T-HI 861 (Historical Studies)

History of the Reformation
Faith Baptist Theological Seminary
Ankeny, Iowa
Instructor: Dr. Ken Rathbun
rathbunk@faith.edu

Fall 2015, 25 August to 21 October 2 Credits

1. Institutional Mission Statement

The mission of FBTS is to provide an advanced biblical, theological, and ministerial education at the graduate level with the goal of preparing Bible expositors to serve effectively in Christian ministry through leadership positions within Baptist fundamentalism.

1. Institutional Goals

M.A.R. graduates should be able to demonstrate a functional knowledge of Church History in general and a detailed knowledge of how the Reformation changed many important aspects (as well as keeping others status quo). They should be able to exhibit analytical and critical thinking skills as they interact with both historical leaders and contemporary scholars.

M.A. in Biblical Studies graduates should be able to demonstrate a functional knowledge of Church History in general and a detailed knowledge of how the Reformation changed many important aspects. They should be able to comprehend and explain the differences of opinion on various passages of Scripture whose meaning were not agreed upon by various Reformers.

M.A. in Practical Theology graduates should be able to develop understanding of the richness of Church History and the patterns that are so often apparent even in contemporary ministries.
M.A. in Theological Studies graduates should be able to hold strong doctrinal convictions on the many areas of conflict apparent in the Reformation period. Many of these controversies are with us today. A valid view of the Lord’s Supper and baptism are not peripheral subjects as they relate to one’s view of the local church, its discipline, and how it is entered.

M.Div. graduates should evidence an advanced knowledge of how theology was intricately infused into the Reformation era. They should be able to grasp with accuracy the authorities used by the Reformers for the positions they took and judge the validity of those authorities.

III. Course Description

This course seeks to survey the key people, events, and ideas of the Reformations during the Sixteenth Century in Europe. Examination will be made of the three major groups of this period and the political events the shaped the Reformation. An investigation of the authorities used to justify the changes attempted will be basis of inquiry, particularly regarding the theological controversies surrounding the sacraments.

1. Course Objectives.

Upon successful completion of T-HI 861, the student will be able to do the following:

1. Understand the overall setting of the Reformation Era especially the political context, and how those events helped or hindered the task of Reformers.
2. Interpret the motivations, goals, and methods behind each of the three groups of the Reformation Era.
3. Critique the theologies of those who participated in the 16th Century Reformations—what influenced them, and how they saw their task.
4. Compare the meanings behind various perspectives represented in the Reformation Era of the Sacraments in regard to the power and efficacy ascribed to them.
5. Use the RAMHI model to examine the various authorities used in the Reformation and recognize them in our present context and ministries.
1. Course Texts:

NOTICE REGARDING TEXTS AND ARTICLES: At the seminary level, the use of a book or article does not mean the wholesale, or even partial, acceptance of the content of the book or article.

Required:


Recommended:


Lindberg, Carter. *The European Reformations*. 2nd ed. Oxford: Wiley-Blackwell Publishing, 2010. 386 pages of text. This book, though expensive, can often be found used on Amazon.com and other websites for a greatly reduced price. Available also in Kindle format. This is a good textbook designed to give additional insight and information to various aspects of the Reformation.

Other source ideas for your research papers are posted on Canvas in PDF format under “Annotated Resources for this Class” on the Home Page. They are often extensively annotated, and can be a help to you in directing you to books and journal articles that could help you in your research. The annotations are unpublished opinions by me (the instructor) and cannot be used in your research papers. These sources on various topics are not exhaustive, and represent what I have in my library, what I have researched, and/or what is in the library at the Bible College where I teach in Jamaica.

1. **Course Requirements:**

   1. **Participation.**

   Students must participate with an online presence. Participation is demonstrated by logging into Canvas each week, submitting work in a timely manner, participating regularly and thoughtfully in discussions, and congenially working with both the instructor and fellow students.

