HI-653 Luther, the Jews and the Turks:
The Reformation in its Interreligious Contexts
The Rev. Dr. David D. Grafton
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Wednesdays, 7:00-9:45

This course will examine the 16th century Western Protestant Reformation in the context of the relations between a dominant Latin Christian culture with Jewish communities and the inter-imperial politics of European Christian kingdoms with the Ottoman Empire. Martin Luther’s life and theology will be assessed within the context of a dramatically changing Europe during the early modern period. Special attention will be given to Martin Luther’s acerbic views on the Jews and the Turks in light of previous Latin Christian adversus Judaeos and bello adversus Turcas literature. The goal of the course will be to explore how Christians have responded to Luther’s views, with a vision toward developing foundations for respectful contemporary interreligious relations.

Learning Outcomes: In this course, students will

1. Demonstrate awareness of the social-political contexts of 16th century Reformation Europe and the place of Jews and Muslims vis a vis Western Christian theology, law and politics (MARS 1; DMIN 1);
2. Analyze Luther’s writings on the Jews and Muslims (MARS 1, 2; DMin 1); and
3. Articulate their own theological and ecclesiastical perspectives raised in the contemporary Christian-Jewish and Christian-Muslim encounter (MARS 2, 4; DMin 3).

Teaching and Learning Strategies:

This course will utilize plenary presentations along with secondary literature to introduce the broader social-political context of 16th century Europe for engaged discussion. The last third of the course will involve a seminar format, where the class will read and discuss Luther’s writings, and then present public documents outlining Christian-Jewish and Christian-Muslim relations.

In the event of inclement weather, the instructor may elect to run an asynchronous class session on Canvas.

Required Reading:


Various readings from *Luther’s Works* (American Edition) in hard copy reserve and as electronic reserves on Canvas (vols. 15, 42, 43, 45, 46, 47).

**Recommended:**


**Recommended Biographies on Martin Luther:**


**Course Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Learning Outcome(s) assessed by assignment</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Class preparation (required reading) and active contribution</td>
<td></td>
<td>#1, #2</td>
<td>20%</td>
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<tr>
<td>2. Response Paper on Bainton and Appold</td>
<td>4 October, 9 pm</td>
<td>#1</td>
<td>25%</td>
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<tr>
<td>3. Response Paper to Kauffman OR Reston</td>
<td>27 October, pm OR 15 November, 9 pm</td>
<td>#1</td>
<td>25%</td>
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<tr>
<td>4. Presentation on Contemporary Interfaith Document</td>
<td>On the assigned day</td>
<td>#3</td>
<td>30%</td>
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<tr>
<td>5. DMin/PhD Upgrade</td>
<td>29 December</td>
<td>#1, #2, #3</td>
<td>40% of total grade</td>
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1. Read the assigned required reading and attend all Plenary Sessions. [In the case of an absence, the professor will reserve the right to ask the student for a 500 word written assignment on the required reading for that session.]

Each session will have an open-ended question based upon the reading for the day posted on the Canvas site for which students will be expected to respond during class.

2. Students will submit a 1500-word response paper on Bainton making connections with broader issues of the Lutheran Reformation as outlined in Appold. [Students should follow normal academic writing conventions for this and all writing projects; following Turabian’s A Manual for Writers 7th ed.] The papers should be posted on the course Canvas Site on the dates assigned below 4 October, by 9 pm.

3. Students will submit a 1500-word response paper on either Jewish-Christian or Muslim-Christian relations in Europe at the time of the Reformation. The paper should demonstrate interaction with the assigned reading (Kauffman OR Reston, as well as class notes). [Students should follow normal academic writing conventions for this and all writing projects; following Turabian’s A Manual for Writers 7th ed.] The papers should be posted on the course Canvas Site on the dates assigned below 27 Oct (for Kauffman) OR 15 Nov (for Reston).

4. Students will pick a contemporary interfaith document at the 15 November class to prepare and provide a presentation in class; noting a) the origin and purpose of the document, b) its use, c) the theological and scriptural starting points and d) issues, challenges posed and potential for use in ministry or community settings. (The presentation and discussion should be 30 minutes.) The presentation, notes and bibliography should be posted on the course Canvas Site before the presentation on 13 or 20 December.

5. In addition, DMin students should append utilize either requirement #3 or #4 and write a 3000-4000 word paper on the topic, but in detail and depth relating to a ministry issue. The bibliography and paper should demonstrate interaction with at least one more book on the recommended reading list. Due via email by 29 December.

   PhD students should utilize either requirement #3 or #4 and write a 6000-8000 word research paper relating to a theological or historical issue. Due via email by 29 December.
CLASS OUTLINE:

6 September: Review of the Course. Overview of the Reformation

Video: Diarmaid MaCulloch’s History of Christianity: The Reformation

Required Reading: Appold, 1-42, 186-192; Bainton, chaps 1-3

13 September: Luther’s Early Life and Thought

Required Reading: Appold, 43-80; Bainton, chaps 4-11

20 September: Debates over the Sacraments, the Bible, and Christian Authority

Required Reading: Appold, 81-134; Bainton, chaps 12-13, 15-19

27 September: The Reformation as a Social and Political Movement

Required Reading: Appold, 135-185; Bainton, chaps 14, 20-23

1500-word response paper on Appold and Bainton is due on Wednesday, 4 October.
(Post papers on the Canvas Site by 9 pm.)

