



**TYNDALE**  
• SEMINARY •

Course Syllabus  
**Winter 2013**

**HIST 0670: HISTORY OF THE REFORMATION ERA (Seminary)**  
**HIST 331: THE REFORMATION ERA (University College)**

THURSDAYS 8:30 AM – 11:45 AM

INSTRUCTOR: THE REVEREND DR VICTOR SHEPHERD

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Office Hours: As posted

To access your course material, please go to <http://mytyndale.ca>

## **I. COURSE DESCRIPTION**

### **Seminary**

This course probes the many historical determinants of the Sixteenth Century Reformations; e.g., social, economic, political, philosophical, intellectual and religious.

### **University College**

Deals with the roots, development and significance of the sixteenth-century revolutions in Christianity – Protestant, Catholic and Radical – in their social contexts. It also outlines the early developments of some significant subsequent movements such as Puritanism.

Prerequisites: 6 credit hours in HIST.

## **II. LEARNING OUTCOMES**

At the end of this course, students will:

- 1] appreciate the historical and ideational complexities on the eve of the Reformation;
- 2] be able to assess the relative influences of assorted factors in the complexity;
- 3] be acquainted with the manner in which all history, Reformation history included, is written from someone's particular angle-of-vision;
- 4] be able to relate major Reformation currents to contemporary events;
- 5] be able to discern the manner in which all doctrine is written from within a historical context;

- 6] appreciate the different ‘families’ within Protestantism and the tensions that remain among them to this day;
- 7] be able to assess the extent to which the Reformation reconfigured European history, and the extent to which such reconfiguration can be blamed for developments in recent European history (e.g., the extent to which Nazi Germany’s ‘Shoah’ can be attributed to Luther’s anti-Judaism);
- 8] be acquainted with the doctrinal and exegetical riches of the Reformation.

### **III. COURSE REQUIREMENTS**

#### **A. REQUIRED TEXT**

Carter Lindberg, *The European Reformations*, 2<sup>nd</sup> ed. (Malden, MA: Blackwell, 2010).

#### **B. ASSIGNMENTS AND GRADING**

- 1] Essay – 50%**
- 2] Examination – 50%**

The essay is to be 2500-3000 words long. It is to be submitted no later than the conclusion of the final examination. See below for a list of essay topics.

#### **C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Please note:

- 1] Written materials are to be submitted in conformity with academic standards. Consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

#### **2] Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions,

Return of Assignments, and Grading System (the Academic Calendar is posted at <http://tyndale.ca/registrar>). Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Essay	50 %
Exam	50 %
Total Grade	100 %

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

- Jan 17            “Humanism: Background to and Accompaniment of the Reformation”  
(lecture by V. Shepherd)
- Jan 24            Chapt. 1: “History, Historiography, and Interpretations of the Reformation”
- Jan 31            Chapt. 2: “The Late Middle Ages: Threshold and Foothold of the Reformation”
- Feb 7             Chapt. 3: “The Dawn of a New Era”
- Feb 14            Chapt. 4: “Wait for No One: Implementation of Reforms in Wittenberg”  
Chapt. 5: “Fruits of the Fig Tree: Social Welfare and Education”
- Feb 21            Chapt. 6: “The Reformation of the Common Man”
- Feb 28            Chapt. 7: “The Swiss Connection: Zwingli and the Reformation in Zurich”
- Mar 7             Chapt. 8: “The Sheep against the Shepherds: The Radical Reformations”
- Mar 14            ***No Class: Seminary Reading Week***
- Mar 21            Chapt. 10: “‘The Most Perfect School of Christ’: The Genevan Reformation”
- Mar 28            Chapt. 13: “The Reformations in England and Scotland”

Apr 4	Chapt. 14: "Catholic Renewal and the Counter-Reformation"
Apr 11	Chapt. 15: "Legacies of the Reformation"
Apr 18	Examination

## V: BIBLIOGRAPHY

The bibliographies at the end of each chapter of the text are sufficient.

