

# McGill University

## Faculty of Religious Studies

RELG 423

### REFORMATION THOUGHT

A survey of principal themes in the thought of some major theologians of the Reformation of the sixteenth century.

Birks Building, Room 105  
Tuesdays/Thursdays 11:30 am–1:00 pm

Professor: Torrance Kirby [torrance.kirby@mcgill.ca]  
Office Hours: Birks 206, Tuesdays/Thursdays 10:00–11:00 am

### COURSE SYLLABUS—WINTER TERM 2019

<i>Date</i>	<i>Reading</i>
8 January	INTRODUCTION
10 January	<b>I. PRECURSORS OF THE REFORMATION</b> LATE-MEDIEVAL MYSTICAL SPIRITUALITY Meister Eckhart, <i>Sermons and Tractates</i> (1327)
15 January	<i>DEVOTIO MODERNA</i> Thomas à Kempis, <i>The Imitation of Christ</i> (c. 1415)
17 January	RENAISSANCE NEOPLATONISM Giovanni Pico della Mirandola, <i>Oration on the Dignity of Man</i> (1486)
22 January	CHRISTIAN HUMANISM Desiderius Erasmus, <i>Handbook of the Christian Knight</i> (1501)
24 January	<b>II. LUTHER'S THEOLOGICAL REVOLUTION</b> JUSTIFICATION BY FAITH ALONE Martin Luther, <i>Sermon on Two Kinds of Righteousness</i> (1519)
29 January	<i>SOLA SCRIPTURA</i> : LUTHER'S HERMENEUTICS Martin Luther, <i>Prefaces to the Old and New Testaments</i> (1522, 1523) <i>A Brief Instruction of what to look for and expect in the Gospels</i> (1521) <i>Preface to the Wittenberg Edition of Luther's German Writings</i> (1539)
31 January	TWO KINGDOMS Martin Luther, <i>The Freedom of a Christian</i> (1520)
5 February	CALL TO REFORM Martin Luther, <i>To the Christian Nobility of the German Nation</i> (1520)
7 February	<b>III. SWISS REFORM</b> BREAKING THE SILENCE Argula von Grumbach, <i>Letter to the Rector and Faculty of the University of Ingolstadt</i> (1523) <b>*Confirm Mid-Term Essay Topics</b> <b>Please consult the Style Sheet (p. 7), essay-writing guidelines (p. 13), and evaluation rubric (p. 15) below.</b>
12 February	DIVINE SOVEREIGNTY Huldreich Zwingli, <i>An Account of the Faith of Huldreich Zwingli</i> (1530)
14 February	STATE CHURCH Heinrich Bullinger, <i>Of the Holy Catholic Church</i> (1551) <b>*Mid-term Papers (1000-1200 words) due at beginning of class.</b>

