara. *Reforming Music: Music and the Religious Reformations of the Sixteenth Century*. Berlin: Walter de Gruyter, 2017.

- Biagioni, Mario. *The Radical Reformation and the Making of Modern Europe: A Lasting Heritage*. Leiden: BRILL, 2016.
- #Dawson, Jane E. A. *John Knox*. New Haven, CT: Yale University Press, 2015.
- Dean, Jonathan. *God Truly Worshipped: Thomas Cranmer and His Writings*. Norwich, UK: Canterbury Press, 2012.
- Dowley, Tim. *Atlas of the European Reformations*. Lanham, MD: National Book Network, 2015.
- Duffy, Eamon. *Reformation Divided: Catholics, Protestants and the Conversion of England*. London: Bloomsbury, 2017.
- #Duffy, Eamon. *The Voices of Morebath: Reformation and Rebellion in an English Village*. New Haven, CT: Yale University Press 2001.
- #Estep, William Roscoe. *The Anabaptist Story: An Introduction to Sixteenth-Century Anabaptism*. 3rd ed. Grand Rapids, MI: William B. Eerdmans, 1996.
- Goertz, Hans-Jurgen. *The Anabaptists*. London: Routledge, 1997.
- Gregory, Brad S. *The Unintended Reformation: How a Religious Revolution Secularized Society*. Cambridge, MA: Harvard University Press, 2012.
- #de Gruchy, John W. *John Calvin: Christian Humanist & Evangelical Reformer*. Eugene, OR: Cascade Books, 2013.
- #Gunther, Karl. *Reformation Unbound: Protestant Visions of Reform in England, 1525-1590*. Cambridge: Cambridge University Press, 2014.
- #Hill, Kat. *Baptism, Brotherhood, and Belief in Reformation Germany: Anabaptism and Lutheranism, 1525–1585*. Oxford: Oxford University Press, 2015.
- Luther, Martin. *The Annotated Luther*. Edited by Hans Joachim Hillerbrand, Kirsi Irmeli Stjerna, and Timothy J. Wengert. Minneapolis, MN: Fortress Press, 2015.
- Marshall, Peter. *Heretics and Believers: A History of the English Reformation*. New Haven, CT: Yale University Press, 2017.
- Marshall, Peter. *Reformation England, 1480-1642*. 2nd ed. London: Bloomsbury Academic, 2012.
- Marshall, Peter, ed. *The Oxford Illustrated History of the Reformation*. Oxford: Oxford University Press, 2015.
- McGinn, Bernard. *Mysticism in the Reformation (1500-1650)*. Presence of God 6. New York: Crossroad, 2016.
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