Course description
A survey of the theological and doctrinal history of Christianity in its cultural setting from the Reformation in sixteenth-century Europe to the early twentieth century. Attention is given to Protestant and Catholic developments in Europe and America.

Course objectives
1. Exhibit a critical understanding of the theological and doctrinal history of Christianity from the Protestant Reformation in sixteenth-century Europe to the early twentieth century.
2. Carefully present and critically interact with influential proposals from the historical period under investigation.

This course contributes to the following M.Div. degree outcomes:
- Demonstrate a critical understanding of Christianity and the Stone-Campbell Movement in particular.

Required textbooks

Recommended textbook

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (http://hst.edu/students/textbook-services/) for correct ISBN’s and editions to ensure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Additional readings, course notes, a place to submit assignments, and grades are available on Canvas. To access the Canvas course page, go to http://elearning.harding.edu.
Accessibility
HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):
Email: mpowell@harding.edu
Office Phone Number: (901) 432-7725
Office: Ijams Administration Building 209

Requirements and grading
1. Reading of assigned texts and class participation
2. Reading papers (10%)
3. Seminar papers (40%)
4. Mid-term exam (25%)
4. Final exam (25%)
Grading scale: 100-90 (A), 89-80 (B), 79-75 (C), 74-70 (D), 69 and below (F)

All readings should be completed before the session for which they are assigned. Students should come to class prepared to contribute to the discussion of the readings. Students may be penalized up to five points off the final grade for: (1) missing more than two class sessions, (2) being late for more than three class sessions, or (3) failing to submit at least half of the reading papers.

Academic Integrity
Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Credit Hour Workload
For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with Disabilities
It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources
If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog (called Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost,
Schedule of topics and readings

January 21  Introduction to the class; Calls for Reform

January 28  Luther
(1) Students who have not taken 5601 Early and Medieval Church are encouraged to read
(2) Gonzalez, chaps. 1-4
(3) *Martin Luther: Selections from his Writings*, pp. 3-12, 489-503, 14-19, 35-37, 52-85.

February 4  Zwingli; The Radical Reformation
(1) Gonzalez, chaps. 5-6

February 11  Calvin
(1) Gonzalez, chaps. 7

February 18  Catholic Reform
(1) Gonzalez, chap. 12
(2) *The Spiritual Exercises of St. Ignatius*, 37-87

February 25  The Reformation in England; Socinianism
(1) Gonzalez, chaps. 8, 18, pp. 159-160
March 3  Mid-term exam; From Reformation to Enlightenment
   (1) Gonzalez, chaps. 15, 16

March 10  SPRING BREAK

March 17  The Enlightenment
   (1) Gonzalez, chap. 22
   (3) John Locke, *The Reasonableness of Christianity*, 7-20, 24-77.

March 24  Evangelical Revivals
   (1) Gonzalez, chaps. 24, 25

March 31  Liberal Protestantism
   (1) Gonzalez, chap. 31

April 7  Conservative Critiques
   (1) Gonzalez, chap. 32

April 14  STUDY WEEK

April 21  Roots of Black and Feminist Theology
   (1) Gonzalez, chap. 27
April 28 Barth
(1) Gonzalez, chaps. 35
(2) Franklin Hamlin Littell, The German Phoenix: Men and Movements in the Church in Germany (Garden City, NY: Doubleday & Co., 1960), 180-188.

May 5 Final lecture

May 12 Final exam

**Reading papers**
Students are required to submit on Canvas a 1-2 page reading paper before the beginning of class for each session that primary source readings are assigned. Reading papers should focus on the primary sources, though Gonzalez may be cited to support your interpretation. The papers should strike a balance between careful exposition of the primary source readings, critical evaluation, and constructive suggestion. The reading paper for May 5 should focus on the reading from Macchia. Late reading papers will not receive credit.

**Seminar papers**
Students are required to lead two class discussions by presenting a paper, five-six pages in length, on the primary source readings assigned for the session. The seminar paper should follow the same format as the reading paper, with the exception of length, and should be submitted in place of the reading paper.

Seminar papers are due by 12:00 p.m. noon (CST) on the Monday before it is presented. Papers that are not turned in by this time will be penalized 10 points. The seminar paper should be submitted as a Word or PDF document in Canvas. All students should carefully read the seminar papers before the class meeting.

