
Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
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Email: heraser@nts.edu
Office: (816) 268-5489
Office Hours: Tuesday and Thursday, 9:00 a.m. to 10:30 a.m. and 11:30 a.m. to 12:30 p.m. or by appointment

Catalog Description
An examination of the causes and courses of the major reforming movements in western Christianity from the Council of Constance (1414-18) to the Synod of Dort (1618-19).

Course Narrative & Rationale
The “Reformations” of the fifteenth and sixteenth centuries constitute one of the most significant developments in the history of the western world. These movements dramatically altered the face of western Christianity and supplied essential building blocks of the “modern” and “post-modern” world. This course exposes students to the main persons, ideas, movements and events that contributed significantly to the “reforming” of western Christianity in the fifteenth and sixteenth centuries, and explores some of the most important long-term consequences of reform. As this is an “800” level course, considerable attention is also given to
historiography and other matters of historical methodology relevant to the study and interpretation of the “Reformations.”

**Degree Objectives**
This course directly addresses the concern expressed in the goals and objectives of all NTS degree programs that students gain an understanding of the history of the Christian faith, and an understanding of the contemporary environment in which Christians live out their faith today.

**A. M.Div**
6. “The investigation of human society, thought and culture in order to articulate *clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.*”

**B. MACE**
1. “Appropriate and enhance the student’s ecclesial understanding of the Word of God, *the heritage of the faith, the doctrines of the church*, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.”

**C. MAICS**
1. “Graduates will participate in God’s mission and the ministries of the global Church *from a Wesleyan/Holiness* missiological perspective.”

**D. MATS**
(General Academic Track)
1. “Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.”
2. “Students will demonstrate the ability to *use the theological disciplines to reflect on and engage the world* as informed, thinking, Christian persons.”
(Research Track)
1. “Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies.”
Course Outcomes

1. Students will learn the broad outlines of the story of the course of the Reformations of the fifteenth and sixteenth centuries (demonstrated through critical reflection essays on assigned reading, class discussion, examination, and comprehensive research project/exam)

2. Students will be able to identify major persons involved in the reformation movements of the fifteenth and sixteenth centuries (demonstrated through critical reflection essays on assigned reading, class discussion, examination, and comprehensive research project/exam)

3. Students will be able to identify and explain central ideas and concepts defining the various movements for reform (demonstrated through critical reflection essays on assigned reading, class discussion, examination, and comprehensive research project/exam)

4. Students will be able to distinguish the variety of reforming movements and to accurately compare and contrast their features (demonstrated through critical reflection essays on assigned reading, class discussion, examination, and comprehensive research project/exam)

5. Students will be able to identify significant antecedents (movements, persons, ideas) of the Reformations of the fifteenth and sixteenth centuries (demonstrated through critical reflection essays on assigned reading, class discussion, examination, and comprehensive research project/exam)

6. Students will gain insight into the dynamic, ongoing interaction between Church and world, Christianity and culture, which characterizes the life of the Church in history (demonstrated through critical reflection essays on assigned reading, class discussion, examination, and comprehensive research project/exam)

7. Students will be able to identify and to critically evaluate the major consequences of the Reformations of the fifteenth and sixteenth centuries upon Christianity and “modern” and “post-modern” culture (demonstrated primarily through comprehensive research project/exam)

Required Texts & Course Materials

1. The Age of Reform, 1250-1550: An Intellectual and Religious History of Late Medieval and Reformation Europe, Steven Ozment.


4. The Ship of Fools, Sebastian Brant.
Course Outline
I. What Reformations? Historiographical Issues in the Study of Early Modern Christianity
II. Late Medieval Church and Culture in Europe
III. Voices and Movements for Change in the Fifteenth Century
IV. Reform in Germany
V. Reform in Switzerland I – Zwingli in Zurich
VI. The “Radical Reformations”
VII. Reform in Switzerland II – Calvin in Geneva
VIII. Reform in France and the Netherlands
IX. Reform in England and Scotland
X. Catholic Reform
XI. Legacies of the Reformations

Course Assignments & Requirements
1. Regular attendance and consistent participation in class discussions and other learning activities. Students are expected to attend class regularly and to be prepared to fully participate in class activities – especially scheduled class discussions of assigned reading (see the “Course Calendar” portion of the syllabus). Students that miss more than 20% of classes, or who are poorly prepared for class discussion may have their final grade significantly reduced (ref. course outcomes 1-7)
2. Completion of all assigned reading and submission of a written critical reflection essay, approximately 1,000-1,250 words in length, for each reading assignment (a total of 5 written reflection essays) (ref. course outcomes 1-7)

INSTRUCTIONS FOR CRITICAL REFLECTION ESSAYS

Each of the critical reflection essays referred to above ought to be approximately 1,000-1,250 words in length. The essays should include a brief summary of the content of the reading, but their main purpose is not summarization. Their main purpose is to interact critically with the content of the assigned book or books. Expected content would include: noting the author’s thesis (or theses) concerning the material presented; highlighting the most important ideas, developments, or persons discussed in the book (and some indication of why you consider these the most important); discussion of the implications of the information presented by the assigned material for understanding the topic under discussion; discussion of the possible implications of the information presented by the assigned material for understanding Christianity today; discussion of your own personal reactions to the material presented in the assigned reading, questions it raises for you, and ways in which the material challenges, confirms, confuses – or generally affects your understanding of the topic being examined.