*Date**Reading*

19 February	<p><b>IV. RADICAL VS. MAGISTERIAL REFORM</b>            STRIPPING THE ALTARS            Andreas Bodenstein von Karlstadt, <i>On the Removal of Images</i> (1522)  <b>Paper Conferences to be scheduled for week of 23 February.</b></p>
21 February	<p>A SEPARATE CHURCH            Michael Sattler, <i>Schleitheim Articles</i> (1527)  <b>*Paper Conferences begin this week, Birks Building, Rm. 206.</b></p>
26 February	<p>MAGISTERIAL RESPONSE            Philipp Melanchthon, <i>Loci Communes</i> (1555)</p>
28 February	<p>PROTESTANT HUMANISM            Martin Bucer, <i>De Regno Christi</i> (1550)</p>
2—10 March	<p><b>MID-TERM READING BREAK</b></p>
12 March	<p><b>V. COUNTER REFORMATION</b>            CATHOLIC REFORM  <i>Canons and Decrees of the Council of Trent</i> (1547)            Pope Pius IV, <i>The Tridentine Creed</i> (1564)</p>
14 March	<p>SOCIETY OF JESUS            Ignatius of Loyola, <i>Spiritual Exercises</i> (1548)  <i>Letter to the Fathers and Brothers of Coimbra</i> (1547)  <b>*Mid-term Examination</b></p>
19 March	<p>COUNTER-REFORMATION DEVOTION            Teresa of Ávila, <i>The Way of Perfection</i> (1573)</p>
21 March	<p><b>VI. SYSTEMATIC REFORM</b>            PROTESTANT SCHOLASTICISM            Peter Martyr Vermigli, <i>Commentary on the Nicomachean Ethics</i> (1563)  <i>On St. Paul's Epistle to the Romans</i> (1558)</p>
26 March	<p>SYSTEMATIC THEOLOGY I: GOD THE CREATOR            John Calvin, <i>The Institute of the Christian Religion</i> (1559)            Prefatory Epistles; <i>Institute</i> 1.1.1 - 1.3.3</p>
2 April	<p>SYSTEMATIC THEOLOGY II: THE HUMAN CONDITION            Calvin, <i>Institute</i> 2.1.1-11; 2.2.12-27; 2.3.1  <b>*Confirm Term Essay Topics</b>  <b>Please consult the Style Sheet (p. 7), essay-writing guidelines (p. 13), and evaluation rubric (p. 15) below.</b></p>
4 April	<p>SYSTEMATIC THEOLOGY III: THE BENEFITS OF CHRIST            Calvin, <i>Institute</i> 2.6.1; 3.1.1-4; 3.11.1-4; 3.11.23; 3.19.1-7</p>
9 April	<p>SYSTEMATIC THEOLOGY IV: EXTERNAL MEANS OF GRACE            Calvin, <i>Institute</i> 3.19.15 &amp; 16; 4.1.1-28</p>
11 April	<p><b>VII. REFORMATION IN ENGLAND</b>            ROYAL SUPREMACY            Richard Hooker, <i>Of the Lawes of Ecclesiasticall Politie</i> (1593)  <b>*Term Essays (2500-3000 words) due at beginning of class.</b></p>

**EVALUATION**

Preparation of texts and participation in seminar discussion: 40%

Mid-term Paper and Conference: 20%

Mid-term Examination: 15%

Term Essay: 25%

Absence Policy: maximum of three unexcused absences permitted

Resolution passed by the McGill Senate, 29 January 2003: "McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information)."

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

**SOURCES ONLINE**

The Anabaptists. <http://www.gty.org/~phil/anabapt.htm>

Calvin. <http://www.smartlink.net/~douglas/calvin/>

*Christian Classics Ethereal Library*: <http://ccel.wheaton.edu/>

Counter Reformation.

[www.educ.msu.edu/homepages/laurence/reformation/Counter/Counter.Htm](http://www.educ.msu.edu/homepages/laurence/reformation/Counter/Counter.Htm)

*Medieval Sourcebook*, Paul Halsall, ed. <http://www.fordham.edu/halsall/sbook.html>

*Modern History Sourcebook*, Paul Halsall, ed. [www.fordham.edu/halsall/mod/modsbook1.html](http://www.fordham.edu/halsall/mod/modsbook1.html)

*ORB: The On-line Reference Book for Medieval Studies*. <http://orb.rhodes.edu/>

*Project Wittenberg* (Luther).

<http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-home>

*Reformation Guide*. <http://www.educ.msu.edu/homepages/laurence/reformation/index.html>

*Reformation Ink*. <http://www.markers.com/ink/tcdoctrine.htm>

Reformation (MUN). <http://www.mun.ca/rels/reform/index.html>

Richard Hooker. <http://www.luminarium.org/renlit/hooker.htm>

Texts of the Protestant Reformation. <http://history.hanover.edu/early/prot.html>

*World-wide Encyclopedia of Christianity*. <http://www.ccel.org/php/wwec.php>

**BIBLIOGRAPHY OF SOURCEBOOK TEXTS**

Thomas à Kempis, *The Imitation of Christ*.

New York: Alba House, 1996.

<http://ccel.wheaton.edu/kempis/imitation/imitation.html>

*Theologia Germanica*.

Translated by Susanna Winkworth. London: Longmans, 1854.

[http://ccel.wheaton.edu/t/theo\\_ger/theologia.htm](http://ccel.wheaton.edu/t/theo_ger/theologia.htm)

Giovanni Pico della Mirandola, *Oration on the Dignity of Man*.