(A more advanced bibliography will be supplied in class. However, it is to be noted that this latter bibliography is customarily supplied to postgraduate students.) Students may also consult the Tyndale [Sixteenth Century Reformation Online Reading Room](#).

## VI: ESSAY TOPICS

Any one or combination of the following:

- economic background to the Reformation;
- philosophical " " " " ;
- popular religious " " " .

What are the principal aspects of humanism, and where did they converge with or diverge from the agenda of the Reformers?

What is capitalism? How does it differ from mercantilism? What did it accomplish in Sixteenth-Century Europe?

What was the nature of monasticism on the eve of the Reformation, and why did the Reformers criticise it?

What were the options for women in the late-mediaeval era, and how did women of the Reformation function as models, teachers and leaders?

What was the nature of the Humanists' educational vision?

What was the 'Black Death'? What was the individual/social response to it? How did it affect the popular, religious outlook on the eve of the Reformation?

What were the major 'families' of the Radical Reformation? What did they share? Where did they differ?

What did Menno Simons believe? Where did Magisterial Reformers disagree? Where did Simons' and other proponents of the Radical Reformation part company?

What did the mystics of the late mediaeval era or of the Counter-Reformation claim? How would Reformation theology comment on their understanding of Christian experience?

Where did the Radical Reformation differ from the Magisterial Reformation?

Who were the principal Roman Catholic spokespersons on the eve of and in the course of the Counter-Reformation?

Who was Ignatius Loyola? What were the principal features of the Jesuit Order for which he campaigned?

What developments occurred in natural science, navigation, medical understanding and astronomy during the early-modern era?

Trace and comment on the struggle of King Henry VIII with both the papacy and his people in England.

What was Knox's agenda? What was his achievement?

What did Queen Elizabeth I accomplish?

What was Erasmus' Theological Agenda?

Was Erasmus a Christian? How did his work assist or contradict the Reformation? How did Luther understand marriage? How did the Roman Catholics of his time? Why did he insist that marrying Katarina von Bora was an act of faith?

What was the theology of the 'Schoolmen' that upset Luther?

What did mediaeval scholasticism mean by "justification"?

How did Luther understand the Eucharist?

What would any two (or three) of the following have said to each other concerning the Lord's Supper: Luther, Zwingli, Calvin, the Anabaptists, Rome?

What was Melancthon's theological contribution to the Lutheran Reformation?

Write a "Review Article" on the debate between Erasmus and Luther on the bondage of the will.

What did Luther mean by the "Righteousness of God"?

Expound Luther's understanding of freedom. Contrast it with popular contemporary notions.

How did Luther or Calvin understand the relation of law to gospel?

What was Luther's Ecclesiology?

What did Luther mean by "Two Kingdoms"?

Discuss the theology of Luther and Eck at the Diet of Worms.

Discuss Zwingli's social reforms in Zurich.

Comment on Zwingli's theology.

What was the background to and the configuration of the Swiss Reformation?

What was the image of the Jew in the late mediaeval and early Reformation eras, and how did this image affect the treatment accorded Jewish people?

How did Luther understand faith? (*fides qua creditur*)

According to Luther, what was God's mandate for the state, and how did Luther's understanding here influence his advice during and subsequent to the peasant revolt?

Describe life in the city of Geneva during the era of Calvin's sojourn.

What did Castellio uphold and why was he punished?

What did Servetus uphold and why was he executed?

Describe the development, curriculum and ethos of the 'Academy' Calvin founded in Geneva.

Is there a relationship between Calvinism and capitalism?

Expound and comment on Calvin's understanding of any ONE of the following:

- preaching
- sanctification
- baptism
- Lord's Supper
- the *Triplex Muni* (the three offices of Christ: Prophet, Priest, King)
- the Church
- scripture
- repentance
- sin
- the knowledge of God

- justification
- Holy Spirit

State and comment on the major developments in Ridley's life and thought.

State and discuss Latimer's theology of preaching.

Expound Tyndale's doctrine of scripture OR his doctrine of justification.

Expound the theology of any one of the "articles" in Cranmer's *Book of Common Prayer*. (Please see the instructor.)

(any topic approved by the instructor)