Introduction:
“The Reformation is Luther and Luther is the Reformation,” so says, James Atkinson. If that is the case, or even somewhat near to the truth, then a study of Martin Luther and his work as biblical expositor, preacher, confessor of the faith, polemicist and author of children’s catechisms is well worth the effort. This course is designed to give the student opportunity to explore through lecture and readings in primary texts, the fundamental concerns of Luther, the pioneer of the Reformation.

Course Objectives:
The course is organized around three basic goals:
1) To acquaint students with the basic “shape” and issues of Luther’s theology through class presentations and lecture.
2) To enable students to assess and “wrestle” with a selection of Luther’s most important writings through the reading of primary texts.
3) To allow students the opportunity to integrate their thinking on these subjects through supervised class discussion.

Course Requirements:
There are four requirements in the course:
1) Students are responsible for daily readings and are expected to attend lectures and participate through question and discussion.
2) Each student will write a 3 - 4 page response paper responding to Luther’s Freedom of a Christian (Lull 385ff.), Personal Prayer Book, 1522 (LW 43: 3 – 45), or A Simple Way to Pray (LW 43: 187 – 211). Due: Oct. 7th
3) Each student will write a 5 page interaction paper on one of the sessions of the Conference held on the campus of Gordon College November 14-16. For information www.gordon.edu/protestantism. Due: Nov. 21st
4) Each student will write a term paper of 12-15 pages on a topic approved by the professor. Due: Last Day of written work.

Reading Response:
The reading response must be a response to the text, rather than merely a summary or explication of the text. Students should seek to analyze the text as a whole, reflecting especially on key themes, arguments, issues, criticisms, and/or points that are of particular personal interest. The following examples of general critical questions may help guide your engagement with the text and the formulation of your response:

• What stands out to me? (Reflecting on interest)
• What surprises me? (Reflecting on distance)
• What puzzles me? (Reflecting on learning opportunities)
• What connections do I make? (Reflecting on integration)
• What implications are there? (Reflecting on application)

Grading Guidelines:

Your final grade for the course will be computed on the following basis:

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<th>Assignment</th>
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<tr>
<td>Response Paper</td>
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<td>Interaction Paper</td>
<td>25%</td>
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<td>Term Paper</td>
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Grading Scale:

“A” means conspicuous excellence; “B” means exceeding the minimum; “C” means satisfactory work; “D” means passing but unsatisfactory; and “F” means course has been failed.

Academic Standards:

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

Class Textbooks:


Schedule of Classes:  (subject to change*)

| Sept. | 16 | Syllabus distributed. About Reading Luther
Luther’s entire theology in one hour. |
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<td>23</td>
<td><strong>His Life and Times.</strong> Parts 1-3 Kittelson, 1-194. Kolb 1-41.</td>
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|       | 30 | **His Life and Times.** Parts 4-5 Kittelson, 195-300;
95 Theses, Lull, 33-46.
Luther’s Theology of the Cross. Lull, 47-74. |

| Oct.  | 7  | **Luther’s Decisive Turn to Reform**
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<td><strong>Luther on Scripture</strong></td>
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Reading Week Oct. 10 - 14  (be reading LW 26: 1-185)

28 Luther on Gospel

Nov. 4 Luther on Sacraments
“The Blessed Sacrament of the Holy and True Body of Christ, 1519,” “Confession concerning Christ’s Supper, Parts I and III”

11 Luther on Ministry

Reading Week Nov. 14-18

21 Luther on Ethics
“A Sermon on the Estate of Marriage,” “A Sermon on Preparing to Die,” “Temporal Authority: To What Extent It Should be Observed,” “To the Councilmen of All Cities in Germany That they Establish Schools,” “Whether One May Flee From a Deadly Plague,” Lull, 412-91.
“Whether Soldiers Too Can Be Saved,” “An Ordinance of the Common Chest”

28 Thanksgiving Weekend

Dec. 5 Luther on the Christian Life
Faith active in love: Christian Living on the Foundation of God’s Calling and Command. Kolb 172-199

12 Luther for Evangelicals
A discussion of how Luther challenges present- day Evangelicalism and how his theology might energize the Church once again.
A Short Selected Bibliography:  (Useful in researching your paper topic)


**Articles**

Apel, Dean. “Luther as Missiologian to the Jews.” *Dialog*, 35 (1996):


Possett, Franz. “‘Deification’ in the German Spirituality of the Late Middle Ages and in Luther: An Ecumenical Historical Perspective.” Archiv For Reformation History, 83/84 (1992-3): 103-25.


Tranvik, Mark D. “Luther on Baptism.” Lutheran Quarterly 13 (Spring 1999): 75-90.


Internet Resources:

www.iclnet.org Project Wittenberg is home to works by and about Martin Luther and other Lutherans
www.wittenberg.de  Lutherstadt Wittenberg with a virtual tour of the city, Castle church, museum, and brief biographies of Reformation characters.

www.luthersem.edu/library/homerbr.htm  The Homepage for the Lutheran Brotherhood Foundation Reformation Library. Other links will connect you to libraries, etc…

www.st-and.ac.uk  The Reformation Studies Institute Homepage at St. Andrews University, Scotland.