Translated by Charles Glenn Wallis. Indianapolis: Hackett, 1998.

<http://www.physics.wisc.edu/~shalizi/Mirandola/>

Desiderius Erasmus, *The Handbook of the Christian Knight*.

Erika Rummel, *The Erasmus Reader*. Toronto: University of Toronto Press, 1995.

Martin Luther, *Two Kinds of Righteousness*.

Timothy F. Lull, editor. *Martin Luther's Basic Theological Writings*. Minneapolis: Fortress Press, 1989.

Martin Luther, *Prefaces to the Old and New Testaments* (1522, 1523)

*A Brief Instruction of what to look for and expect in the Gospels* (1521)

*Preface to the Wittenberg Edition of Luther's German Writings* (1539)

Timothy F. Lull, editor. *Martin Luther's Basic Theological Writings*. Minneapolis: Fortress Press, 1989.

Martin Luther, *The Freedom of a Christian*.

Henry Wace and C. A. Buchheim, *First Principles of the Reformation*. London: John

- Murray, 1883. <http://www.fordham.edu/halsall/mod/luther-freedomchristian.html>
- Martin Luther, *A Letter to the Christian Nobility of the German Nation*.  
<http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-luther.html#sw-nobility>
- Huldreich Zwingli, *An Account of the Faith of Huldreich Zwingli*.  
Edward Furcha and Wayne Pipkin, editors. *Huldrych Zwingli: Writings*. 2 vols. Allison Park, Pa.: Pickwick Publications, 1984.
- Heinrich Bullinger, *Of the Holy Catholic Church*.  
G. W. Bromiley, ed. *Zwingli and Bullinger*. Library of Christian Classics, vol. 24. Philadelphia: Westminster Press, 1953.
- Huldreich Zwingli, *Exposition of the Articles*.  
See above.
- Andreas Bodenstein von Karlstadt, *Stripping the Altars*.  
Edward Furcha, ed. and transl. *The Essential Carlstadt*. Waterloo, Ont.: Herald Press, 1995.
- Michael Sattler, *The Schleithem Confession*.  
Mark A. Noll, editor. *Confessions and Catechisms of the Reformation*. Grand Rapids, Mich.: Baker Book House, 1991.  
<http://www.anabaptists.org/history/schleith.html>
- Philip Melancthon, *Loci Communes*.  
Clyde L. Manschreck, editor and translator. *Melancthon on Christian Doctrine: Loci Communes, 1555*. New York: Oxford University Press, 1965.
- Martin Bucer, *De Regno Christi*.  
Wilhelm Pauck, editor. *Melancthon and Bucer*. Library of Christian Classics, vol. 19. London: SCM Press, 1969.
- Canons and Decrees of the Council of Trent*.  
Norman P. Tanner, editor. *Decrees of the Ecumenical Councils*. London: Sheed & Ward; Washington, DC: Georgetown University Press, 1990.  
<http://history.hanover.edu/early/trent.htm>
- Pope Pius IV, *The Tridentine Creed*.  
<http://www.newadvent.org/fathers/0808.htm>
- Ignatius of Loyola, *Spiritual Exercises*.  
<http://www.ccel.org/pager.cgi?file=i/ignatius/exercises>
- Ignatius of Loyola, *Letter to the Fathers and Brothers of Coimbra*.  
*Letters and Instructions of St. Ignatius Loyola*, transl. by D.F. O'Leary. London: Manresa Press, 1914.
- Teresa of Ávila, *The Way of Perfection*.  
<http://www.ccel.org/t/teresa/way/main.html>
- Peter Martyr Vermigli, *Commentary on the Nicomachean Ethics*.  
*On St. Paul's Epistle to the Romans and On the Two Books of the Prophet Samuel*.  
Joseph C. McLelland, translator and editor. *Peter Martyr Vermigli: Philosophical Works*. The Peter Martyr Library, vol 4. Kirksville: Sixteenth Century Essays and Studies, 1996.
- John Calvin, *Institutes of the Christian Religion*.  
Edited by John T. McNeill. Translated by Ford Lewis Battles. Library of Christian Classics, vv. 20-21. Philadelphia: Westminster Press, 1960.
- An Exhortation Concerning Good Order and Obedience to Rulers and Magistrates*.  
Thomas Cranmer et al. *Certain Sermons Or Homilies Appointed to Be Read in Churches in the Time of Queen Elizabeth*. London: SPCK, 1890.
- Richard Hooker, *Of the Lawes of Ecclesiasticall Politie*.  
*The Folger Library Edition of the Works of Richard Hooker*, gen. ed. W. Speed Hill. 7 vols. Cambridge, Mass.: The Belknap Press of Harvard University Press, 1977-97.

