

**HT 5200: History of Christianity 2**  
**Dr. Michael Allen**

*Catalog Description*

A continuation of History of Christianity 1 concentrating on great leaders of the church in the modern period of church history from the Reformation to the twentieth century.

*Course Objectives*

The students will grow in their ability to

- analyze texts, ideas, and debates in their historical contexts;
- gain familiarity with major theologians from the Reformation and modern eras (e.g., Luther, Calvin, Owen, Edwards, Schleiermacher, John Paul II);
- understand and assess the development of Christian doctrine through the centuries, including its relationship to exegetical, spiritual, philosophical, and various cultural forces;
- read primary sources from a variety of centuries, genres, and styles (including confessions of faith, doctrinal treatises, controversial tracts, etc.);
- retrieve riches from the past for the sake of contemporary theological renewal.

*Instructor*

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Feel free to contact me at any point during the semester. Email is the best way to contact me.

*Textbooks*

The following books are required reading:

1. Martin Luther, *Three Treatises* (2<sup>nd</sup> ed.; Minneapolis: Fortress, 1990). Approx. 290 pages. ISBN# 0800616391.
2. John Owen, *Spiritual-Mindedness* (Puritan Paperbacks; Edinburgh: The Banner of Truth Trust, 2009). Approx. 250 (small) pages. ISBN# 9781848710368.
3. Ernst Troeltsch, *Protestantism and Progress: The Significance of Protestantism for the Rise of the Modern World* (Fortress Texts in Modern Theology; Minneapolis: Fortress, 1986; repr. Eugene, OR: Wipf & Stock, 1999). Approx. 100 pages.
4. J. Gresham Machen. *Christianity and Liberalism* (rev. ed.; Grand Rapids: Eerdmans, 2009). Approx. 150 pages. ISBN# 0802864996.

5. Wilhelm Pauck (ed.), *Melanchthon and Bucer* (Library of Christian Classics 19; Philadelphia: Westminster, 1969). Approx. 200 pages.

A number of other required readings will be posted in PDF format on Canvas. Students are required to check Canvas every week to find assigned readings as well as lecture outlines. Occasional, recommended (non-required) readings will also be posted. You are advised to download them for future reference.

### *Requirements*

1. Reading

Reading must be completed before the class in which it is to be discussed. Class discussions will focus on readings, so you must be prepared to talk.

Theology is an activity done largely through the process of good reading. Read carefully. Read charitably. Read with others. Read with the expectation that you will learn from others, even when you disagree with their main point. Read even when a text is dense and difficult, for you will learn perseverance and fortitude here. Read that which seems trite and obvious, asking how others might object or criticize. Most importantly, read because God was willing to reveal himself in written words, and because we can best witness to God's grace with corresponding words. Read because words matter in God's economy of grace.

This class is essentially a reading course. The bulk of your work circles around careful reading. Focus your time and efforts on *active* reading, bombarding the text with questions and analysis.

Note: reading is due for the first class, when we hit the ground running. Prepare beforehand.

2. Topical Discussion Questions

Throughout the course all students will respond to a number of topical discussion questions on the Canvas course page. They will come in two forms.

- a. Student-to-Student Posts

Students will post at least five times in the Student to Student Form at any point during the term. These posts can address readings, class discussions, or lectures. They are opportunities for students to interact with one another beyond our class meetings.

- b. Reading Briefs

Students will respond to twelve specific questions by providing written briefs on assigned texts. In these cases, students are expected to prepare a brief on the text. The purpose of the brief is to summarize the thesis, outline, and argument of that text, as well as to state one's own analysis of it (in the form of questions, confirmations, objections, etc.). Briefs may include quotations from various points in the text (so long as page numbers are referenced). Briefs should be no more than 350 words. They should be written in complete sentences and edited carefully.

A reading brief will be required prior to each of our live Zoom Classes (except for May 4 and 8), as preparatory work meant to help you be ready for discussion of the assigned text.

### 3. Zoom Classes

We will meet fourteen times throughout the term on Zoom for live lecture, for discussion of assigned readings, and for discussion of course material. Students will attend those sessions and participate actively. Students are expected to keep video on during Zoom meetings.

Thirteen weekly sessions will occur on Tuesdays from 5:30-7:30 p.m.

One intensive class will be held on Saturday, May 8 from 9 a.m. – 3 p.m. (Eastern).

If a student must miss a session, they must listen to the audio recording within a week's time of the missed session.

### 4. Lectures

Further lecture material will be required on certain weeks. These lectures will provide wider historical survey to help contextualize the readings and live lectures. Links to each lecture will be provided on the Canvas Modules page. Lectures may also be accessed on the RTS Mobile App.

### 5. Final Paper

Students will write a 2500-3000 word analysis of a theme found in Martin Bucer's *De Regno Christi*. The paper will examine that theme in Bucer and note ways in which it appears in other theological resources from our time period. In so doing, papers will demonstrate ability to examine a text in its own terms and also to do comparative analysis across various texts. Themes might include: authority, Christology, moral theology, civic life, and soteriology.

All papers are to be uploaded to Canvas in MSWord or PDF format.

### *The Grading Structure*

Grades will be assessed as follows:

Reading Briefs	50%
Final Paper	50%

The grading scale can be found in the Academic Catalog. As laid out in the catalog, a “B” is the work normally expected of a student. An “A” is given for someone who consistently outperforms expectations, and a “C” is given for persons who only minimally and occasionally meet expectations. Read the Academic Catalog to see what grades reflect.