   2. **Reading. 35%**

   Students must read the course texts according to the class calendar. Completed weekly reading assignments must be recorded in Canvas.


   Write a paragraph for each chapter of Marshall’s book, detailing how the author has challenged your previously held views of an aspect of the Reformation. In some cases, you may relate how the author helped establish your views. Support your statements. This assignment will be graded according to the rubric found on the Home Page.

   Note: the book does not give great detail regarding the various secular rulers of the Reformation. Be sure you know the background behind the names you are not familiar
with (for instance: Charles V, Suleiman the Magnificent, Francis I, Frederick the Wise, Phillip II, the various Popes, etc.). Look on the internet or in an encyclopedia.


3. Weekly Assignments. 40%

There will be weekly modules the students will complete. They will include reading, quizzes, lectures, and other learning activities. Every week students will be assigned to answer a question in a public posting forum. Often the instructor will publicly respond to request refinement and/or depth. The students are also expected to respond to at least two other students’ posting, and whatever follow-up their own postings have generated. Do not wait until Monday to begin responding to other students’ postings. See the instructor’s rubric for posting online on the Home Page.

4. Research Paper. 25%

Your paper should be 10 pages of text. Cite as many primary sources as will adequately fulfill the assignment with an additional 6-7 secondary sources. Your topic must be approved by the instructor. Your options are to write on the authorities one Reformer or Sectarian used to justify his views and practices of baptism or the Lord’s Supper. You could compare and contrast two individuals if you so choose.

Determine first what original sources are available to you (through Bible College, seminary, church, or university libraries) in your area. Many are available electronically (Logos, Kindle), though often they are not cheap. Some are available on the internet for free. We will be focusing on individuals, so your sources should be their writings, rather than on official church creeds and confessions, unless they are clearly linked to one writer.
The paper will be graded according to the instructor’s rubric found on the Home Page. Students should use Turabian format. Here is a summary of Turabian style formatting:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html (Links to an external site.)

I prefer papers of this length to contain no headings. Use clear transition statements in the body of your text when beginning a new section. Do not include a space between footnotes.

You may write as a **historian**—proving your thesis while presenting the material without comment as to its biblical validity from your own perspective. Example: “Calvin’s view of the Lord’s Supper was more in agreement with Luther’s sacramental view, than Zwingli’s.”[1] Or you may write as a **theologian**—proving your thesis by a comparative analysis of your subject with your own view supported by the Bible and appropriate secondary sources. Example: “Calvin’s biblical support of the Lord’s Supper contains several significant exegetical flaws.”

A thesis statement and preliminary outline is due to the instructor by the end of the third week of class. Feel free to communicate with me about your ideas and resource options.

A final draft of the paper is due at the end of the seventh week of class. Submission of the final paper must include (in a separate document) the actual outline and thesis statement used for the paper.

5. Extra Credit. Add to our community learning: A small amount of extra credit will be given to those who first post verified website addresses of free Reformation texts translated into English. Free required log-ins are fine. The student will need to verify the published edition and year of the work (these are not always provided on websites). Unpublished free translations do not count, unless the translator is a recognized authority (which you must prove). Creeds and confessions (though numerous) are fine. Credit goes to the first posting of a document, though if a later posting provides a better, easier-to-use website, credit can be given. I will publicly approve the postings, and report on whether I can find the necessary documentation and verification. See Home Page, Extra Credit (located at the bottom of the page) to post your findings.
VII.  Course Policies

1. Course Design

The course contains eight modules; each module is one week long. Each module starts on Tuesday and ends on the following Monday. Modules will be published (ideally) on the Friday before it starts, giving students a few extra days to plan and work ahead.

Most modules are divided into two parts. Part one is Tuesday-Friday and usually involves required reading, listening or watching assigned media, and initial discussion posts. Assignments for the first part of the week are usually due on Friday by 11:55pm CST.