**SELECT BIBLIOGRAPHY**

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- Ahlgren, Gillian T. W. *Teresa of Ávila and the Politics of Sanctity*. Ithaca, NY: Cornell University Press, 1996.
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- . *Ethics of Martin Luther*. Philadelphia: Fortress Press, 1972.
- Anderson, Marvin Walter. *Peter Martyr, a Reformer in Exile (1542-1562): a Chronology of Biblical Writings in England & Europe*. Nieuwkoop: De Graaf, 1975.
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- . *Reformed Ecclesiology: Trinitarian Grace According to Calvin*. Princeton, NJ: Princeton Theological Seminary, 1994.
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- \*Cross, F. L. and E. A. Livingstone. *Oxford Dictionary of the Christian Church*. Third Edition. Oxford: OUP, 1997.
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- . *The Essential Carlstadt*. Waterloo: Herald Press, 1995.
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- . *Luther's Theology of the Cross*. Oxford: Blackwell, 1985.
- . *A Life of John Calvin: a Study in the Shaping of Western Culture*. Cambridge, Mass.: Basil Blackwell, 1990.
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# McGILL UNIVERSITY

## Faculty of Religious Studies

# STYLE SHEET

### ESSAYS AND TERM-PAPERS

Individual professors will specify the length of papers, though the text of term-papers, excluding endnotes and bibliography, is usually fifteen (15) to twenty (20) pages (3750 to 5000 words) long.

Individual professors will also generally give specifications about research protocols and methodologies.

In the Human Sciences, there is an increasing tendency to use the "author-date" system of documentation. This is rapidly replacing the older "footnote-bibliography" system and is recommended by this style sheet. The author-date system is more efficient and takes up less space. Instead of footnotes or endnotes, all references are placed within the body of the paper by noting in brackets simply the author's name, the date of publication when necessary, and the page number(s). A List of References with full bibliographic data is then given at the end of the paper. (Examples are given below in sec. IV A-C).

Since some professors may wish to retain the footnote-bibliography system, section IV D below gives examples for this kind of procedure.

### RESPONSIBILITY

Students are responsible for checking the accuracy of all citations and quotations in their papers.

Failure to document a paper properly may result in a charge of plagiarism, which is a serious offence and grounds for expulsion from the University. Plagiarism is the unacknowledged use of another person's words or ideas, usually those which have appeared in published form. Sometimes inexperienced students mistakenly think that research consists in copying out information from encyclopaedias and other reference works. Not only is this not what research is, it technically constitutes plagiarism if the resource works are not properly acknowledged. Research is the collection of data for purposes of the development, clarification, and support of one's own ideas and arguments. A research paper is the report on the results of this kind of investigation.

### STYLISTIC GUIDELINES FOR TYPESCRIPTS

#### **Title-page**

For a short paper, type the title two (2) or three (3) inches from the top of the page on which the paper begins, double space, and type the student's name, double space again, and start the paper. For a longer paper use a title page, including title, writer's name and student number, course number and name, and date. In this case the title does not appear on the first page of the text.

## Page Numbers

The title page, the preface and the table of contents, when used, are unnumbered, as is the first page of the text. Each succeeding page is numbered with an Arabic numeral beginning with page 2. Numerals should be placed in the top right-hand corner, one inch (26 mm) from the top and side edges of the paper. No abbreviations, such as p. or pg., should be used with the numeral.