Students are expected to revise seminar papers in light of class discussion and comments from the professor. A revised version of the seminar paper is due on the following class session. Late revised papers will receive one point off per day late for the first three days, and then three points off per day late (excluding Sundays), up to 20 points.
Seminar paper rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Above Expectations Grade of A</th>
<th>Meets Expectations Grade of B or C</th>
<th>Below Expectations Grade of D or F</th>
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<tbody>
<tr>
<td>Exposition of primary sources</td>
<td>Demonstrates careful reading and presentation of primary sources; highlights the key issues being addressed.</td>
<td>Demonstrates adequate reading and presentation of primary sources; may miss a one or more key issues being addressed.</td>
<td>Demonstrates shallow reading and presentation of primary sources; may miss multiple key issues being addressed.</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>Strong critical interaction with the primary sources and key proposals.</td>
<td>Adequate critical interaction with the primary sources and key proposals.</td>
<td>Shallow and uncritical interaction with the primary sources and key proposals.</td>
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Research paper option for Historical Theology students
With the approval of the professor, students who are pursuing an M.A. or M.Div. degree with a concentration in Historical Theology may submit a term paper in place of the reading and seminar papers. The paper should be approximately 15 pages in length and is due at midnight (CST) on May 5. The paper should carefully follow Turabian’s Manual and may be penalized up to ten points for style. Late papers will receive one point off per day late (excluding Sundays) for the first three days, and then three points off per day late, up to 20 points total.

Students are encouraged, but not required, to submit a prospectus to the professor via Canvas email by March 31. The prospectus may be informal and should include (1) a statement of the issue to be investigated and (2) a preliminary bibliography. The prospectus gives students an opportunity to receive feedback from the professor before submitting the paper for a grade.

Exams
Both exams are offered on-campus during the regular class time. All LIVE students who take exams off-campus must do so at a testing center that is approved by the professor. Many colleges, including community colleges, and public libraries have testing centers that administer exams for a small fee (to be paid by the student). A partial listing of approved testing centers is available at https://www.ncta-testing.org/about-cctc. It is the student’s responsibility to find a testing center and send the professor instructions for sending exams to the testing center. The professor must approve any exceptions to this policy.

Recommended resources

I. Reference works


II. Histories and Church Histories

Aids for primary source readings
The following aids should help as you read the primary sources for the course. Students should come to class prepared to discuss these themes from the readings.

Martin Luther

(1) Notice Luther’s discussion of the following key concepts, and how they inform his theological position: the righteousness of God (active and passive), the law, election, faith, grace, good works, and freedom.

(2) Luther is well-known for his slogan sola scriptura, but also for his low view of the epistle of James. Carefully observe Luther’s appeal to scripture, and how it functions for him.

(3) Notice Luther emphasis on the “priesthood of all believers.”

Zwingli; The Radical Reformation

(1) Note how the discussion of the Lord’s Supper at the Marburg Colloquy illustrates the different visions of reform promoted by Martin Luther and Ulrich Zwingli. What do you make of this debate?

(2) List and evaluate some of the distinctive beliefs and practices of the “Evangelical Anabaptists” (as identified by George Williams). Note how these practices come together in the desire of the Anabaptists to have a church of true believers that is not connected to the state.

John Calvin

(1) Carefully follow Calvin’s understanding of the knowledge of God, and his vision of scripture, that is presented in the opening lines of the Institutes.

(2) Note the specific areas of Calvin’s opposition to Roman Catholicism, especially Calvin’s desire for pure worship and his opposition to superstition and idolatry, in both readings.

Catholic Reform

(1) Ignatius of Loyola, much like Martin Luther, is interested in issues like justification and the graciousness of God. Trace the similarities, and differences, in Ignatius’s vision and that of Luther.

(2) Note the specific ways the Council of Trent delineates Catholic doctrine in comparison to Protestant emphases. Also, consider what these decrees tells us about the state of Christianity, generally speaking, at this time.
The Reformation in England; Socinianism

(1) The Socinians are an example of what George Williams calls the “Evangelical Rationalists” of the Radical Reformation. Carefully note why they reject the doctrine of the Trinity, and the implications of this rejection for other areas of Christian belief, such as the incarnation and the atonement.

The Enlightenment

(1) What concerns, and what starting point, underlie Descartes’s argument for God’s existence? If you have read Anselm’s *Proslogion* or Thomas’s “Five Ways” in *Summa Theologica*, how does Descartes differ from these medieval attempts to demonstrate God’s existence?

(2) In his introduction to Locke’s work, I. T. Ramsey notes that “*The Reasonableness of Christianity* in particular brought the charge of Unitarianism against him” (8). Recall that the Unitarians were the theological heirs of the Socinians. As you read *The Reasonableness of Christianity*, evaluate this charge against Locke’s vision of Christianity, especially his understanding of Jesus.