### *Academic Honesty* (adapted from Dr. Timothy Phillips of Wheaton College)

1. The assignments are designed to extend and deepen your comprehension and appreciation of Christian theology and to increase your facility with theological method. The processes of defining a topic, researching the results of others' studies, critiquing those studies, and organizing your conclusions in a clear and cogent presentation provides valuable skills for your various leadership ministries. The use of sources is an essential step in appropriating the learning of the Church's tradition in its relationship to cultures to help us understand and faithfully practice Scripture.
2. Using information obtained from a source without indicating it (whether by footnote, parentheses, or bibliography or some other appropriate reference, depending on the type of assignment) is plagiarism (intellectual thievery and lying). This applies to **any** information that you gain from someone that is not “common knowledge.” It does **not** apply **only** to exact quotations or precise verbal allusions. Altering the wording does **not** remove the obligation to acknowledge the source.
3. Cheating is the presentation of someone else's work, which the student ought to have done personally. This includes submitting answers to test questions derived by some means other than that intended by the instructor. It also includes turning in written assignments composed in whole or in part by someone else.
4. Cheating or plagiarism results, at minimum, in the disqualification of that unit of the course affected. A student caught plagiarizing or cheating will forfeit that project. A second offense will result in the forfeiture of the course. Punishments may be more severe than the minimum depending upon the specific situation.

## *Schedule*

Classes will occur via Zoom and will include lectures, guided discussions of texts, and question and answer forums.

Weekly classes will occur 5:30-7:30 p.m. (Eastern) on Tuesday evenings. Our final class will run 9:00 a.m. – 3:00 p.m. (Eastern) on a Saturday.

### *Module 1: February 2*

Orientation to the Reformation

*Read Luther, ch. 1: "To the Christian Nobility of the German Nation"*

*Bring 95 Theses (PDF)*

*Recorded Lecture: Renaissance Humanism and the Political Context of the Reformation*

### *Module 2: February 9*

The Theology of Martin Luther

*Read Luther, chs. 2-3: "Babylonian Captivity of the Church" and "Freedom of a Christian"*

*Bring Heidelberg Disputation (PDF)*

### *Module 3: February 16*

Reformed Theology: On Holy Scripture and the Ministry of the Church

*Read Zwingli, "On the Clarity and Certainty of the Word of God" and Bullinger, "Of the Holy Catholic Church" (PDFs)*

*Bring Ten Theses of Berne (PDF)*

*Recorded Lecture: Anabaptists and Radicals*

### *Module 4: February 23*

Reformed Theology: On Justification in Christ Alone by Faith Alone

*Read Calvin, "The Necessity of Reforming the Church" (PDF)*

*Bring Heidelberg Catechism (PDF)*

*Recorded Lecture: History of the Council of Trent*

### *Module 5: March 2*

Reformed Theology: Spirituality and Controversy

*Read Owen, Spiritual-Mindedness (pages 1-132)*

*Bring Canons of Dordt (PDF)*

*Recorded Lecture: Theology of the Council of Trent*

### *Module 6: March 9*

History of the Reformation in England and Scotland: 16<sup>th</sup> -17<sup>th</sup> Centuries

*Read Owen, Spiritual-Mindedness (pages 133-249)*

*Bring excerpts from Book of Common Prayer (PDF)*

*Recorded Lecture: The Westminster Assembly*

*Module 7: March 16*

The Great Awakening of the Eighteenth Century

*Read Edwards, "Distinguishing Marks" and Wesley, "Sermon 18: The Marks of the New Birth" (PDFs)*

*Recorded Lecture: Pietism and Philipp Jakob Spener*

*Module 8: March 23*

The Enlightenment & Schleiermacher

*Read Schleiermacher, excerpts from The Christian Faith (PDF)*

*Bring Kant, What is Enlightenment? (PDF)*

*No Class: March 30*

*Module 9: April 6*

The Long Nineteenth Century in America

*Read Schaff, Principle of Protestantism (PDF)*

*Module 10: April 13*

The Christian Century: Protestantism and Modernity in the Early Twentieth Century

*Read Troeltsch, Protestantism and Progress*

*Bring Theological Declaration of Barmen (PDF)*

*Module 11: April 20*

Fundamentalism and Neo-Evangelicalism

*Read Machen, Christianity and Liberalism*

*Module 12: April 27*

Modern Roman Catholic Theology

*Read John Paul II, Evangelium Vitae (PDF)*

*Module 13: May 4*

Final Project: Modern Reforms to Christian Theology and Ethics

*Read Bucer, Kingdom of Christ*

*Module 13B (Day-Long): May 8*

Recent Trends: Global Christianity, Theological Diversity, and Reformed Theology:

How Can We Apply Historical Analysis to Ongoing and Emerging Realities?

*Read Bucer, Kingdom of Christ*

*Final Paper Due: May 15*

### Course Objectives Related to MDiv\* Student Learning Outcomes

Course: HT5200  
 Professor: Allen  
 Campus: NYC  
 Date: Spring 2021

<b><u>MDiv* Student Learning Outcomes</u></b> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<b><u>Rubric</u></b> <ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	<b><u>Mini-Justification</u></b>
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Reading briefs and final paper test ability to communicate in written form.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Lectures and readings focus upon biblical exegesis as shaping the history of Christian thought in its various literary genres.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Historical analysis of the Reformed church.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimum	Regular reading of classic devotional/spiritual literature.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Readings, lectures, and final paper address the construction of principles and a moral imagination that is conformed to Holy Scripture as its final authority and informed by the Christian witness of the past.

<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	<b>Strong</b>	Readings and lectures address instruction of Christians from beyond the Reformed world.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	<b>Moderate</b>	Readings, lectures, and final paper address issues which inform pastoral counsel