## Format

All papers should be typed double-spaced on one side of the page with adequate margins (1 1/2 inch, 38 mm, for top, bottom, and left-hand margins; 1 inch, 26 mm, for right hand margin). Double-spacing should be used throughout, except for extended quotations, endnotes, and the List of References, which are single-spaced with a double space between separate items. Paragraph indentations should be eight (8) spaces.

## Spelling

Following standard Canadian usage, spelling should conform to the Oxford English Dictionary (i.e. "British" spelling). Please note that the O.E.D. prefers the ending -ize to -ise for verbs and related formations: civilize, not civilise; civilization, not civilisation.

For students trained to use American spelling, usage should conform to Webster's Third International Dictionary. What should be avoided is mixing the two spelling systems. If the student uses a word-processor with a spelling check, the system of spelling for which the check is programmed should be determined and followed consistently.

## Punctuation

Punctuation should be light and follow the rules of grammar rather than the way in which you hear the text in your head. In practice this means eliminating most non-grammatical commas.

Double quotation marks should be used exclusively, except for quotations within quotations, where single quotation marks are used. Full-stops and commas at the end of a quotation should be placed within the closing quotation marks regardless of whether they belong to the quotation or not; colons and semicolons should be placed outside the closing quotation marks. An exception to this rule is when a reference in brackets occurs immediately after the quotation. In this case there is no final mark of punctuation, the quotation marks close the quotation, the reference is given in brackets, and the sentence ends with a full-stop, thus "... irrational rules of uncleanness" (Douglas 1966, 13).

Square brackets are used for parenthetical material within round brackets.

See also Abbreviations, sec. IV D 2 below.

## Quotations

Short quotations should be included within the body of the text and enclosed in double quotation marks. Longer quotations (over five lines) should be set off from the body of the text as a block quotation by indenting five spaces and single spacing. In the latter case, quotation marks should not be used unless they belong to the passage quoted. Verse quotations should be centred on the page.

## Dates

Dates should be given in the order: day, month, year (e.g. 21 March 1685). The abbreviations B.C.E. and C.E. are recommended, though B.C. and A.D. may be used. A.D. always precedes the year.

## References

In the author-date system all footnotes should be eliminated. The material that would go into them should either be incorporated into the main text or be deleted. All references must be

included in short form within term-papers, with full bibliographic data given in the List of References at the end.

For a quotation within the text, the reference is given in brackets immediately after the quotation.

In the case of reference to a single book or article by a single author, the author's surname and the page number(s) of the book or article are placed within the brackets, e.g. (Maritain 74-75).

Where more than one book or article by a single author is cited, the date of publication of each work is placed immediately after the author's surname, e.g. (Douglas 1966, 13). For more than one item for the same year, the letters a, b, c, etc are placed after the date.

If reference is made to more than one author with the same surname, the author's initials or first name is placed before the surname, e.g. (Mary Douglas 70).

If a work in more than one volume is cited, the volume number is given in upper-case Roman numerals immediately before the page number(s) and followed by a comma, e.g. (Brown II, 101-102).

For works by two authors or editors, both surnames are cited, followed by the page number(s), e.g. (Morton and McLeman 45). When there are three or more authors or editors, the surname of the first author is cited, followed by the Latin phrase *et al.* (Kee *et al.* 40-41).

In the case of well-known general reference works, such as *The Encyclopaedia Britannica* or the *Oxford English Dictionary*, no information need be given in brackets in the text of the paper. It is sufficient merely to name the work quoted. For signed articles in more specialized reference works, such as the *Encyclopedia of Religion* or the *Encyclopedia of Philosophy*, the author's name and the volume and page numbers are given, e.g. (Joy VII, 105-06). In both cases, the reference sources are included in the List of References at the end of the paper. For examples see IV C 6 below.

