17th century Roman Catholic satirical cartoon depicting Martin Luther with his wife, the former nun Katharina von Bora, and their illegitimate children—i.e., the Protestant reformers. John Calvin is at the far right of the wheelbarrow that Luther is pushing.

**Timetable:**  Wednesdays 2-5 p.m.

**Professor:**  Dr. Aaron Clay Denlinger  
[mailto:aaron.denlinger@gmail.com](mailto:aaron.denlinger@gmail.com)  
407-960-9141

**Office Hours:**  N/A (please email to arrange a meeting)

**Description:**  History of Christianity II traces the history of the Church and her doctrine from the Reformation to the present day.
Objectives

Students should acquire the following from this course:

- Familiarity with the Church’s story from the Reformation onwards, with some sense for how that story informs the Church’s present-day identity.
- Appreciation for how Christ’s promise that the gates of Hell would not prevail against his Church (Matt. 16.18) has been realized on the plane of early modern and modern history.
- A sense for how Christian doctrine has developed over the past half-millennium in relation to broader social, cultural, and/or philosophical movements.
- Exposure to and appreciation for some of the great Christian thinkers who have populated the Church in the past half-millennium, and the proper tools—including an awareness of the context in which those thinkers lived and moved—to engage those thinkers in constructive dialogue, and so to benefit from their insights into God and his ways.

Textbooks

Required:


Recommended:


Other required readings for the course will be uploaded to Canvas.

Schedule of Classes

**Week 1: 2/3/16**
- Lecture: Martin Luther (Part One)
- Required Reading: Luther’s “To the Christian Nobility of the German Nation” (in Luther’s *Three Treatises*).
- Recommended Reading: Gonzalez’s *Story of Christianity* chs. 1-2.

**Week 2: 2/10/16**
- Lecture: Martin Luther (Part Two)
- **Required Reading:** Luther’s “Freedom of a Christian” (in Luther's *Three Treatises*).
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 3-4.

**Week 3: 2/17/16**
- **Lecture:** The Radical Reformation
- **Required Reading:** Thomas Müntzer’s “Sermon to the Princes” (1524); The Swiss Brethren’s Letter to Thomas Müntzer (1524); Balthasar Hubmaier’s *A Christian Catechism* (1526).
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 5-6.

**Week 4: 2/24/16**
- **Lecture:** Reformed Protestantism (Part One)
- **Required Reading:** Heinrich Bullinger’s Fifth Decade, Eighth Sermon (On Baptism); John Calvin’s *Short Treatise on the Lord’s Supper*.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 7 & 11.

**Week 5: 3/2/16**
- **Lecture:** Reformed Protestantism (Part Two)
- **Required Reading:** The *Belgic Confession* and the *Canons of Dort*.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 10 & 21.

**Week 6: 3/9/16**
- **Lecture:** Reformed Protestantism (Part Three)
- **Required Reading:** The *39 Articles* and the *Scots Confession*.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 8 & 18.

**Week 7: 3/16/16**
- **Lecture:** Catholic Reformation
- **Required Reading:** Proposal of a Select Committee of Cardinals and Other Prelates concerning the Reform of the Church (1537); Extracts from the *Canons and Decrees of the Council of Trent*; Extracts from Calvin's *Antidote to Trent*.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 12 & 19.

**Spring Break**

**Week 8: 3/30/16**
- **Lecture:** Pietism and Methodism
- **Required Reading:** Extracts from Spener’s *Pia Desideria*, Wesley's “Sermon 18: The Marks of the New Birth” and “Sermon 76: On Perfection”.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 23-24.

**Week 9: 4/6/16**
- **Lecture:** Revivalism
- **Required Reading:** Edwards’ “Distinguishing Marks”; Nevin's *The Anxious Bench*. 
• Recommended Reading: Gonzalez’s *Story of Christianity* ch. 25.

**Week 10: 4/13/16**
- Lecture: Protestant Liberalism
- **Required Reading:** Extract from Schleiermacher (TBA); Machen’s *Christianity and Liberalism* chs. 1-2.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 28 & 31.

**Week 11: 4/20/16**
- Lecture: Fundamentalist and Modernist Controversy
- **Required Reading:** Machen’s *Christianity and Liberalism* chs. 3-7.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* chs. 27 & 36.

**Week 12: 4/27/16**
- Lecture: (Neo)Orthodoxy Strikes Back
- **Required Reading:** Barth’s *Dogmatics in Outline*.
- **Recommended Reading:** Gonzalez’s *Story of Christianity* ch. 35.