4 October: Adversus Iudaeos literature of the Church

Video: Simon Schama, The Story of the Jews: Among the Believers

Required Reading: Kauffman, 1-39

11 October: Luther’s Early Writings on Judaism: anti-Judaism

Required Reading: Kauffman, 40-75; various excerpts from
“‘A Meditation on Christ’s Passion” [1519]
“‘That Jesus Christ Was Born a Jew” [1523]
“‘Against the Sabbatarians” [1538]

18 October: Luther’s Later Writings on the Jews: anti-Semitism

Required Reading: Kauffman, 76-162; various excerpts from
“‘Lectures on Genesis” [1539]
“‘The Last Words of David” [1543]
“‘On the Jews and Their Lies” [1543]

The Declaration of the ELCA to the Jewish Community
1500-word response paper on Kaufmann is due Wednesday, 25 October. (Post papers on the Canvas Site by 9 pm.)


Required Reading: Reston, 1-161

1 November: The Terrible Turk in European Imagery

Required Reading: Reston, 165-392

8 November: The First Siege of Vienna: No Holy War

Required Reading: “The Tract on Religion and Customs of the Turks” (1530), Sarah Henrich and James L. Boyce, “Martin Luther–Translations of Two Prefaces on Islam,” Word & World 16 no. 2 (Spring 1996): 250-266 [ATLAS]; various excerpts from “On War Against the Turk” (1529)

Reston Response Paper due: Wednesday, 15 November (to be posted on the Moodle Site by 5:00 pm.)

15 November: The Second Siege of Vienna: Luther’s Apocalypticism

Required Reading: Robert O. Smith, “Luther, the Turks, and Islam,” Currents in Theology and Mission 34 no 5 (October 2007): 351-364 [ATLAS]; various excerpts from “Appeal for Prayer Against the Turk” (1541)

Class Presentations to be finalized

22 November: Thanksgiving Break

29 November: Latin Translations of the Qur’ān

Required Reading: “Preface to Biblaiander’s translation of the Qur’an” (1543) LW 60: 286-294; “Melancthon’s Preface to the translation of the Qu’ran (1543) J. Paul Rajashekar and Timothy J. Wengert, “Martin Luther, Philip Melanchthon, and the publication of the Qur’an,” Lutheran Quarterly vol. 16, no. 2 (Summer 2002) [ATLAS].

6 December: Modern Christian-Jewish-Muslim Relations: Israel/Palestine

Required Reading: Nostra Aetate (1965); Kairos Palestine (2009)
13 December: Class Presentations

Students should choose one of the dialogue documents available on the list posted on the Canvas Site, or another documents in consultation with the instructor.

20 December: Class Presentations & Wrap-up

DMin and PhD research papers are due Friday, 29 December. Email papers to the Instructor.

Policies and Miscellany:

Attendance: Active attendance in all classes is expected. However, if you must miss a class due to illness, family conflict or other emergency, please contact the instructor right away. The instructor reserves the right to ask a student to submit a 250-500 word reflection paper on the assigned reading in lieu of an absence.

All written assignments should follow the normal conventions as in Turabian 7th ed (or later). Please include a title page on all papers more than one page, and make sure that your name is included below your name on the cover page. Number all pages. If you are turning in a hard copy and there is more than one page, please staple the pages together. The instructor reserves the right to have students re-submit an assignment for reasons of poor grammar, mistakes, or poorly written work. For those who would like assistance in how to write a proper research paper, there are a number of good guides at: http://www.hartsem.edu/current-students/student-writing-resources/.

Email Policy: The instructor will use the official Hartsem student email addresses for all communications. Please check your Hartsem email account regularly.

Wikipedia and other non-documented websites: Please do not cite Wikipedia or other non-documented websites. While these sites might direct one to documented sources (in the Bibliography) their authorship is unknown and cannot be considered authoritative as academic sources. Students will be marked down for referencing these public sites if they are used as primary sources.

Plagiarism and Academic Integrity: Academic honesty and integrity are expected of all students. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, or c) the whole work is copied from another source [especially a web based source]. See “Plagiarism” at http://www.hartsem.edu/current-students/policies/.

Appropriate Classroom etiquette and use of technology: In order to respect the community within the classroom: 1) Please either turn off cell phones or keep them on silent during class; 2) Utilize laptops for the purpose class use. Please do not surf the web, email, or other programs for personal use during class time. Such use of the computer during class is disrespectful of the class and professor, and will result in lowering your participation grade.

Extensions: Extensions for papers will be given for illnesses or family emergencies only in consultation with the instructor.
Late Assignments/Papers: As per the Student Handbook, late assignments or papers will be marked down 1/3 of a grade for every two days.

The following evaluation process will be utilized as a guideline: (based on a 4-point system)

A (4-3.8) Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (3.7-3.5) Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+ (3.4-3.1) Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.

B (3.0-2.8) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B- (2.7-2.4) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+ (2.3-2.1) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (2.0-1.8) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

F (1.7-0.0) Unable to meet the basic requirements of the course.

DMin Grading Scale: High Pass (A) 4.0-3.5, Pass (B) 3.4-2.8, and Low Pass (C) 2.7-2.0.

Student Handbook: For all other questions you might have regarding policies or procedures, please see: http://www.hartsem.edu/current-students/student-handbook/ and http://www.hartsem.edu/current-students/policies/