Since classical and biblical texts are not copyrighted, they can be cited in brackets in the text of a paper without the usual reference apparatus. Where, however, particular editions of classical and other ancient texts are used, these should be included in the List of References. The translation of the Bible that is being cited should be mentioned in the text of the paper; if more than one translation is used, this can be noted in brackets after the reference, e.g. Mt 25:31-46 (RSV) = Matthew 25:31-46 (Revised Standard Version). It is advisable to use abbreviations, but they should follow a standard and consistent system. For biblical citations, consult *New Testament Studies* 34, 3 (1988): 476-79 and *Journal of Biblical Literature* 107, 3 (1988): 579-96 (the latter also provides citation forms for pseudepigraphal and early patristic texts, Targums, Talmud, Nag Hammadi and Qumran texts). For classical Greek and Latin texts, the abbreviations listed at the beginning of the *Oxford Classical Dictionary*, 2nd ed., are recommended. See IV C 7 below.

Full bibliographic data for books and articles are given in a list at the end of the term-paper and are arranged alphabetically by the authors' surnames.

The following examples may prove helpful.

#### **A. Internal References**

##### *One book by one author*

"The serpent indeed was persuasive, as the Bible reports" (Brams 22).

##### *More than one book by one author*

"Robertson Smith used the idea of survivals to account for the persistence of irrational rules of uncleanness" (Douglas 1966, 13).

"Social intercourse requires that unintended or irrelevant organic processes should be screened out" (Douglas 1973,100).

*One article by one author*

"You might expect that English writers would partake of the national character, at any rate to the extent of dodging discussion of the metaphysics of their form" (Kermode 62).

*More than one article by one author*

"Writing and text are not one and the same problem" (Ricoeur 1975-76, 17).

"It is the naming of God by the biblical texts that specifies the religious at the interior of the poetic" (Ricoeur 1979, 219).

### **B. Corresponding List of References at End of Papers**

Brams, Steven J. *Biblical Games: A Strategic Analysis of Stories in the Old Testament*. Cambridge, Mass.: The MIT Press, 1980.

Douglas, Mary. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge and Kegan Paul, 1966.

\_\_\_\_\_. *Natural Symbols: Explorations in Cosmology*. Harmondsworth: Penguin Books, 1973.

Kermode, Frank. "The House of Fiction: Interviews with Seven English Novelists." *Partisan Review* 30 (1963): 61-82.

Ricoeur, Paul. "Philosophical Hermeneutics and Theological Hermeneutics." *Studies in Religion/Sciences Religieuses* 5 (1975-76): 14-33.

\_\_\_\_\_. "Naming God." *Union Seminary Quarterly Review* 34 (1979): 215-27.

N.B. Bibliographic entries are arranged alphabetically by author's surname. For more than one entry under the same surname, the items are arranged chronologically. Alternatively, they may be arranged alphabetically by the initial letter of the first main word of the title ("A" and "The" excluded). For short papers, however, chronological arrangement is recommended. A common practice is to displace the date of publication to immediately after the author's surname. In this case, the publication date is not repeated after the name of the publisher or the journal number.

### **C. Some Special Cases**

*A work by more than one author*

Kee, Howard Clark, Franklin W. Young, and Karlfried Froelich. *Understanding the New Testament*. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

*A Translation*

Maritain, Jacques. *Art and Scholasticism and The Frontiers of Poetry*. Trans. Joseph W. Evans. New York: Charles Scribner's Sons, 1962.

*A work in more than one volume (also an example of a reprint of an older edition)*

Hoffding, Harald. *A History of Modern Philosophy*. Trans. B.E. Meyer. 2 vols. 1900; rpt. New York: Dover, 1955.

*An edited collection of articles*

Tennyson, G.B., and Edward E. Ericson, Jr., eds. *Religion and Modern Literature: Essays in Theory and Criticism*. Grand Rapids: William B. Eerdmans, 1975.

*A single article from an edited collection*

Kaufman, Maynard. "J.F. Powers and Secularity." In *Adversity and Grace: Studies in Recent*

*American Literature*. Ed. Nathan A. Scott, Jr. Chicago: University of Chicago Press, 1968, pp. 163-81. Entries and articles in Encyclopaedias and Dictionaries

### General

*Oxford English Dictionary*. 1933 ed. s.v. "Structure," 3d.

*Encyclopaedia Britannica*. 1967 ed. s.v. "Phenomenology." XVII, 810-12.

