

## SYLLABUS

### 09HT504: History of Christianity II

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Office hours: By appointment.

#### **Course description:**

A continuation of 09HT502, concentrating on great leaders of the church in the modern period of church history from the Reformation to the twentieth century.

#### **Course format:**

The History II course will be taught in the classroom via Zoom over 10 Tuesday evenings beginning February 12 through April 30 (7:30pm-9:30pm) [no class March 12 or 26], plus two weekends of instruction with professor in NYC (Fri & Sat, February 8-9 and March 29-30: Fri 6-9pm, Sat 8am-3pm). See below for specific dates, times and assignments.

#### **Goals:**

1. The student will be *introduced* to the history of the Christian church over the past five centuries, particularly emphasizing the way certain beliefs and practices have shaped Christian identity.
2. Through the lectures, the student will be *exposed* to the cultural and political contexts of Christian thought and *develop* a greater critical appreciation for the Christian tradition.
3. Through the reading and discussions, the student will be *oriented* to key figures, beliefs, practices, and stories in the life of the Christian church and will *explore* how they relate to contemporary Christian life and ministry.
4. Through the book *For a Continuing Church*, the student will *appreciate* Presbyterian identity as a confluence of beliefs, practices, and stories, which continues to have importance in our postmodern world.
5. Through the final exam, the student will *reflect* on how Christian identity, as represented over the past five centuries, and how Presbyterian identity may have relevance for contemporary Christian life and ministry.

#### **Required texts:**

Justo Gonzalez, *The Story of Christianity, vol. 2: The Reformation to Present Day, revised edition* (New York: Harper, 2010); ISBN: 978-0061855894

^Michael Reeves, *Theologians You Should Know: An Introduction from the Apostolic Fathers to the 21<sup>st</sup> Century* (Wheaton: Crossway, 2016); ISBN: 978-1433550867

^Hugh T. Kerr, *Readings in Christian Thought, 2<sup>nd</sup> edition* (Nashville: Abington, 1990); ISBN: 978-0687355478

Sean Michael Lucas, *For a Continuing Church: The Roots of the Presbyterian Church in America* (Phillipsburg: P&R, 2015); ISBN: 978-1629951065

Philip Jenkins, *The Next Christendom: The Coming of Global Christianity, 3<sup>rd</sup> edition* (New York: Oxford University Press, 2011); ISBN: 978-0199767465

*^also used for 09HT502 History of Christianity I*

### Requirements and Grading:

1. *Regular attendance and class participation* (10%). You will only be allowed to miss one class without it adversely affecting your grade. If you plan on missing a class, it would help greatly to notify the instructor in advance.
2. *Reading* (40%). The reading grade is broken into three parts:
  - a. 2 one-page reaction papers (each worth 5%).
  - b. 1 five-page response paper for *For a Continuing Church* (10%)
  - c. Final reading summary (20%)
3. *Gonzalez tests* (30%). You will have three (3) examinations on the assigned Gonzalez readings, which will be taken on Canvas. Check the syllabus for the dates.
4. *Final exam* (20%). You will have a final exam that will be completed **by Friday, May 10, 2019**. I will give you more information on this on the first day of class.
5. *Grading scale (standard RTS scale)*:

97-100	A
94-96	A-
91-93	B+
88-90	B
86-87	B-
83-85	C+
80-82	C
78-79	C-
75-77	D+
72-74	D
70-71	D-
Below 70	F

As part of our purpose to train servants of the triune God to walk with God in all of life, we expect godly integrity in the academic work done at RTS. God's covenant with His people calls for honesty and a commitment to truth (as in the 9th commandment). As we live in that covenant and in community with one another, upholding truth is an essential duty. Specifically applied to academic labors, this means that we accurately represent our work to others. In other words, neither cheating nor plagiarism is tolerated.

### Instructions on particular assignments:

1. *Reading*

- a. With your final exam, you will turn in a reading report, which will estimate how much of the reading you completed. I will distribute a reading report to you toward the end of the semester and I will also provide an electronic version when I send you the final exam.
  - b. If you do not turn in a completed reading report, you will receive no points for reading. It is **due on May 10, 2019**; no late reports are accepted.
2. *One-page reading reaction papers*
- a. There will be two separate reaction papers, in which you will answer a specific question on the reading. You will find the appropriate question listed in the syllabus.
  - b. The reaction paper will be written with one inch margins, double-spaced, 12 point Times Roman font.
  - c. The reaction paper will be due by the beginning of class time; **no late papers will be accepted.**
  - d. Please email your paper to both email addresses listed in the syllabus prior to the beginning of class.
  - e. The grade is pass/fail; if you follow instructions completely (including form requirements stated in line b), you will receive the full amount of points (signified by a check mark). If you fail to follow instructions, then the instructor will determine how many points are appropriate.
3. *Five-page response paper to For a Continuing Church*
- In the first half-page, introduce your paper: mention who wrote the book, his background, his thesis, etc.
  - In section one, answer the following question (2-3 pages): *Citing relevant examples, who were the significant figures and organizations and what were the major issues in the formation of the Presbyterian Church in America (PCA)?*
  - In section two, answer the following question(s) (2-3 pages): *What do you make of this story—is it heroic? Troubling? A mixture? In your opinion, how does this story of the PCA's origins continue to shape the denomination today?*
    - a. The response will be written with one inch margins, double-spaced, 12 point Times Roman font. Please write in complete sentences, paragraphs, etc.
    - b. The response will be due by the beginning of class time on **Tuesday, March 26, 2019**; **no late papers will be accepted.** If you will not be at the particular class time, you will need to submit your paper in advance.
    - c. Please email your paper to **both** email addresses listed in the syllabus prior to the beginning of class.

