



Reformation Church History

Programmed Syllabus

W. Robert Godfrey, Ph.D.
President and Professor of Church History
Westminster Theological Seminary
Escondido, CA

INSTITUTE OF
THEOLOGICAL
STUDIES



Updated 2006



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Course Description

The Reformation changed the world – spiritually, socially, even politically. In this course, learners trace the historic development of the Protestant Reformation from its sixteenth century background to its impact on the world and church today. The course examines the lives and teachings of the leading Reformers (Luther, Zwingli, Calvin, and Knox) and traces the Reformation movement in various nations. In addition, students study the rise of the major Protestant Movements – Lutheranism, Calvinism, Anabaptism, and Puritanism – and the Roman Catholic reactions to those movements. The goal of the course is to apply the Reformation battle cries of *faith alone*, *grace alone*, and *Christ alone* to life and ministry.

Course Objectives

Upon completion of this course, the student should be able to:

1. Understand the origin, history, and doctrines of the Protestant Reformation.
2. Interpret the state of the western world and church today.
3. Appreciate the Lord's providential care of His Church.
4. Recognize dangers that have faced the Church in order that past mistakes not be repeated.

Course Texts

1. Required Texts

Calvin, John. *Institutes of the Christian Religion*. 2 vol. Edited by J. T. McNeill. Translated by Ford Lewis Battles. Philadelphia: The Westminster Press, 1960.

Luther, Martin. *The Bondage of the Will*. Translated by J.I. Packer and O.R. Johnston. Grand Rapids: Fleming H. Revell, 1990.

Schaff, Philip. *History of the Christian Church*. vol. 6. Peabody, MA: Hendrickson, 2002.



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Spitz, Lewis. *The Renaissance and Reformation Movements* Chicago: Revised Edition Volume 2. St. Louis: Concordia Publishing House, 1987.

In addition, students are required to consult the following confessions:

The Augsburg Confession
The Decrees of the Council of Trent
The Remonstrance of 1610
The Canons of Dort
The Westminster Confession of Faith

2. Recommended Reading

Bromiley, G.W., ed. *Zwingli and Bullinger*. The Library Classics, Icthus edition. Philadelphia: The Westminster Press, 1953.

Calvin, John. *Calvin's Calvinism*. Translated by Henry Cole. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1950.

Cunningham, William. *The Reformers and the Theology of the Reformation*. Students Reformed Theological Library. Edinburgh: The Banner of Truth Trust, 1979.

De Jong, Peter Y., ed. *Crisis in the Reformed Churches*. Grand Rapids: Reformed Fellowship Inc., 1968.

Hughes, Philip Edgcumbe. *The Reformation in England*. New York: The MacMillan Co., 1963.

Kerr, Hugh T., ed. *A Compend of Luther's Theology*. Philadelphia: The Westminster Press, 1943.

McNeill, John T. *The History and Character of Calvinism*. New York: Oxford University Press, 1957.

Oberman, Heiko Augustus. *Forerunners of the Reformation: The Shape of Late Medieval Thought*. Philadelphia: Fortress Press, 1981.

Reid, W. Stanford, ed. *John Calvin: His Influence in the Western World*. Grand Rapids: Zondervan Publishing House, 1982.



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Schaff, Philip. *History of the Christian Church*. Vols. 5 and 7. Peabody, MA: Hendrickson, 2002.

Spitz, Lewis W. *The Reformation: Basic Interpretations*. Lexington, MA: D.C. Heath & Co., 1972

3. Collateral Reading

Althaus, Paul. *The Theology of Martin Luther*. Philadelphia: Fortress Press, 1966.

Bainton, Roland H. *The Age of the Reformation*. Princeton: Van Nostrand, 1956.

_____. *Here I Stand! A Life of Martin Luther*. New York: Abingdon Press, 1950.

Bangs, Carl. *Arminius*. New York: Abingdon Press, 1971.

Berkhof, Louis. *Systematic Theology*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1949.

Bettenson, Henry, *Documents of the Christian Church*. 2nd ed. London: Oxford University Press, 1967.

Calvin, John. *Commentary on Romans*. Translated by Ross Mackenzie. Edited by David W. Torrance and Thomas F. Torrance. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1980.

Collinson, Patrick. *The Elizabethan Puritan Movement*. Berkley: The University of California Press, 1967.

Dickens, A.G. *The Counter Reformation*. New York: Harcourt, Brace and World, Inc., 1969.