### Specialized

Joy, Morny. "Images: Images and Imagination." *The Encyclopaedia of Religion*. New York: Macmillan, 1987. VII, 104-09.

Biblical and Classical Texts

### Biblical

Gen 1:2; Exod 3:4, 6, 8 and 13:9-14:4; Mt 23:23-24, 29-33; Lk 16:19-31; 2 Cor 1:3-4. KJV=King James Version; RSV=Revised Standard Version; NEB=New English Bible; JB=Jerusalem Bible

### Classical

Homer, II. XVI. 6-19; Od. I. 1-5. Ovid, Met. X. 79-85. References to Plato should be included in the text, using the Stephanus pagination (e.g. Symposium I 79e-180b), though if a translation is used it should be listed in the References. Likewise, for Aristotle the Bekker pagination is used (e.g. Pol. 1336b12-20), often with the book and chapter numbers prefixed and followed by a colon (e.g. Eth. Nic. VI.I, 1130a2-17). Again, translations should be included in the List of References.

## D. Use of the Footnote-Bibliography System

### Format

When this system is used, footnotes are numbered consecutively through the paper. They may be placed either at the bottom of each page, beneath a line drawn for twenty spaces, or at the end of the paper. In the latter case, they are simply Notes or Endnotes.

Foot- or endnotes should be single-spaced with double spacing between each entry. Notes of this type are punctuated as a single sentence, without inversion of the author's names. Examples:

### Book

1 Steven J. Brams, *Biblical Games: A Strategic Analysis of Stories in the Old Testament* (Cambridge, Mass.: The MIT Press, 1980), pp. 22-23.

### Article

2 Paul Ricoeur, "Naming God," *Union Seminary Quarterly Review* 34 (1979): 215.

Observe the following characteristics:

The same indentation as for paragraphs (8 spaces) is used.

The number is placed half a space above the author's first name, or superscript is used.

The normal order of names is used; i.e. first name, or initials, surname.

A comma follows the author's name.

The title of a book is underlined, while the title of an article is placed in double quotation marks.

In the case of a book, there is no comma between the title and the publication data given in brackets.

In the case of an article, a comma is used after the title and within the closing quotation marks.

For books, the publication data are enclosed in round brackets in the order: first-listed place of publication (followed by a colon), publisher (followed by a comma), date of publication (which is always the date following the copyright symbol on the back of the title page; in the case of a revised edition, it is the second or latest copyright date).

For articles, the name of the journal follows the title of the article and is underlined; it is followed by the volume number of the journal in Arabic numerals (convert Roman numerals to Arabic), the year of the journal in brackets, a colon, and the page number(s) without the abbreviation p. or pp.

### Further examples

An edited collection of articles

3 G.B. Tennyson and Edward E. Ericson, Jr. eds., *Religion and Modern Literature: Essays in Theory and Criticism* (Grand Rapids: William B. Eerdmans, 1975), pp. 53-54.

An article from an edited collection

4 Maynard Kaufman, "J.F. Powers and Secularity," in *Adversity and Grace: Studies in Recent American Literature*, ed. Nathan A. Scott, Jr. (Chicago: University of Chicago Press, 1968), p. 178.

A translation

5 Walter Burkert, *Greek Religion*. trans. John Raffan (Cambridge, Mass.: Harvard University Press, 1985), pp. 150-151.

Note that the abbreviations ed., eds., trans. are not followed by the preposition "by."

### Abbreviations

It is becoming increasingly the practice in academic writing to abbreviate the words University and Press as U and P. This procedure may be followed if used consistently. Likewise, for American publications the postal abbreviations for states may be used. These should be used only when confusion with another place of publication could occur. For example:

(Chicago: U of Chicago P. 1968);

(Cambridge, MA: Harvard UP, 1985).

The abbreviation *Ibid.* (thus, without underlining) is used only when a footnote refers to the same source that is cited in the immediately preceding footnote.

The abbreviation *Op.cit.* should be avoided. When a single source is cited frequently in a paper, the surname of the author should be used, followed by a comma and the page number(s). If more than one work by the same author is referred to, the order is: author's surname, short title, page number(s).

Examples:

Kermode, p. 63.