Part two is Saturday-Monday and usually involves discussion responses and weekly assignments. Assignments for the second part of the week are usually due on Monday by 11:55pm CST.

2. Late Work

Late work will receive a 10% reduction for each day late. Do not wait to submit until just before an assignment is due. Last minute effort is solely at the student’s risk.

3. Submission of Assignments

All assignments must be submitted through Canvas. All submissions for my classes need to be done in a Microsoft Word document, so that I can add comments to your work when I am grading. You should use New Times Roman, 12 point. Footnotes should be 10 point. There should be no spaces in between each footnote. Keep a copy of all your work.

4. Academic Integrity

Cheating and plagiarism are forms of dishonesty and stealing, and they will harm a student's relationship with God and others (Prov. 10:2, 9; 11:1, 3; 12:22). Therefore, students must put away cheating and plagiarism and complete their work with truthfulness, since they have put off the old self with its practices (Eph. 4:22-25; Col. 3:9-10).

Cheating

Students must demonstrate academic integrity in all facets of the learning process. All work must be the student’s own. Dishonest quiz or examination behavior (such as
using notes, books, or other materials, when not allowed), sharing or copying work, untrue reading or listening reports, plagiarism, and other forms of cheating will result in an automatic “0.” In flagrant or repeated cases, more severe penalties will result, in keeping with Faith’s Student Handbook and Catalog.

Plagiarism

Papers and other creative projects will often require the use and/or integration of other authors’ works or ideas. Students must properly cite the source of the material whenever they quote directly or indirectly, paraphrase, or in any way use information that is not original to them or considered common knowledge. Should questions arise, please consult the instructor or a librarian, or visit plagiarism.org.

5. Grading

Grades for each assignment will be submitted through Canvas. Some assignments (e.g., discussion posts) have rubrics that provide criteria for how assignments will be graded. It is my intention to grade assignments week by week. Final grades will be submitted to the registrar within four weeks after the final week.

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>96-98</td>
</tr>
<tr>
<td>A-</td>
<td>94-95</td>
</tr>
<tr>
<td>B+</td>
<td>91-93</td>
</tr>
<tr>
<td>B</td>
<td>88-90</td>
</tr>
<tr>
<td>B-</td>
<td>85-87</td>
</tr>
<tr>
<td>C+</td>
<td>83-84</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
</tr>
<tr>
<td>D+</td>
<td>75-76</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

6. Course Website

The website for this course uses the Canvas Learning Management System available through a link at the upper right-hand corner of the home page of Faith
(faith.edu (Links to an external site.) or directly at https://fbbcts.instructure.com/login. Students must log in using their current Faith login and password. Students who do not have a login and password should contact Mr. Joel Graham to receive them (cto@faith.edu).

As you use the course website throughout this class, please remember to . . .

- Utilize the help features of Canvas and their technical support to assist you.
- Contact the instructor with any problems encountered.
- Keep copies of all of your work submitted. Students are responsible to do this. If the website malfunctions, students will be expected to resubmit work.

Dr. Christopher Ellis in the Online Learning Office is also available to the online students. He can serve as an initial point of contact with questions or concerns about your online learning experience. He administers Canvas, so any questions or problems with Canvas can be directed here as well. The e-mail address is online@faith.edu.

7. Faith Netiquette Statement

Much of your online course will include written communication in areas such as discussions, reviewing each other's work, etc. It is crucial that students and professors in the online learning environment maintain Christian character and academic professionalism in all communication. To that end, Faith has developed this Netiquette Statement. By taking courses online at Faith, you agree to the standards as stated below.

Netiquette Statement: As evidence of the New Life in Christ (Ephesians 4:25-32):

Professional Communication -- Students will refrain from deception, anger, and slothful submissions in their online coursework (including, for example, abbreviations like b/c for “because,” texting lingo like BTW or IMHO, other shortcuts like employing sentence fragments, leaving out punctuation, dropping capitalizations, and introducing irrelevant topics into group discussions or other collaborative activities).

