

REFORMATION & MODERN THEOLOGY

COURSE DESCRIPTION

THT 506
Talbot School of Theology
Spring 2009

PROFESSOR: Alan W. Gomes, Th.M., Ph.D.

I. COURSE DESCRIPTION:

“History of the church from the Reformation to the present with an emphasis on the key Continental and English Reformers, including Zwingli, Luther and Calvin. Discussion of the counter-Reformation, Protestant scholasticism, the Enlightenment, and important theological developments in the modern era. Students will study the polity and history of their own denomination. Required for M.Div. students.”¹

II. OBJECTIVES:

- A. To acquaint you with the doctrinal views of significant movements, schools, and individuals in church history, from the sixteenth century to the present.
- B. To show the trajectory of thought in the development of ideas as they are worked out historically.
- C. To give you a greater appreciation of your own beliefs by showing the evolution of those ideas.
- D. To provide you with an opportunity to do research on your own denomination.
- E. To help you recognize the great struggles and labors of the many great saints of God who have gone before us in establishing and defending orthodoxy.

III. TEXTBOOKS:

- A. Required
 - 1. Cairns, Earl. *Christianity Through the Centuries*. Zondervan, 1996. 3rd edition. ISBN 0-310-20812-2.
 - 2. Muller, Richard A. *Dictionary of Greek and Latin Theological Terms*. Baker, 1985. ISBN 0801020646.

¹ *Talbot School of Theology Graduate Program Catalog* (1994-95), p. T-23.

B. Recommended (i.e., you don't have to buy but would be helpful)

1. Peterson, Susan Lynn. *Timeline Charts of the Western Church*. Grand Rapids: Zondervan, 1999. ISBN 0-310-22353-9.

IV. COURSE STRUCTURE – AN OVERVIEW:

- A. *Syllabus*: The syllabus highlights the theological development of key individuals and movements. The emphasis of the syllabus is on the history of doctrine rather than on the politics, institutions and socio-religious aspects of the history (though these are often included as well). Please note that my goal for the syllabus is to provide you with detail on a limited number of crucial issues and movements, rather than to give you a grocery list of names and dates with no depth. The assigned readings and papers will provide additional breadth of coverage (see below).
- B. *Quizzes*: Before the class session(s) for any particular week, you will study carefully the portion of the course syllabus assigned for that week. You will be quizzed on the material according to the chart given in the course syllabus. (See the discussion of quizzes under "Specific Course Requirements.")
- C. *Lecture portion of the class time*: The lectures elaborate upon and explain crucial issues in the course syllabus. Since the syllabus for this course is fairly complete, I do not intend to "lecture" by reading the syllabus to you; you will read through the syllabus on your own in preparation for the weekly quizzes. The lecture period is an opportunity for you to receive clarification on anything in the syllabus and for me to add detail beyond what is given in the syllabus.
- D. *Discussion portion of the class time*: A significant amount of time will be spent in class discussions. This will allow us to explore areas of particular interest to you, to interact with the data presented in the syllabus, to consider practical applications for the modern church, and to gain a broader perspective than a straight lecture approach can provide.
- E. *Reading Reports*: You will complete the collateral reading for the course and write summary reports on this reading. The emphasis in the collateral reading is to expose you to primary source documents, though I have also added some secondary source reading through the Cairns text.
- F. *Final Exam*: There will be a final exam at the end of the semester. The final exam is discussed in detail under "Specific Course Requirements."

V. SPECIFIC COURSE REQUIREMENTS:

A. Attendance

Regular class attendance is required. I will take roll. Excessive cuts can result in a

failure to receive credit for the course. (See more details under “Important Class Policies” below.)