Ricoeur, "Philosophical Hermeneutics," p. 25.

### Bibliography

With the footnote-bibliography system, the bibliography follows the same format as that given above (sec. IV B-C) for the List of References in the author-date system. The only exception is that in listing more than one work by the same author, the order is always alphabetical by first key-word of the title rather than chronological.

## SOME GUIDELINES FOR WRITING TERM ESSAYS

### Introduction

Writing essays may well be the opportunity for you to learn more about the subject you are studying than any other aspect of a course. It is worth doing well. You not only learn more, you also think more deeply about a topic when you have to put words on paper. Finally good grades depend on good essays.

### I Collecting Information

Opinion is a fine thing, but in an essay your opinions are only worthwhile if they are backed up by facts and arguments. You must collect information, and, since many topics will be new to you, it is worthwhile looking at the work and opinions of more than one author. You should certainly look at the assigned primary texts but also at other authors. Your professors will always be willing to give suggestions.

In addition to the assigned texts, you should learn to use the libraries as a source of information. Make it a top priority to learn how to find the relevant books in the Library.

### II Recording Information

It is no use to just read a book and then write. You must record what you read so that you can review it before and during the writing of the essay. There are a number of ways to do this:

- You can mark the book - only if it is your own copy or a photocopy - with pencils or highlighting pens. You cannot use this method on Library books and it is of limited use as it can be difficult to locate what is really important if you have marked up half a book. It also reduces the resale value of books.

- You can use 3"x5" index cards and note down one, or a series of connected facts, on a card. You then use the cards to organize the information in the way you want to use it in the paper. One problem is that you may get bogged down in detail. The other is that it can be difficult to review index cards at examination time. In general this is the method that is successful for most people. Make sure that you note down on each card the source of your information or you lose track of what each card means.

- Finally you can try to summarize a chapter on letter or legal paper. You can note down both facts and arguments at length. This system can be cumbersome if you take a lot of notes, but is very good for reviewing before exams.

### III Thinking About the Topic

After you have read as much as you need, DO NOT just start to write. Think about what you have read, mull over it on a walk, or discuss it with friends. The professor already knows about what you are writing and is looking to see how well you have understood a topic. It is no use at all to just present your reading notes stuck between an introduction and a conclusion.

***Thinking about your question is the most important stage of writing an essay.***

#### IV The Plan

Sketch out on paper several ways of presenting your topic and your thoughts. You might think of doing this as a connected argument, or as a series of related headings organised in a way that makes sense of what you read. Another useful approach is to state, prove and defend a *thesis*.

You should always write out a plan. It will help you to be clearer both in papers and in tests. It is in fact another way of thinking about your topic.

#### V Writing and Editing

You cannot expect just to write out an essay and hand it in. Typographical errors alone will demand at least one re-type. So why not throw out the idea that what you write must be perfect first time?

It is a good writing technique just to WRITE down your thoughts as they come into your head (always keeping an eye on your paper plan). Do not stop to edit or correct spelling and grammatical mistakes. WRITING and EDITING are different skills. Even though you may think what you are writing is bad or plain stupid, once you have got it down on paper you can go back and look at what you have written. At that stage you can begin to knock it into shape, correct spelling and grammar and improve your style. Almost everybody thinks that what they are writing is bad at the time they write it: your aim is to find a way around this mental block.

You should note that in an exam, conditions force you to write and edit at the same time, however, the technique described here should help to improve your confidence in writing.

#### VI Finishing Touches

Before you hand in an essay make sure it looks good - use the Style Sheet. Eliminate spelling and grammatical errors. Make sure all your references are noted. Add a bibliography. Type the paper cleanly.

## EVALUATION RUBRIC FOR ESSAYS

Students sometimes do not understand how an essay is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a 'grading rubric'. It outlines basic elements of the different classes of essay, and attaches grades to each of them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues of both substance and presentation.

### The Superior Essay (A/A-)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### The Good Essay (B+/B)

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may

have one run-on sentence or comma splice.

### **The Borderline Essay (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

### **The "Needs Help" Essay (C/C-)**

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

### **The Failing Essay**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.