Respectful Communication-- Students will not employ any kind of foul language (including profanity, minced oaths, abbreviated oaths like OMG, symbolic references to swearing like #$&*$#@ !%, and any other inappropriate, unwholesome, crude, or disrespectful expression or sexual innuendo).

Appropriate Communication -- Furthermore, students will refrain from online shouting conveyed with ALL CAPITALIZATION, libel, slander, and malice (including threats, harassment, or offensive messages or comments).

Constructive Communication -- Instead, students will communicate truth and differing opinions to one another sensibly and thoughtfully, without being inflammatory
or insulting. So, for example, if a student posts critiques of another student’s work on a discussion thread, the comments will be constructive, insightful, and encouraging. Students will build one another up, speaking the truth in love, showing grace to others.

**Christ-like Communication** -- Finally, all online interactions will manifest the Life of Christ so that students will be kind to one another, being compassionate and forgiving, without being overly sensitive.

8. **Contacting the Instructor**

- Preferred email: rathbunk@faith.edu, or in Canvas. Alternate: kenrathbun70@yahoo.com
- Phone: I live in Jamaica, so it would cost you a lot; in some cases, I can call you. I am open to scheduling a phone or skype call.
- Time Zone. Jamaica does not recognize Daylight Savings Time, so in the winter, we are on Eastern Time Zone; summer is Central Time Zone.

9. **Accommodations Statement**

In accordance with the Americans with Disabilities Act, students with documented disabilities can pursue accommodations as needed, by contacting the institutional nurse, Mrs. Kim Nihart (515.964.0601 ext. 219 or nihartk@faith.edu). In order that learning needs may be appropriately met, students need to provide the instructor with an accommodations form from the nurse. To assure that accommodations will be available throughout the course, students are encouraged to make requests as soon as possible.

**VIII. Course Calendar**

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: 25-31 Aug</td>
<td>Political leaders &amp; events in the Reformation; Backgrounds to the Reformation</td>
<td>Marshall Book*</td>
<td>Marshall Assignment - Personal Posting &amp; response - Regular weekly module &amp; assignments</td>
</tr>
<tr>
<td>#2: 1-7 Sept</td>
<td>Background and introduction to</td>
<td>Ch. 1—Medieval</td>
<td>Post &amp; response to</td>
</tr>
</tbody>
</table>
| #3:  8-14 Sept | Luther’s reformation, continued | Theology  
Ch. 2—Lollardy  
Ch. 3—Hussite Theology  
Ch. 4—Theology of Erasmus | others  
- Regular weekly module & assignments |
| #4:  15-21 Sept | Zwingli’s Reformation | Ch. 5—Luther  
Ch. 6—Melanchthon  
Ch. 7—Confession Lutheran Theology | - Post & response to others  
- Paper thesis & outline  
- Regular weekly module & assignments |
| #5:  22-28 Sept | The Sectarians | Ch. 8—Theology of Zwingli  
Ch. 9—Bucer | - Post & response to others  
- Regular weekly module & assignments |
| #6:  29 Sept – 5 Oct | Calvin’s Reformation | Ch. 10—Theology of Calvin  
Ch. 11—Calvin & Later Calvinism | - Post & response to others  
- Regular weekly module & assignments |
| #7:  6-12 Oct | The English & Scottish Reformations (Cramner & Knox) | Ch. 12—Theology of Cramner  
Ch. 13—Theology of English Reformers  
Ch. 14—Scottish | - Post & response to others  
- Paper Final draft  
- Regular weekly module & assignments |
| #8: 13-21 Oct | Catholic Reformation and Wrap Up | Ch. 16—Catholic Theologians Pre-Trent Ch. 17—Council of Trent | -Post & response to others -Regular weekly module & assignments |

*Can be read and submitted anytime in August 2015

[1] This example attempts to prove a rather obvious point and would need refining to be acceptable.