_____. *The English Reformation*. New York: Schocken Books, 1964.

Dillenberger, John. *Protestant Thought and Natural Science*. New York: Abingdon Press, 1960.

Dillenberger, John, ed. *Martin Luther: Selections From His Writings*. Chicago: Quadrangle Books, Inc., 1961.



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Edwards, Mark U., Jr. *Luther and the False Brethren*. Stanford University Press, 1960.

Estep, William R. *The Anabaptist Story*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1975.

_____. *Renaissance and Reformation*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1986.

Gamble, Richard C. "Calvin as Theologian and Exegete: Is There Anything New?" *Calvin Theological Journal*, Vol. 23, No. 2, (Nov. 1988): 178-194.

Gray, Janet Glenn. *The French Huguenots*. Grand Rapids: Baker Book House, 1981.

Grimm, Harold J. *The Reformation Era, 1500-1550*. New York: The MacMillan Co., 1964.

Hillerband, Hans J. *The Reformation, A Narrative History*. New York: Harper and Row, 1964.

Hughes, Philip Edgcumbe. *Lefevre*. Grand Rapids: Wm. Eerdmans Publishing Co., 1984.

Klooster, Fred H. *Calvin's Doctrine of Predestination*. Grand Rapids: Baker Book House, 1977.

Latourette, Kenneth Scott. *A History of Christianity*. New York: Harper, 1953.

Leith, John H. ed. *Creeds of the Churches*. Atlanta: John Knox Press.

Little, David. *Religion, Order and Law*. New York: Harper and Row, 1969.

MacLeod, John. *Scottish Theology*. Edinburgh: The Knox Press, 1946.

Oberman, Heiko Augustinus. *Forerunners of the Reformation: The Shape of Late Medieval Thought*. Philadelphia: Fortress Press, 1981.

Olin, John C. *The Catholic Reformation: Savonarola to Ignatius Loyola*. New York: Harper and Row, 1969.



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Ozment, Steven E. *The Age of Reform, 1250-1550*. New Haven: Yale University Press, 1980.

_____. *The Reformation and the Cities*. New Haven: Yale University Press, 1975.

_____. ed. *The Reformation in Medieval Perspective*. Chicago: Quadrangle Books, 1971.

Parker, Geoffrey. *The Dutch Revolt*. New York: Penguin Books, 1977.

Parker, T.H.L. *John Calvin*. Philadelphia: The Westminster Press, 1975.

Parker, T.M. *The English Reformation to 1558*.

Pauck, Wilhelm. *The Heritage of the Reformation*. Boston: Beacon Press, 1950.

Reid, W. Stanford. *The Reformation: Revival or Revolution?* New York: Holt, Rinehart and Winston, 1968.

_____. *Trumpeter of God, A Biography of John Knox*. New York: Charles Scribner's Sons, 1974.

Schaff, Philip. *The Creeds of Christendom*, Vol. 3. New York: Harper & Brothers, 1919.

Schnucker, Robert V., ed. *Calviniana: Ideas and Influence of John Calvin*. Sixteenth Century Essays and Studies, Vol. X. Kirksville, Missouri: Sixteenth Century Journal Publishing Co., 1988.

Spitz, Lewis W. *The Protestant Reformation, 1517-1559*. New York: Harper and Row, 1985.

Spitz, Lewis W., and Lohff, Wenzel. *Discord, Dialogue and Concord: Studies in the Lutheran Reformation's Formula of Concord*. Philadelphia: Fortress Press, 1977.

Sutherland, N.M. *The Huguenot Struggle for Recognition*. New Haven: Yale University Press, 1980.



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Walton, Robert Clifford. *Zwingli's Theocracy*. Toronto: University of Toronto Press, 1967.

Walzer, Michael. *The Revolution of the Saints*. London: Weidenfeld and Nicolson, 1966.

Wendel, Francois. *Calvin: The Origins and Development of His Religious Thought*. New York: Harper and Row, 1963.

Williams, George H. *The Radical Reformation*. Philadelphia: The Westminster Press, 1962.

Zwingli, Ulrich. *Commentary on True and False Religion*. Edited by Samuel Macauley Jackson and Clarence Nevin Heller. Durham, North Carolina: The Labyrinth Press, 1981.

COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10,3,3,3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. [ITS Online Interactivity Forum](#) (see course requirements) - fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. [Spiritual Formation Project](#) (see course requirements) - fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. [Learning Community Assignments](#) (see end of syllabus) - fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible)

Go to www.ITScourses.org/interactivity/ for the most up-to-date ITS resources.

Course Requirements

1. In order to receive three semester (or four quarter) hours of credit, the student is required to put in a minimum total of **120 hours** and complete the course within the requirements set forth by the institution in which he/she is enrolled.
2. The student is required to listen to the **twenty-four audio-recorded lectures** by Dr. Godfrey.



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3. The student is to study the programmed materials, and complete all the **study questions** both in the Programmed Syllabus and in the Study Guide.
4. The student must read the entire **required reading** list for each lecture, as supplied in the programmed lesson plans. Students may supplement the required reading by referring to additional material from the recommended reading list given above and specified for each lecture.
5. The student is required to read at least **500 pages** of additional material, taken from either the recommended reading list or the collateral reading list (see Course Texts above, part 3). A separate sheet must be submitted listing title, author, publisher, date of publication, and number of pages read to make up the 500 or more pages.
6. The student is required to submit a typed research paper, **15-20 pages** in length (double spaced). In other respects, the format of the paper is to follow the guidance set forth by K.L. Turabian: *A Manual for Writers for Term Papers, Theses and Dissertations*, fifth edition, or the guidelines established by the seminary or institution through which the course is being taken for credit. The student must choose **one** topic for the paper from the following list:
 - a. Would the Reformation have occurred without Luther?
 - b. Evaluate Luther's theology of baptism and Eucharist.
 - c. Investigate the importance of Calvin's doctrine of knowledge for his theology as a whole.
 - d. Compare Calvin and Trent on Justification.
 - e. Examine an aspect of the work of the Society of Jesus and trace the Jesuits' impact in that area through to the twentieth century.
 - f. Evaluate the claim that the English Reformation was a matter of compromise from start to finish.
 - g. Select and discuss one major area in which the Reformation has influenced twentieth century thought or practice.
7. **ITS Online Interactivity Forum:** Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS On-Line Forum. In order to get the fullest benefit from the Forum, complete the assignment **after** you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:



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- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the “Assignment Instructions” in the Forum for details.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

8. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. **With this in mind**, ITS includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. *Identify your mentor early in the course*, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

- 1. Personal Reflection and Evaluation: *Reflect on the course*** – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.
 - Follow these steps in your reflection:
 - Step 1: What **one** theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
 - Step 2: What portion(s) of the course brought this theme/principle/concept to light?
 - Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?



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Step 4: How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?

- b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
 - c. Give a copy of this reflection to your mentor (see #2).
- 2. Community Reflection and Interaction: *Interview a mentor*** – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:
- a. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is **not** your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.
- NOTE: ***Identify your mentor early in the course***, and give him/her the page entitled “Guidelines for Mentors.”
- b. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - ♦ What feedback can your mentor give in response to your essay?
 - ♦ In light of the course content, are the conclusions you made appropriate? Why or why not?
 - ♦ What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do **not** use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.



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3. **Synthesis and Application: *Draw your final conclusions*** – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:
- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
 - b. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - ◆ What were the mentor’s comments regarding your essay?
 - ◆ What advice did he/she give?
 - ◆ How did his/her comments expand or correct your application of the course?
 - ◆ Include the person’s name, occupation, and the length of the interview.
 - c. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - ◆ If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - ◆ Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - ◆ In light of the interview and further reflection, what additional, *specific* changes need to occur in your life and what *concrete* steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. **The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life.** If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

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9. The student is required to sit for one **mid-term examination** *at the end of Lecture 12*. The examination will deal with factual material, such as names and dates, true or false, brief definitions, etc. (90 minute time limit)
10. The student is required to sit for one **comprehensive final examination** *at the end of the course*. This examination will be comprised of essay-type questions. Four out of eight listed questions must be selected and completed within a three-hour period. The student is expected to supplement the lecture material with additional insights gained from the collateral readings.

NOTE to the Supervisor or Instructor: As to the two examinations (mid-term and final), any professor who is supervising this course on *Reformation Church History* should have some familiarity with this period of church history.

Course Grading

1.	Additional Reading (500 pages—see #5 above)	5%
2.	Research Paper.....	20%
3.	ITS Online Interactivity Forum	5%
4.	Spiritual Formation Project	15%
5.	Mid-term Examination.....	20%
6.	Final Examination	<u>35%</u>
	Total	100%



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Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.