B. Quizzes

1. You will take a weekly quiz on the syllabus material due for that week, as outlined in the “Syllabus Schedule/Quiz Chart” in the syllabus. The total number of quizzes for the semester is 13.
2. The quiz is drawn *only* from the syllabus material; you will not be quizzed on the reading, previous lecture, or anything else.
3. Study questions are provided at the beginning of the syllabus to aid you in studying for the quizzes.
4. Quizzes will consist of 10 objective questions. You will mark your answers on the Scantron form provided in class.
5. Please note that since I moved the grading cutoffs to the recently revised (and more lenient) Talbot grading scale, I no longer drop your lowest quiz.
6. Failure to take a quiz will result in a “0” for that quiz.
7. You may wish to keep track of your quiz scores using the chart immediately below. That way, at the end of the semester you can double check the data recorded in my roll book with your own record:

Quiz #	1	2	3	4	5	6	7	8	9	10	11	12	13
Score													

C. Collateral Reading

1. You are to complete the assigned reading for the course. In order to receive credit, reading must be completed by the date it is due. Begin your reading early.
2. The readings are contained in your assigned text book (Cairns) and in the selected readings available on my web site (<http://faculty.biola.edu/alang>).
3. Reading Reports
 - a. You will write 3 reports summarizing the collateral reading.
 - b. Download and attach the appropriate “Reading Report Coversheet” as the first page of your reading report. All information must be filled in on the table. *Failure to include any of the required information in this table will*

result in a loss of points.

- c. For each of the assigned reading selections you will prepare a synopsis containing the following information:
- (1) The author and title of the selection (centered on the page and underlined).
 - (2) The main thesis/theses of the selection. That is, what is the document about and what is/are the main point(s) that the author attempts to make?
 - (3) *Be sure to write this summary in your own words. Do not simply cut and paste quotes from the readings. In fact, your summary should contain very few if any direct quotations from the reading. Furthermore, do not simply provide me with the chapter headings or summaries that sometimes appear in these documents at the beginning of each section. If you do so then you will not receive credit for the summary.*
 - (4) You are not to paraphrase the document but rather to summarize, in your own words, the main issues/arguments/points that it contains. Be certain to write your summary in the *third person*. Do not write it in the first person. *You* are the one who is describing what is in this document, in your own words, stated objectively.

Example: "In this document, Tertullian opposes a modalist named Praxeas, who taught that the Father, Son, and Spirit are all the same person. He refutes him by arguing...."
 - (5) Make certain that your summaries are written in regular paragraph form. Do not write an outline or a list (e.g., with numbers or bullet points). Simply write your summary in running prose.
 - (6) Make certain that you limit yourself to an objective description of what the document is about. *Do not editorialize!* In other words, the point of this assignment is not to register your agreement/disagreement/enjoyment/personal inspirations, etc. with the entry. Summarize the content only.
- d. Length
- (1) The amount that you are to write for any particular selection is listed in the reading report chart below.
 - (2) As noted above, you are to indicate (on your coversheet) the number of words that you have written for each selection.

- (3) The amount you are to write is expressed in terms of *word count*, i.e., the total number of words written. To avoid having to count this manually, I strongly suggest that you use the word count feature of your word processor.
- (4) The amounts shown are *minimums*. You may write *somewhat more* if you wish (within reason, please!), but you certainly are not required to, and doing so will not help your grade. On the other hand, if you write less than the required number of words you will not receive credit for that selection.
- (5) Certain selections, including the reading in Cairns, do not require a written summary. For these selections the chart shows "0" for the required number of words. However, you still need to *read* that selection and you must include in your report (on your coversheet) an indication of what percentage of the selection you actually read by the due date.

Reading Report Schedule

Due Date	Selection	Words to Write ²	Points Possible
<p>(Report #1)</p> <p>Monday Section: 3/2</p> <p>Wednesday Section: 3/4</p>	Report #1 Coversheet	Fill out	3
	Luther, <i>On Christian Liberty</i>	450	19
	Luther, <i>Table Talk</i> on the Scriptures	200	10
	Luther, <i>Table Talk</i> on Justification	100	5
	Luther, <i>Table Talk</i> on the Church Fathers	100	2
	<i>Augsburg Confession</i> (Complete)	350	15
	Cairns, <i>Christianity Through the Centuries</i> , pp. 267-354	0	20
	Total Points Possible for Report #1		74
<p>(Report #2)</p> <p>Monday Section: 4/6</p> <p>Wednesday Section: 4/8</p>	Report #2 Coversheet	Fill out	3
	Calvin on Predestination (<i>Institutes</i>)	700	32
	Trent on Justification (Discussion)	100	5
	Trent on Justification (Canons)	100	2
	Arminius, <i>Declaration of Sentiments</i>	600	23
	Cairns, <i>Christianity Through the Centuries</i> , pp. 355-443	0	20
	Total Points Possible for Report #2		85
<p>(Report #3)</p> <p>Monday Section: 5/4</p> <p>Wednesday Section: 5/6</p>	Report #3 Coversheet	Fill out	3
	<i>Canons of Dort</i> (Complete)	350	14
	<i>Westminster Confession of Faith</i> (Complete)	350	13
	Bunyan, <i>Grace Abounding to the Chief of Sinners</i>	750	42
	Wesley, <i>Christian Perfection</i>	250	11
	Cairns, <i>Christianity Through the Centuries</i> , pp. 444-534	0	20
	Total Points Possible for Report #3		103