#### SCHEDULE OF ASSIGNMENTS AND PROBABLE LECTURE SCHEDULE

**February 8-9, 2019 (in person in NYC)—Friday night, 6p-9p; Saturday, 8a-3p**

Syllabus

Luther: Man Between God and the Devil

German Lutheran Confessionalization and the Controversies of the Lutheran Reformation

Calvin: Man Between Heaven and Earth

Readings:

Gonzalez, 7-134

Kerr, 135-182

Reeves, 149-200

**12 February 2019**

**Response paper #1 Due**

Re-read Kerr, 157-69; answer one of the following questions:

1. How (or better, in whom) does Calvin ground the authority of the Bible? Does his approach provide an alternative to the way evangelicals often seek to defend biblical authority?
2. How does Calvin talk about human depravity? What is Calvin's solution to depravity?
3. In the selection, how does Calvin speak about predestination? Compare Calvin's approach with some popular Reformed approaches—is Calvin's approach similar/different?

Christ's Churches Purely Reformed: The Reformed Faith in the 16<sup>th</sup> Century (Zurich, Strasbourg, Geneva)

Readings:

Gonzalez, 135-66

Kerr, 169-79

**19 February 2019****Gonzalez Test #1 (pp. 1-166) (taken on Canvas)**

The Reformed Church Always Being Reformed: The International Reformed Faith in the 16<sup>th</sup> Century

Readings:

Gonzalez, 173-210

Kerr, 182-6

**26 February 2019**

Protests, Puritans, and Presbyterians: The development of Reformed Orthodoxy

Readings:

Gonzalez, 211-36

Kerr, 186-190

Reeves, 201-226

**5 March 2019**

The Religion of the Heart: Pietism's Impact on the 17<sup>th</sup> and 18<sup>th</sup> Centuries

Reading:

Gonzalez, 237-290

Kerr, 190-204

Reeves, 227-252

**12 March 2019—NO CLASS: SPRING BREAK****19 March 2019****Gonzalez Test #2 (pp. 173-290) (taken on Canvas)**

The Rise of Modern Theology in the 19<sup>th</sup> Century: Deism, Kant, Schleiermacher

Readings:

Reeves, 253-274

**26 March 2019—NO CLASS****29-30 March 2019 (In person in NYC)-- Friday night, 6p-9p; Saturday, 8a-3p****For a Continuing Church paper due**

Christian Comprehensiveness: Modern theology in the 19<sup>th</sup> Century—Higher Critics, Bushnell, Princeton

“The Christian Century”: Mission and Christianity in the 19<sup>th</sup> Century

Readings:

Gonzalez, 301-384

Kerr, 207-236, 246-257

**2 April 2019**

**Response paper #2 due**

Re-read Kerr, 212-22; answer one of the following questions:

1. How (or in what) does Schleiermacher ground religious authority? Why might this be an attractive apologetic for his (and our) age?
2. How does Schleiermacher relate the essence of religion to the “essence of Christianity”? Does he successfully protect the exclusivity of Christianity in his approach?

“Divided by Faith”: Race and American Christianity, 1800-2000

**9 April 2019**

“Christianity Today”: Anglo-American Christianity in the 20<sup>th</sup> Century

Readings:

Gonzalez, 385-456

Kerr, 257-81

**16 April 2016**

Between the Times: Modern Theology in the 20<sup>th</sup> Century

Readings:

Gonzalez, 457-530

Kerr, 282-315, 321-57

Reeves, 275-316

**23 April 2019**

**Gonzalez Test #3 (pp. 301-530) (taken on Canvas)**

To the Ends of the Earth: Global Christianity into the 21<sup>st</sup> Century

Readings:

Jenkins

**30 April 2019: FINAL EXAM**

REFORMED  THEOLOGICAL SEMINARY  
SYSTEM

**Course Objectives Related to MDiv Student Learning Outcomes  
With Mini-Justification**

Course: History of Christianity II  
 Professor: Dr. Sean Michael Lucas  
 Campus: New York City  
 Date: Spring 20129

<b><u>MDiv Student Learning Outcomes</u></b>		<b><u>Rubric</u></b> > Strong > Moderate > Minimal > None	<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.	Strong	<ol style="list-style-type: none"> <li>1. Two short reflection papers based on primary sources</li> <li>2. One moderate length essay that requires interaction with multiple sources</li> <li>3. A case study-based exam that require integration of these themes</li> </ol>
<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.)	Minimal	<ol style="list-style-type: none"> <li>1. Discusses use/misuse of Scripture by various theologians</li> </ol>
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	<ol style="list-style-type: none"> <li>1. Various theologies contrasted with confessional Reformed views of theological loci</li> </ol>
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	None	
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	<ol style="list-style-type: none"> <li>1. Demonstrates biblical presuppositions for thinking historically, culturally about issue</li> <li>2. Emphasizes consequences of low view of doctrine for subsequent theology</li> </ol>
<b>Winsomely Reformed/ Evangelistic</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-	Strong	<ol style="list-style-type: none"> <li>1. In lectures, model sympathetically critical engagement with other perspectives, especially liberal, Pentecostal, etc.</li> </ol>

	Christians; and a truth-in-love attitude in disagreements.)		2. In writing assignments, emphasize the importance of winsome engagement of other positions with which one disagrees.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Moderate	1. Provide overview of worship practices in the Reformation and modern periods with reflection on contemporary development
<b>Shepherd</b>	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.	Strong	1. In case study exams, repeatedly focus on integration and how material applies pastorally 2. With Jenkins reading, focus on effects of globalization, how impacts local church
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	1. Consider the development of Reformed/Presbyterian tradition from its roots in catholic Christianity; provide basis for meaningful ecumenical dialogue.