All reading assignments include reading in more than one source. Students should thus make an effort to interact to some extent with each of the sources assigned.
3. Satisfactory completion of a written mid-term examination. **This examination will be available on Moodle during the week of October 29-November 4.** This examination will include both objective and essay questions and specific instructions concerning preparation for it will be given in class by the professor after the beginning of the semester (ref. course outcomes 1-7)

4. Satisfactory completion of a take-home comprehensive research project/final examination. The project/examination topics and detailed instructions for completing it are made available to students by week 4 of the course. Broadly speaking, this involves researching, reflecting, and responding in writing to a series of questions that address some major developments, issues, problems, or controversies relating to the course of the Reformations of the fifteenth and sixteenth centuries. These questions call for careful research and reflection, for carefully critical analysis and “using” and applying data and information to which students have been introduced by the assigned reading, instructor presentations/lectures, and other learning activities. **THIS RESEARCH PROJECT/EXAM IS DUE MONDAY, DECEMBER 10** (ref. course outcomes 1-7)

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
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<tr>
<td>Reading</td>
<td>60</td>
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<tr>
<td>Writing</td>
<td>25</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
<td>32</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>3</td>
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<td>TOTAL</td>
<td>159</td>
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### Method for Submitting Assignments

All written assignments should be submitted on the course site on NTS Moodle. There is a clearly-marked link for each of the class assignments where completed work may be posted, and accessed and evaluated by the instructor. **All critical reflection papers on the assigned reading are due by 1:00 p.m. of the day on which the assignment is due.** The semester research project is due by 11:55 p.m. of the day on which this assignment is due.

### Form and Style Expectations

There is no mandatory “style sheet” for this class. Students are, however, expected to **consistently** follow one of the standard forms for theses and term papers. The most current Turabian style manual is always an excellent choice.
**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

As stated above, all critical reflection papers are to be submitted on the course site on NTS Moodle by no later than 1:00 p.m. of the day on which the assignment is due. The semester research project is to be submitted on the course site on NTS Moodle no later than 11:55 p.m. of the day on which the assignment is due. Late work is reduced ½ letter grade for every three days (or portion thereof) overdue. **Missed exams may not be made up at another time unless arrangements are made in advance with the professor, and for an exceptionally urgent reason.**

**Course Grading**

For all written work, the following criteria are employed in evaluation and grading: 1) **“A” quality work** – is superior in every way – writing is clear, essentially without error in syntax, grammar, spelling, word usage, etc. – content evidences very careful reflection, insight, and original thought; 2) **“B” quality work** – is above average – writing is generally clear, with few errors in syntax, grammar, spelling, word usage, etc. – content evidences careful preparation and meets the minimum expectations of the assignment; 3) **“C” quality work** – average – writing is adequate, but may have errors – content is adequate – meets the minimum expectations of the assignment, but lacks insight and originality; 4) **“D” quality work** -- below average – writing is poor, marred with excessive errors – content evidences lack of insight or lack of understanding of the assigned material; 5) **“F” quality work** – failure to do satisfactory work – work evidences haste, lack of careful preparation, lack of basic understanding of the assigned material.

**FINAL GRADES IN THE COURSE WILL BE BASED ON THE FOLLOWING WEIGHTING OF ASSIGNMENTS:**

1. Regular attendance and consistent participation in class discussion and other learning activities **counts 15%** of the final grade.
2. The reading reports (5) together **count 40%** of the final grade.
3. The mid-semester exam **counts 20%** of the final grade.
4. The comprehensive research project/exam **counts 25%** of the final grade.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or
activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance (see “Course Assignments and Requirements” on p. 4 above).

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.
# Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Sept. 10-17</td>
<td>I. What Reformations? Historiographical Issues in the Study of Early Modern Christianity</td>
<td>Ozment, 1-155</td>
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<td>Sept. 17-24</td>
<td>II. Late Medieval Church and Culture in Europe <em>(Mon., Sept. 24 – discussion; critical reflection essay #1 due)</em></td>
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<td>Oct. 1-8</td>
<td>III. Voices and Movements for Change in the Fifteenth Century <em>(Mon., Oct. 8 – discussion; critical reflection essay #2 due)</em></td>
<td>Ozment, 155-222</td>
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<td>Oct. 8-29</td>
<td>IV. Reform in Germany <em>(Mon., Oct. 29 – discussion; critical reflection essay #3 due)</em></td>
<td>Ozment, 223-290</td>
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<td>Hendrix, 1-36</td>
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<td><em>Ship of Fools, ALL</em></td>
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<td><strong>MONDAY, OCT. 22</strong> <strong>READING AND RESEARCH WEEK – NO CLASS</strong></td>
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<td>Oct. 29-Nov. 5</td>
<td>V. Reform in Switzerland I – Zwingli in Zurich</td>
<td>Ozment, 290-339</td>
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<td>Hendrix, 69-86</td>
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<td>Hillerbrand, 104-167</td>
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<tr>
<td>Nov. 5-12</td>
<td>VI. The “Radical Reformations” <em>(Monday, Nov. 12 – discussion; critical reflection essay #4 due)</em></td>
<td>Ozment, 340-351</td>
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<td>Hendrix, 97-120</td>
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<td>Hillerbrand, 214-297</td>
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<tr>
<td>Nov. 12-19</td>
<td>VII. Reform in Switzerland II – Calvin in Geneva</td>
<td>Ozment, 352-380</td>
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<td>Hendrix, 87-96</td>
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<td>Hillerbrand, 170-211</td>
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<td>Nov. 19</td>
<td>VIII. Reform in France and the Netherlands</td>
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<td>Nov. 26</td>
<td>IX. Reform in England and Scotland <em>(Monday, Nov. 26 – discussion; critical reflection essay #5 due)</em></td>
<td>Ozment, 419-433</td>
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<td>Hillerbrand, 298-369</td>
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Dec. 3-10  X. Catholic Reform
Ozment, 397-418
Hendrix, 121-147
Hillerbrand, 416-479

Dec. 10  XI. Legacies of the Reformations
Ozment, 381-396,
434-438
Hendrix, 148-174