

COURSE SYLLABUS
History of Christianity II, OHT504, 3 hours
Frank James, D.Phil.
Reformed Theological Seminary, Virtual

Professor

Dr. Frank A. James, III is Associate Professor of Church History. Dr. James received a doctorate from Oxford University and a second Ph.D. at Westminster Theological Seminary. Each summer he teaches at the Centre for Medieval and Renaissance Studies affiliated with Keble College, Oxford University. He is the author of numerous articles and co-editor with noted Reformation scholar Dr. Heiko Oberman of a significant volume, *Via Augustini: Augustine in the Later Middle Ages, Renaissance, and Reformation*. In addition, Dr. James has been a consultant and script writer for a historical documentary film series as well as a translator and chairman of the editorial committee of the Peter Martyr Library.

Course Description

This is a survey course to introduce the student to the history of the Christian Church from the Reformation to the Modern Period. The course objective is to thoroughly acquaint the student with the historical and theological development of key figures, movements and doctrines. Special emphasis will be on reading the primary sources.

Required Textbooks

- Bainton, Roland, *Here I Stand, A Life of Martin Luther*. Nashville, TN: Abingdon Press, 1990.
George, Timothy, *The Theology of the Reformers*. Nashville, TN: Broadman, 1987.
Gonzales, Justo L., *The Story of Christianity*. Vol. 2. New York: HarperCollins, 1985.
McGrath, Alister E. *Reformation Thought: An Introduction*. 3rd Ed. Oxford: Blackwell, 2001.
McNeill, John, ed. *Calvin: The Institutes of the Christian Religion*. Vol.1. (LCC). Philadelphia, Westminster Press, 1960.
Rupp, E. Gordon and Philip S. Watson, ed. *Luther and Erasmus: Free Will and Salvation*. Philadelphia: Westminster, 1969.
Simonson, Harold P., ed. *Selected Writings of Jonathan Edwards*. Prospect Heights, IL: Waveland Press, 1992.

All required books are available through the RTS Online Bookstore at <www.rtsvirtual.org>.

Suggested Reading

- Walker, Williston. *A History of the Christian Church*. New York: Scribners, 1985.
Olin, John C. *Catholic Reform*. Fordham Press, 1990.

Course Requirements

Online Student Handbook

The online Student Handbook is a guide that contains information for participation in this course. Needed forms may be downloaded and printed from this site. You will find it located at the RTS/Virtual website at the Student Services link. Check here for all the latest updates.

Requirements in Brief

All work is to be completed within four months from the time that you enroll in this course.

Follow the study guide provided.

Listen to all recorded lectures.

Complete all readings.

Three response papers

Research paper

Two examinations

Response Papers (10%)

You are expected to submit three response papers.

Lesson 3: Luther, Bondage of the Will (found in Rupp and Watson)

Lesson 10: Calvin, Institutes of the Christian Religion I (McNeill)

Lesson 16: Simonson, Selected Writings of Jonathan Edwards

The response papers are 2 to 3 page book reports/analyses of your reading in the designated texts. Interact with the author's ideas. Project a useful application of what the author has presented for today. Incorporate your own response to these readings in a creative way. The papers are due at the end of the respective lessons listed above. Please submit your response papers as e-mail attachments to vcstudentservices@rts.edu. In addition to submitting them as e-mail attachments, you may also submit them in your online portfolio.

Research Paper (25%)

Each student is required to submit, at the completion of the course, a 10 to 15 page research paper on a topic from the list given (keeping in mind the suggestions in Tape 1, Side A). If the topic you choose does not conform to one of the listed topics, you must get approval from RTS/Virtual in order to receive credit for your paper. Use E-mail for quick response.

The research paper is a master's level paper. That means that the work needs to be done at a graduate level. The paper should include not only the raw data that you use, such as historical facts, but the paper should show that you have digested and analyzed those data, and then that the data have been evaluated. To do this, multiple sources are needed where possible. Analyze and evaluate the data at several key points, such as data sources for critical data. The analytical process that is being used should be evident. If others have already done something in the way of research on your subject, you will want to bring that in.

Length and References

The paper must not be over 15 typewritten pages, counted without footnotes and bibliography, using a Times New Roman twelve point font or its equivalent. For a paper of this length, no less than twelve, and preferably twenty references, should be used. At least half of

these should be specifically referred to or quoted in the paper and properly cited in footnotes, endnotes, or in-text citations. Any other sources also need to have been used in some way by the student in the research for the paper (as background knowledge), even if not specifically cited or footnoted. References listed in the Bibliography or Reference List may include individual chapters in books, especially when the book is an anthology, and each chapter actually constitutes a separate article. Journal articles and web sites may also be used as references.

Development of the theme

The paper itself needs to develop and unfold your subject, giving enough of the background by way of introduction to show the significance of your subject and to enable your reader to ascertain your purpose in writing the paper. Develop your subject by selecting and presenting data that you have accumulated, and include any additional background that will be helpful.

Then analyze, synthesize and evaluate what you have found. Your personal interaction with the data is important, showing your line of thinking, your analysis, your synthesis and evaluation.

