

# HT801 THM SEMINAR ON THE REFORMATION

RTS/Orlando

3-7 January 2011

**PROFESSOR:** Dr. Frank A. James III

**DATES:** 3-7 JANUARY 2011

**PLACE:** RTS Seminar Room

## **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)

Carter Lindberg, *The European Reformations* (Wiley-Blackwell, 2<sup>nd</sup> ed., 2010)

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).

All Required Texts are available through the online RTS Bookstore.

## **OBJECTIVES:**

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 sixteenth 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.

## **COURSE REQUIREMENTS:**

There will be **1 major research paper (20+ pages)** on a topic approved by professor. The complete first draft is due **28 Feb.** The final draft of research paper is due **18 March.**

There are also **two Response Papers (6-10 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 **a single chapter from any of the assigned texts. (That is-- a total of 2 response papers)**

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 presentations (30 min) of the fruits of his/her Response Paper, are followed by class discussion. Student should provide Mrs. Ceci Helm, Assistant to the Dean, 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:**

- 3 Jan ----- Introduction: Late Medieval Context of the Reformation
- 4 Jan ----- Luther and Lutheranism
- 5 Jan----- Calvin and Calvinism
- 6 Jan ----- Anabaptism
- 7 Jan ----- Counter-Reformation

**TUTORIALS:** 1 pm – 5 pm in Seminar Room

**INTERNET SCHEDULE for the Reformation Seminar**

Week of 10 Jan -----Travel Week

Week of 17 Jan-----Preliminary Outline to Professor

Week of 24 Jan -----Professor responds to Students

Week of 31 Jan ----- Research and writing

Week of 07 Feb----- Research and Writing

Week of 14 Feb----- 8 -10 pages to Professor

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

Week of 21 Feb-----All Seminar participants provide feedback for Student Paper.

Week of 28 Feb-----First Complete Draft to Professor

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

Week of 07 March-----All Seminar participants provide  
feedback for Student Paper.

Week of 14 March -----Final Draft due to Professor.

<b>Final Paper due 18 March 2010</b>
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***Nota Bene:*** All preliminary drafts and the final paper will be via email. A copy of the final draft should be mailed by the due date. Address is: Dr. Frank A. James, Gordon-Conwell Theological Seminary, 130 Essex St. South Hamilton, MA 01982 or [fjames@gcts.edu](mailto:fjames@gcts.edu).

## 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 marshaled 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).