**Week 13: 5/4/16**
- Lecture: Modern Roman Catholicism
- **Required Reading:** TBA
- **Recommended Reading:** Gonzalez’s *Story of Christianity* ch. 34.
- **Research Papers Due**

*Course Requirements*

Students’ grades for History of Christianity II will consist of three elements, each of which is described more fully below:

- Reading/Participation (10% of final grade)
- Research Paper (40% of final grade)
- Final Exam (50% of final grade)

*Reading/Participation*

Readings should be completed by the date they appear on the schedule. In other words, please read Luther’s “To the Christian Nobility of the German Nation” by 2/3/16, the date of our first class. A sheet will be passed around each class asking students to record their attendance and the approximate percentage of assigned reading which they have completed. The overall percentage of reading completed throughout the semester will figure into this portion of each student’s grade, as will each student’s willingness to provide in class his/her general thoughts about the texts read and, if relevant, answers to specific reading questions given by the professor. *Students who miss classes must email the professor*
Research Paper

Each student is required to write one research paper on a topic of his/her choice. For this project, students might wish to think through a theological topic of interest to them in the company of one or more of the significant Christian thinkers whom they will meet in this course (Luther, Calvin, Edwards, etc.). Or they might wish to pursue a more strictly historical subject (for example, the impact which the Great Awakenings had on contemporary evangelical worship and missions in America). Regardless, students should email the professor and run their topic by him before beginning the research process in order to determine whether it is appropriate, feasible, etc.

Students should consult a minimum of five scholarly sources in the course of research and writing. The research paper should be 2500-3000 words (roughly 10-12 pages), should be written in Times New Roman or Cambria font, and should be double-spaced with normal margins. The word limit does not include the cover page or the bibliography. The research paper must be typed and formatted according to the standards set forth in the 8th edition of Kate L. Turabian’s *Manual for Writers of Term Papers, Theses, and Dissertations*. Citations are to follow the “Notes–Bibliography Style” covered in chapters 16 and 17 of Turabian.

Grades for research papers will be based on both form (style, quality of presentation) and content (a clearly stated thesis which is ably defended).

**The deadline for research papers is May 4th, 2 p.m.** Papers should be submitted both electronically (i.e., emailed to professor as an attachment) and physically (i.e., printed out and handed in at the beginning of class on May 4th). Barring extraordinary circumstances, extensions will not be granted and late papers will be significantly penalized.

Final Exam

The final exam will consist of several essay questions which students are expected to answer as fully as possible in the time allotted for the exam. Both form (style) and content will factor into grades for essays, so students are encouraged to give well-structured and coherent answers to these questions. The essay questions appearing on the exam will be drawn from a larger list of potential questions given to students several weeks before the exam.

**Grading Scale**

Please consult page 51 of the current catalogue for RTS’s grading scale.
Bibliography

Below is a list of useful starting points for your own research.

1. General reference tools for church history:


2. More specific to Reformation/modernity:


Course Objectives Related to MDiv* Student Learning Outcomes

Course: HT504 (History of Christianity II)  
Professor: Aaron Clay Denlinger  
Campus: Orlando  
Date: Spring 2016

### MDiv* Student Learning Outcomes

*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.  
*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Students will contribute to weekly discussion about historically significant theological figures and texts, and will produce written work analyzing the same (research paper and exam).</td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Articulation (oral &amp; written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | Students will contribute to weekly discussion about historically significant theological figures and texts, and will produce written work analyzing the same (research paper and exam). |
| Scripture | 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 | Students will encounter and engage Scripture through the lens of historical exegesis. |
| Reformed Theology | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Strong | Students will be exposed to Reformed theology in its origins and in its historical development, and will gain significant familiarity with the context and content of historic Reformed symbols. |
| Sanctification | Demonstrates a love for the Triune God that aids the student’s sanctification. | Minimal | Students will be exposed to the piety of specific historical individuals/groups, for example the magisterial reformers, the Puritans, etc. |
| Desire for Worldview | Burning desire to conform all of life to the Word of God. | Moderate | Students will be exposed to the fundamental Reformed convictions which inform a Reformed worldview. |
| Winsomely Reformed | 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.) | Strong | Students will be exposed to the histories of their own and other Christian traditions, which exposure is a critical step towards understanding of, sympathy for, and charity towards the same. |
| Preach | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | Students will be exposed to a theology of preaching as such has developed in Reformed thought, and to models of preaching in historical figures like Luther, Whitefield, etc. |
| Worship | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | Students will acquire some knowledge of how Christian worship has developed in various Christian traditions from the |</p>
<table>
<thead>
<tr>
<th></th>
<th>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</th>
<th>Minimal</th>
<th>Students will acquire some knowledge of historic Reformed views on vocation and missions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shepherd</strong></td>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>