Submission

Submit the paper in your online portfolio, or electronically, as an attachment to a cover e-mail message, using RTF (Rich Text Format), MS Word, or Word Perfect. If you submit your paper as an e-mail attachment, notify us in the cover e-mail message what format you used in the paper. Since RTF strips away formatting, this is the least desirable way to send your papers.

You may use any one of the three forms of citation: Footnotes, endnotes, or in-text citations. Be consistent, however. If you use in-text citations, explanatory footnotes or endnotes may be used, but not as a substitute for bibliographic data used in the in-text citation and Reference List. For submitting your paper in the online portfolio, use either in-text citations or endnotes.

Style

Use *The Chicago Manual of Style* or the *MLA Style Manual and Guide to Scholarly Publishing*, Second Edition, for formatting, including Title page; Table of Contents; headings and sub-headings; and a Bibliography or Reference List. One of the criteria for evaluating the paper will be style: Is the paper written in a clear, straightforward style of academic prose? Use the guidelines in Strunk and White, *The Elements of Style*.

Examinations (Midterm: 30%, Final: 30%)

There are two examinations for this course, a mid-term and a final. The mid-term is to be taken after Lesson Eight.

All exams are to be requested online (www.rtsvirtual.org). All exams are proctored. The exams can be returned in hard copy form to RTS/Virtual, or they can be sent by e-mail to RTS/Virtual (See contact information below for addresses.).

Mentor Report/Course Application Paper (5%)

Each MA Distance student is required to have his mentor submit a report at the end of the course. This report will contribute to 5% of the student's grade. For students who are not registered in the MA program, you are asked to write a 200 word summary of how you perceive

what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life.

Assignments

All Assignments are due the last day of the course (See start letter), unless stipulated otherwise in this syllabus. Any student who needs an extension must get approval from the Virtual Campus before the deadline. Assignments are to be submitted as e-mail attachments . Please place course title in the subject heading (E-mail: vcstudentservices@rts.edu).

Time Limit

All course work, including exams, papers, reading requirements, is to be completed within four months from your course start date.

Contact Information

Reformed Theological Seminary, Virtual
2101 Carmel Road
Charlotte, NC 28226
(704) 366-4853
1-800-227-2013
FAX: (704) 366-9295
E-mail: vcstudentservices@rts.edu
Web site: <http://www.rtsvirtual.org>

COURSE OUTLINE
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Lesson One

Political, religious, and economic events leading to the Reformation
Political and religious figures involved in pre-Reformation events
Events in the Roman Church prior to the Reformation

Lesson Two

Intellectual movements which influenced Reformation thought
Scholasticism
Scholastic scholars

Lesson Three

Renaissance humanism
Johann Reuchlin and his writings
The humanist support of Martin Luther

Lesson Four

Early development of Martin Luther's theology
Luther and the Augustinian order
Luther and justification by faith alone

Lesson Five

The role of indulgence in the Roman Catholic Church
The sacrament of penance
Luther's 95 Theses and the Reformation

Lesson Six

Events leading to Luther's debate at Worms
The Heidelberg Disputation and the Leipzig debate
The role of Frederick the Wise in the Reformation

Lesson Seven

The Roman Church response to Luther
Diet of Worms
Luther and marriage

Lesson Eight

Philip Melancthon
Melancthon and Luther
Diet of Augsburg

Lesson Nine

Introduction to Ulrich Zwingli
Zwingli's influence on the Reformation movement
Zwingli's theology

Lesson Ten

Introduction to John Calvin's influence on the the Reformation
Calvin's influence on the Reformation movement
Calvin's *Institutes*

Lesson Eleven

Introduction to the Anabaptists
Three major groups of Anabaptists
Schleitheim Confession

Lesson Twelve

Counter-Reformation
Council of Trent
Impact of the Jesuits on the Reformation movement

Lesson Thirteen

Introduction to the Enlightenment
Modernity
Age of Reason

Lesson Fourteen

Deism
Newton and Locke
Growth of deism

Lesson Fifteen

Pietism
Spener, Franke & Zinzendorf
Characteristics of Pietism

Lesson Sixteen

Methodism, John Wesley and Whitefield
Introduction to George Whitefield
From the Great Awakening to the Princetonians

COURSE PAPER TOPICS
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1. Compare Luther and Erasmus on free will.
2. Compare Calvin's view of the illumination of the Holy Spirit and Schleiermacher's religious subjectivism.
3. Compare Turretin and Calvin on the role of Christ in election.
4. Compare Edwards and modern charismatic teaching on religious affections.
5. Compare Edwards and Luther on justification.
6. Compare Luther and Edwards on free will.
7. Compare Whitefield and Wesley on grace and predestination.
8. Compare Warfield and Barth on Scripture.
9. What was the Oxford movement?
10. Compare Fredrich Nietzsche and Billy Graham on the doctrine of God.
11. Compare Machen and Kierkegaard on Christian faith.
12. Compare Trent and Vatican II.
13. Is there any relationship between liberation theology and feminist theology?
14. Compare Pannenberg and Berkouwer on Scripture.
15. What was John Owen's view of indwelling sin in the believer?
16. What is the church growth movement? Is it biblical?
17. Compare American and British Evangelicalism.

NOTE: See instructions for this research paper in the syllabus.