

THM SEMINAR ON THE REFORMATION

2HT801
June 2008

PROFESSOR: Ryan Reeves
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DATES: 16-20 JUNE 2008
Seminars 9-Noon
Tutorials 1-3

PLACE: RTS Seminar Room

COURSE DESCRIPTION:

This is a graduate seminar with three basic components -- lectures, student presentations and tutorials. This seminar is designed to introduce the graduate student to the historical contours and theological development of doctrine in the seventeenth century Reformation movement. It is the goal of this program to provide students with graduate level critical and analytical skills, a good broad background in the field of Reformation studies as well as a high level of competence in the area of their thesis research and primary sources.

TEXTBOOKS: Required

Students will be required to read the following books BEFORE the seminar:

Bradley, J.E. and Muller R.A. *Church History: An Introduction to Research, Reference Works and Methods* (Eerdmans, 1995)

Cameron, Euan, *The European Reformation* (Oxford, 1991)

McGrath, A.E. *Reformation Thought: An Introduction* (Blackwell, 3rd ed., 1999)

Recommended Reading:

McGrath, A.E. *Historical Theology: An Introduction to the History of Christian Thought* (Blackwell, 1998).

**COURSE
REQUIREMENTS:**

There will be **1 major research paper (20+ pages)** on a topic approved by professor. The complete first draft is due **11 August**. The final draft of research paper is due **29 August**.

There are also **two Response Papers (7-10 pages)** on the reading assignments, which are to be completed *BEFORE* the January session. Each paper is to be a formal, well-written, footnoted, balanced, summary, analysis and critical response to any two chapters from the assigned reading.

These response papers will be presented informally in the morning sessions and will provide the basis for seminar discussions. In afternoon tutorials, Professor will work with student to help (i) to assess and develop scholarly skills and (ii) to begin work on research paper for the seminar.

Student presentation (30 min) of the fruits of his/her Response Paper, followed by class discussion. Student to provide Dr. James's Assistant with a copy of presentation on first day of session. It will be photocopied and distributed to class.

The major research paper is 80% of the final grade. Each response paper will be 10% of the final grade.

SEMINAR

SCHEDULE: 9 am- Noon

16 June ----- Introduction: Late Medieval Context of the Reformation

17 June ----- Luther and Lutheranism

18 June----- Calvin and Calvinism

19 June ----- Anabaptism

20 June ----- Counter-Reformation

TUTORIALS: 1 PM – 3 PM in Professor's office

INTERNET SCHEDULE FOR January Session

<u>Week of 23 June</u>	Travel Week
<u>Week of 30 June</u>	3-5 page draft to Professor
<u>Week of 7 July</u>	Professor responds to Student Papers
<u>Week of 14 July</u>	5-7 pages to Professor
<u>Week of 21 July</u>	Professor responds to Student Papers
<u>Week of 28 July</u>	10-13 pages to Professor

Nota Bene:

Each student should also send a copy of this draft to all seminar participants for feedback

<u>Week of 4 Aug</u>	All Seminar participants provide feedback for Student Paper.
<u>Week of 11 Aug</u>	First Draft to Professor

Nota Bene:

Each student should also send a copy of this draft to all seminar participants for feedback

<u>Week of 18 Aug</u>	All Seminar participants provide feedback for Student Paper.
<u>Week of 25 Aug</u>	Final Draft due to Professor.

Final Draft due 29 August 2008

Nota Bene: All preliminary drafts will be via email. The final draft should be a hard copy of the paper and should be mailed to RTS by the due date. Address is: Dr. Frank A. James, Reformed Theological Seminary, 1231 Reformation Drive, Oviedo, FL. 32765.

Criteria for Evaluation of THM Papers

I. Grammar and Style (25%)

- * Is the text clean of spelling mistakes?
- * Is the text punctuated correctly?
- * Does the sentence structure consistently adhere to basic rules of good grammar?
- * Does the footnote/bibliographic apparatus follow Turabian consistently? (Turabian, A Manual for Writers).
- * Is the paper written in clear, straight-forward style of academic prose (e.g., the guidelines in Strunk and White, The Elements of Style)?

II. Organization (25%)

- * Is the subject of the paper clearly delimited? Is it significant, but still manageable?
- * Does the subject correspond to what was assigned in the syllabus?
- * Does the paper have a well-designed thesis statement and outline?
- * Does the running text of the paper adhere to the outline, and are the larger divisions of the paper clearly signposted?
- * Are the sentences and paragraphs of the text linked together clearly and in such a way that the thought of the student builds throughout the paper with continuity and coherence?

III. Clarity and Force of Argument (25%)

- * Is a convincing case made to support the thesis statement?
- * Is the evidence marshalled to support the argument used judiciously?
- * Where the student provides exposition or summary, does she/he do so succinctly and objectively?
- * Are opposing viewpoints treated fairly?
- * Is there evidence of mature Christian reflection on the subject matter?

IV. Research (25%)

- * Does the paper draw on primary sources for its main evidence?
- * Are the secondary sources selected and used judiciously?
- * Does the paper demonstrate sufficient depth and breadth of research, given the nature and level of the assignment?

Recommended Resources

Jacques Barzun and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace Jovanovich, latest edition).

Mary-Claire van Leunen, A Handbook for Scholars (New York: Alfred A. Knopf, 1979).

William Zinsser, On Writing Well (New York: Harper and Row, latest edition).