



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

HIST 6311 RENAISSANCE AND REFORMATION

New Orleans Baptist Theological Seminary
Division of Theological and Historical Studies
Spring 2019 - Wednesday, 8:00-10:50 am

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This course begins on **January 23, 2019**, and, by that date, students should have access to Blackboard, where they will find information and instructions about the course. Prior to that time, students should purchase the texts and be ready to participate in the course. The reading schedule is included in this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to provide quality theological education for students in the discipline of theological and historical studies. Lessons learned from the past inform the present and provide guidance for the future.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *doctrinal integrity*. We want everything we do to be characterized by offering the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

Theological and Historical Heritage – comprehensive overview of the Reformation, its context, and development

Disciple Making – use the people from our past to model Christ-like behavior

Servant Leadership – use the people from our past to model servant leadership

Spiritual and Character Formation – model Christian character in relating to those in the Christian family with whom we disagree

Biblical Exposition – demonstrate the biblical foundation for the various denominational

expressions stemming from the Reformation
Worship Leadership – examine the variety of worship styles and practices used during the Reformation

Course Description

This course is a study of Christianity in Western Europe during the period 1300-1648. The character, development, interrelationship, and cultural impact of the Renaissance and the Catholic and Protestant Reformations are explored.

Student Learning Outcomes

In order to understand and interpret Christian theological heritage and Baptist polity for the church, the student, by the end of the course, should:

1. Be able to apply their knowledge and understanding of the formation and development of the Renaissance and Christian movement during the Protestant Reformation.
2. Value the ideas, individuals, movements, and institutions in the rise and development of Christianity leading up to, and during, the Protestant Reformation.
3. Be able, with the help of resources, to accomplish the following:
 - Practice the historical method and historiography in order to interpret Christian theological heritage for the local church.
 - Place individuals, movements, and ideas within their proper historical context.

Textbooks:

Required:

[E] Estep, William R. *Renaissance & Reformation*. Grand Rapids, MI: William B. Eerdmans, 1986. ISBN: 978-0-8028-0050-3

[J] Janz, Denis R. ed. *A Reformation Reader: Primary Texts with Introductions*. Minneapolis, MN: Fortress Press, 1999. Second Edition, 2008. ISBN: 978-0-8006-6310-0

[CH] *Christian History Magazine* [available in the library].

Recommended:

Atherstone, Andrew. *Reformation: A World in Turmoil*. Grand Rapids, MI: Kregel Publications, 2015. ISBN: 978-0-7459-7015-8

Book Reviews:

Bainton, Roland H. *Here I Stand: A Life of Martin Luther*. Nashville, TN: Abingdon Press, 1950.

Estep, William R. *The Anabaptists Story: An Introduction to Sixteenth-Century Anabaptism*. 3d ed. Grand Rapids, MI: William B. Eerdmans, 1996.

Hyma, Albert. *The Brethren of the Common Life*. Grand Rapids, MI: William B. Eerdmans, 1950.

McGrath, Alister E., *A Life of John Calvin: A Study of the Shaping of Western Culture*. Cambridge, MA: Basil Blackwell, 1990.

Moore, Rosemary Anne. *The Light in Their Consciences: Early Quakers in Britain, 1646-1666*. University Park, Pa. : Pennsylvania State University Press, 2000.

Oberman, Heiko A. *Forerunners of the Reformation*. London: Lutterworth Press, 1967.

Putman, Rhyne. *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*. Minneapolis: Fortress Press, 2015.

Requirements

A. **Book Review:** Each student will write a book review for one of the assigned books. The review will be written as though for an academic magazine or journal. It should identify the book's main thesis or purpose, give a brief summary of the contents, and include an evaluation of the work's strengths and weaknesses. All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. The review should be 3-4 single-spaced typewritten pages in length and contain:

- (1) a bibliographical entry at the top of the first text page of the review,
- (2) a brief biographical sketch of the author,
- (3) a brief summary (one to two pages) of the contents of the book,
- (4) a statement of the author's purpose and the extent to which the purpose was realized,
- (5) a statement regarding the book's uniqueness,
- (6) a description of the author's style,
- (7) a description of the author's biases, and
- (8) concluding evaluation.

We will discuss the review in class on the due date. **Due February 20.**

B. **Biography:** Write a biography on a major individual associated with the Reformation. You may choose the person, subject to instructor approval. Your choice of subject must be submitted by the end of the second week of class. The paper **must** have a title page, table of contents, bibliography, footnotes or endnotes, be double spaced, and follow Turabian, sixth edition, for style. However, **do not** use chapters to separate sections of your paper (chapters require a new page for each new chapter and the project is not long enough to justify this). Use section headings instead. Projects will be graded on clear organization, spelling, and grammar as well as content. Your biography should be 8-10 pages in length. **Due March 27.**

C. **Research Paper - Presentation:** Write a paper describing a major movement either leading up to the Reformation or during it. You may choose the movement, subject to instructor approval. Your choice of subject must be submitted by **February 6**. A helpful site is <http://cat.xula.edu/tpr/links/>. The paper **must** have a title page, table of contents, bibliography, footnotes or endnotes, be double spaced, and follow Turabian, sixth edition, for style. However, **do not** use chapters to separate sections of your paper (chapters require a new page for each new chapter and the project is not long enough to justify this). Use section headings instead. Projects will be graded on clear organization, spelling, and grammar as well as content. Your paper should be 12-15 pages in length. One copy of your paper will be submitted to the professor. An additional copy must be provided to each class member.