(3) One aspect of Enlightenment Christianity that Locke represents is an emphasis on morality and ethical living over orthodox doctrine. Note where an emphasis on ethics appears in Locke.

(4) In our readings of Hume, we focus on his critique of miracles and the teleological argument for the existence of God. Follow his arguments carefully, and consider how these critiques could challenge the notion of a “reasonable Christianity” like the one proposed by Locke and other empiricists.

Evangelical Revivals

(1) Philip Jacob Spener sought to reform the Protestants. What are his principles of reform, and to what extent do these principles still resonate within conservative evangelical Christianity?

(2) Trace how the following themes come together in Jonathan Edward’s remarkable work, *Religious Affections*: Calvin’s view of election, the Holy Spirit, Locke’s empiricism, and the evangelical emphasis on religious experience.

(3) At the end of Wesley’s sermon, to whom is his passionate invitation directed? How does Wesley understand justification, sanctification, and perfection?
Liberal Protestantism

(1) Schleiermacher is considered the “father of Liberal Protestantism” because of the way he sought to ground religion not in reason, scripture, or tradition per se, but in religious experience. Explain and evaluate Schleiermacher’s conception of religious “feeling” (in the special sense he gave that word). How does Schleiermacher understand the identity and work of Jesus?

(2) Adolf von Harnack was a leading representative of Liberal Protestantism when the movement was in its prime. Note how Harnack borrows from Schleiermacher in his emphasis on religious experience, but differs in his understanding of this experience. How does Harnack understand the identity and message of Jesus, and how does he explain the church’s deviation from this original message?

Conservative Critiques

(1) Charles Hodge is a conservative Protestant theologian who offered an influential proposal to preserve historic Christian belief from the influence of rationalism and Liberal Protestantism. What exactly is his proposal, and how is it a natural outworking of the commitments of Protestantism after the Protestant Reformation?

(2) John Henry Newman was an Anglican who converted to Roman Catholicism. During most of his life, he was viewed suspiciously by his Catholic superiors. Nonetheless, his proposal for doctrinal development went on to have a major impact in Catholic theology. What is his proposal for doctrinal development? How does it address the challenge of historical criticism and the natural outworking of the commitments of Catholicism after the Protestant Reformation?

Roots of Black and Feminist Theology

(1) Like the Pietists and Liberal Protestants, early Black and feminist theologians make an appeal to experience. What exactly do the Black writers and Frances Willard mean by “experience?” Note the similarities and differences in these various appeals to experience.

(2) In what ways do these readings anticipate the various liberation theologies (including Black and feminist theologies) that appeared in the 1970’s? Which of the arguments from the readings still resonate with you today?

Karl Barth

(1) For Barth, how do human beings come to knowledge of God?

(2) Describe Barth’s critique of Liberal Protestantism in the tradition of Schleiermacher. How do the events of World War I and II illustrate these concerns for Barth?
**Use of technology**

**Canvas Online Learning System**

In addition to the live video platform Zoom.us (see below), this course uses Harding’s *Canvas Online Learning System*, which is accessed at [http://elearning.harding.edu](http://elearning.harding.edu). If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system or email your professor directly at mpowell@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

**HST Live Interactive Video Education (HST LIVE) via ZOOM**

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to [https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started) for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course [https://zoom.us/j/9014327725](https://zoom.us/j/9014327725).

Students new to HST LIVE should attend the HST LIVE Orientation Monday, January 13, at 6:00-8:00 p.m. The Zoom ID for the Orientation session is 3188055566 (or go to [https://zoom.us/j/3188055566](https://zoom.us/j/3188055566)).

**Equipment Requirements for LIVE Sections:**

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

**LIVE Etiquette:**

- HST Live is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance at all class sessions is required just as if in residence on the Memphis campus.
- “Making up” a missed session by watching the recording will be granted ONLY in extreme cases such as illness or family emergency (the same policy for those on the Memphis campus). Please make arrangements in your ministry context or employment to be in attendance for all calendared sessions (e.g. a staff meeting is not an excused absence). The same applies to arriving late or leaving early.
• Be seated in an environment that approximates a classroom setting (e.g. a chair at a desk in your office). Create a distraction free environment. It is not acceptable to sit or lie down on your bed or in a recliner, lounge on your deck or on the beach, or sit in a coffee shop, etc.
• Remain stationary at your computer during the class session except during breaks. If you must go to the restroom & mute your audio/video, Then return to your screen, un-mute, and resume the class.
• Arrange for your HST Live environment to be distraction free (e.g. no family noise, TV, etc.).
• Failure to observe these and related etiquette matters will result in grade reductions at the professor’s sole discretion.