Instructor: Dr. Ryan Reeves

Contact Information: rreeves@gordonconwell.edu

Office Hours: Dr. Reeves will take questions regarding any aspect of the course inside the General Questions forum. If you have a question of a more personal nature, Dr. Reeves is available by email.

Also, if you have a course question that is more urgent and needs a response within 24 hours, it would be best to submit this question via email, in case Dr. Reeves has not scheduled to check Sakai that day.

Course Description:
The writings of Luther and Calvin shaped the earliest years of the Protestant Reformation and continue to inform and influence Protestantism to this day. Their writings continue to be sources of inspiration and deep thinking and a number of denominations draw direct influence from one or both of these men. The purpose of this course is to engage the writings and thinking in the writings of Martin Luther and John Calvin to gain a better understanding of their theology. The course will focus on the primary readings of both authors and will train the students in how to compare and contrast competing ideas between two thinkers who seem to have similar ideas.

Gordon-Conwell Mission:
This course satisfies the following institutional learning objectives:

- To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. (Article 2)

Course Learning Objectives:
The primary goal of the course is to use the writings of Luther and Calvin to formulate and standardize the skills needed to do historical theology. The method applied in this course will be to explore the theological writings of both Luther and Calvin and then use them as case studies for engaging crucially with the past. This class will achieve these goals through three key steps in the lectures:

- **Describe** and **defend** various approaches to historical theology, especially in light of engaging historic works of theology.
- **Familiarize** yourself with a representative sample of Luther’s and Calvin’s theological writing.
- **Apply** the tools of historical-theological analysis to the theological writings of Luther and Calvin.
- **Identify** the key dialogue partners of Luther and Calvin respectively and **illustrate** their influence on each theologian’s thinking.
• **Differentiate** between Luther’s and Calvin’s own thinking and the theological traditions which bear their names.

• **Compare and contrast** Luther and Calvin on doctrines central to the Protestant Reformation.

**Lesson Topics:**
This course is 14 weeks long, with 13 lecture weeks and the final week set aside for writing the final paper. The first 13 weeks are divided into three modules of one week each, as follows:

**Module 1: Studying the Past (1 week)**
- Week 1: The Task of Historical Theology

**Module 2: Martin Luther (5 weeks)**
- Week 2: Young Man Luther
- Week 3: Reformation Breakthrough
- Week 4: Luther the Outlaw
- Week 5: Shaping Lutheranism
- Week 6: Applying Luther

**Module 3: John Calvin (5 weeks)**
- Week 7: Young Calvin
- Week 8: Conversion and Exile
- Week 9: The Genevan Pastor
- Week 10: Later Battles
- Week 11: Applying Calvin

**Module 4: Luther and Calvin in Dialogue (3 weeks)**
- Week 12: Salvation and the Law
- Week 13: Church and Culture
- Week 14: Luther and Calvin in Dialogue

**Required Materials:**

**Course Requirements:**
Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The following chart indicates how various course elements proportionately relate to the overall course grade. Students will be required to watch all the lectures and read each of the assigned books. There will also be a major comparative paper. The grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Lectures</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>15%</td>
</tr>
</tbody>
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Learning Activities:

Reading and Video Lectures
You will have lectures and readings assigned weekly. **You may do the readings before during or after the video lectures, and may choose to read ahead in order to get a running start at the course.** As the reading for this course is very heavy, especially in the final weeks of the course, you are encouraged to try and get and head start.

To receive credit for the reading and video lectures it is mandatory that students read all of the assigned books and watch all of the lectures for the course. The grade will be assessed on an 'all or nothing' basis: to get credit, students must complete the reading and lecture videos entirely.

*A reading report and video lectures report must be uploaded to the Assignments tool in Sakai by the last day of the course at 11:55 pm EST. The proper forms for the reports may be downloaded from respective assignment in the Assignments tool or by navigating to the "Reports" folder inside the Resources tool. Microsoft Word and PDF formats are both available.*

Journal Analyses
After reading the assigned writings in a given week, you will post in the Blogs tool in Sakai a 400-800 word (about 1-2 pages typed) analysis of a single component of the week’s readings. Isolate a three to six sentence of the reading which contains a crucial component of the larger argument or idea being presented, and summarize it in your own words, analyze the key elements of the argument, identify any major underlying assumptions, and briefly relate it to the whole. In addition, you may critique the merits of the argument or idea presented and/or identify any questions you believe it leaves outstanding.

There is assigned reading in 10 of the 14 weeks, you should have 10 entries in your journal by the end of the course. However, you will have one entry due each week there is reading assigned. These will be graded according to the **Journal Analyses Rubric**.

*These journal analyses will be posted in the Blogs tool by the end of the day Monday, 11:55 pm EST, in a given week.*

Discussion Forums
As you read, view/listen, and learn, you must interact with other students through discussion forums, including a Seminar Forum towards the end of the course. Your participation in these forums will be graded on the basis of criteria described in the **Discussion Forum Rubric** available in the Resources tool.

Comparative Paper
The paper will be a comparative paper in which students will explore a theological idea in the writings of Luther and Calvin. The paper will be 17+ pages (not including title
The paper must be uploaded to the Assignments tool in Sakai by last day of the course at 11:55 pm EST.

Grading Policy
The reading and lecture report will be graded on an "all or nothing" basis. As these components of the course together make up a fifth of the overall course grade (20%, see chart above), you are highly encouraged to finish them in their entirety. The Journal Analysis, Forums, and Comparative Paper assignments will be graded according to the criteria set forth in their respective grading rubrics. All grading rubrics can be found in the Grading Rubrics folder inside the Resources tool in Sakai.

Grading Scale
Grading Scale (point values and definitions of letter grades can be found in the "Grading Scale" section of the Gordon-Conwell Student Handbook):

A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0.0

"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."

Course Policies:

Instructor Feedback
I will attempt to respond to questions or messages within 24-48 hours, excluding Sundays. I will also do my best to provide feedback on assignments within one week of submission and post grades on Sakai within 1 week of submission. The exception to this will be the paper, which I will provide more extensive feedback on, and which may take up to 6 weeks to grade entirely for the course.

Document Formatting and Submission
Assignments must be submitted electronically by posting on the Sakai site. Hard-copies will not be accepted. The Journal Analysis and Final Paper must be in MS-Word format (.doc or .docx). Assignments should be double spaced with 1" margins on all sides of each page, and should be printed in Times New Roman 12 point type. Citations must be in Turabian format. Any failure to use these formatting or citation rules will result in grade reduction of half a letter grade for minor errors (e.g. wrong margins) or a full grade for major errors (e.g. wrong citations).

Late Work
All late work will be penalized the equivalent of one letter grade per week beyond the due date, unless arrangements are made ahead of time. Extenuating circumstances will be considered as appropriate. Work turned in later than Monday, December 15th, will normally require that an extension be approved by the Seminary. If you anticipate a problem, contact me as soon as possible.
Netiquette
Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: http://www.albion.com/netiquette.

Additional Seminary Policies

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.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Grades are posted on line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade. Note that the final grade posted in Sakai is not official; the official final grade will be posted in the CAMS student portal.

Contacting the Semlink Office
email: semlink@gordonconwell.edu
phone: 978-646-4144 (office hours only)
Office hours: 9:00 am - 12:00 pm and 1:00 pm to 4:00 pm, Monday through Friday.