Presentation. Students will present their papers in class. Creativity in the form of

PowerPoint or visual aids is appreciated. **Due beginning May 1.**

Your paper will be graded as follows:

History/founders	25%
Summary of Doctrine	25%
Structure/organization	20%
Ministry focus	20%
Form/Grammar	10%

- D. *Extra Credit:*** The Institute for Faith and the Public Square is hosting a discussion on the death penalty on the NOBTS campus. It is free to students. Students attending the event can earn up to 5 extra credit points by submitting a 1-2 page, single-spaced summary of the speakers' contents and describing what the student learned. **Due May 8.**

Penalties

- A. *Papers:* A late paper will be assessed an initial **10 point penalty**. Each calendar day after the due date an **additional 10 point penalty** will be assessed.
- B. *Plagiarism:* New Orleans Baptist Seminary maintains high academic standards and is not tolerant of plagiarism. If you copy another author's work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or expulsion from the Seminary.

Possible Points & Grading Scale

<u>Possible Points</u>	<u>Grading Scale</u>
Book Review: 50 pts.	A = 279-300 pts.
Biography: 75 pts	B = 255-278 pts.
Class Participation: 25 pts.	C = 231-254 pts.
<u>Research Paper: 100 pts.</u>	D = 210-230 pts.
300 pts.	F = 209- ↓ pts.

Attendance

A student may miss up to three (3) class periods before failing the course. Should a student miss a class period, it is the responsibility of the student to obtain class notes. The professor does not provide copies of lecture notes.

Cellular Phones

All phones should be turned off or adjusted so as not to disturb the class. If you can wait until a break time to attend to calls and pages, that would be greatly appreciated. Students are also asked to refrain from text messaging during class.

Schedule and Reading Topics

Lectures and class discussions generally will adhere to this schedule, but the pace may vary according to instructional and class needs.

Week	Dates	Subject	Reading
[1]	Jan. 23	Orientation Medieval Background Waldensians	E: 3-17 J: 1-25 CH: 8.2
[2]	Jan. 30	Italian Renaissance Northern Renaissance	E: 18-44 E: 45-57 J: 25-43
[3]	Feb. 6	John Wycliffe and the Lollards John Huss and Bohemian Brethren	E: 58-68 CH: 2.2 E: 69-77 CH: 19.4 J: 43-59
[4]	Feb. 13	Desiderius Erasmus Europe on the Threshold	E: 78-93 J: 59-74 E: 95-111
[5]	Feb. 20	Book Reviews due	
[6]	Feb. 27	Martin Luther	E: 112-60 CH: 11.2; 12.3 J: 75-162
[7]	Mar. 6	Ulrich Zwingli Anabaptist Beginnings	E: 161-81 CH: 3.1 J: 183-99 E: 181-204 CH: 4.1 J: 163-82, 200-14
[8]	Mar. 13	Anabaptist Theologians Menno Simons	E: 204-17 J: 214-24 E: 217-20 J: 224-43
	Mar. 20	S P R I N G	B R E A K
[9]	Mar. 27	Biographies due	
[10]	Apr. 3	<i>The Radicals</i>	

Week	Dates	Subject	Reading
[11]	Apr. 10	John Calvin	E: 221-48 CH: 5.4 S: 110-47 J: 245-328
[12]	Apr. 17	William Tyndale and English Bible English Reformation	E: 249-54 CH: 6.4 E: 254-69 CH: 14.4 S: 164-69 J: 329-76
[13]	Apr. 24	Catholic Revival Reformation in Spain & Scotland Huguenots	E: 270-86 J: 377-442 E: 287-316 CH: 20.3
[14]	May 1	Research Paper Presentations	
[15]	May 8	Research Paper Presentations	
[16]	May 15	Baptists and the Reformation	

Bibliography

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- Bergsten, Torsten, and William Roscoe Estep. *Balthasar Hubmaier: Anabaptist Theologian and Martyr*. Valley Forge, PA: Judson Press, 1978.
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Course Purpose. Landscapes comprises the visible evidence of human activities on the "land surface" most usually associated with a particular sort of behavior "land use" Activities "farming Artifacts" structures, installations, facilities Slideshow 5976625 by...
Course Purpose. Landscapes comprises the visible evidence of human activities on the "land surface" most usually associated with a particular sort of behavior "land use" Activities "farming Artifacts" structures, installations, facilities. Statement of Purpose: Please describe your aptitude and motivation for graduate study in your area of specialization, including your preparation for this field of study, your academic plans or research interests in your chosen area of study, and your future career goals. Please be specific about why UC Berkeley would be a good intellectual fit for you. To "assert and contest" opinions is, of course, the marksmanship of historians; making reference to "the current state of early modern historiography" conveys familiarity with the subject on the one hand, and confidence and intellectual poise on the other. Notice how much more powerful is such a statement as compared to one poorly written, such as "I am passionate and committed to my interest in early modern Europe."