D. Final Exam

1. There will be a final examination, administered at the last class of the semester.
2. The final exam will cover major issues discussed throughout the course. A significant portion of this exam will involve applying material from the in-

²For selections that do not require a written summary (e.g., Cairns), simply indicate the percentage of the assigned selection that you actually read.

class lectures and discussions. Thus, you will be able to do well on this exam only if you have attended class faithfully.

3. Toward the end of the semester I will provide a list of study questions to aid in your preparation for the exam.

VI. IMPORTANT CLASS POLICIES:

A. Attendance

1. Regular attendance of class lectures is required. I will take roll. Excessive cuts can result in a lowering of the final grade.
2. Per University policy, if you miss more than 20% of the class sessions for a course you will not be able to receive credit for the course. For a class that meets once per week (15 times during the semester) you can miss no more than 3 class sessions and still receive credit for the course.
3. A tardy counts as half of an absence.

B. Submission of written assignments (i.e., reading reports)

1. All written assignments must be turned in as hard copy printouts, in class. *I no longer will accept assignments submitted by e-mail.* Assignments submitted by e-mail will be rejected and you will need to turn in your assignment in hard copy, which will then be marked late.
2. Do not turn assignments in early. Turn them in on the day they are due.
3. Assignments not submitted by the due date will be marked down in accordance with the late policy (below).

C. Quizzes

1. If you must miss class for a legitimate reason (to be cleared by me) I will allow you to make up the quiz that you missed. Quizzes may only be made up at a subsequent class session, during the break.
2. Because the quizzes are Scantron scored it is critical that you bubble in your student ID in order for the computer to score these properly. Failure to bubble in your ID will result in my having to manually score your quiz. *I will deduct 1 point from every quiz that I must manually score. There are no exceptions to this so please don't ask!*
3. Note that when you bubble in your ID you must fill it out with *all 10 digits*, beginning with the "zeros" at the start of your number. If you have any questions about this please ask me *before* turning in your Scantron for scoring.

D. Late policy

1. I will accept assignments turned in late.
2. If you believe that you have a legitimate reason for the assignment being late you should contact me so we can discuss this. However, if there is not a legitimate reason for the assignment being late then it will be marked down.
3. The amount late assignments are marked down is as follows:
 - a. 1-7 days late: 5% reduction
 - b. 8-14 days late: 15% reduction
 - c. 15-21 days late: 30% reduction
 - d. Over 21 days late: Will not accept for any credit
4. Important note: I cannot accept any assignments later than 3 days before final grades are due. So that supersedes any considerations in the point above.

E. Posting of grades on my web page

1. I shall assign each of you a fake “on-line name” so that you can compare your scores with what is listed in my roll book (Excel spreadsheet). Once scores are posted I encourage you to check these to make certain there are no inadvertent errors.
2. These will be posted on my web page at <http://faculty.biola.edu/alang>.
3. If you note anything that looks like it may be in error please contact me via e-mail (alan.gomes@biola.edu).

F. Disability accommodations

Students desiring accommodations for your class on the basis of physical learning, psychological or emotional disability are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located upstairs in the Biola Library and can be reached by calling 562.906.4542 or extension 4542 from on campus.

- G. Plagiarism:** Talbot School of Theology sees any form of plagiarism as a serious problem with serious consequences. Please refer to the academic integrity statement and article on plagiarism in the Talbot Graduate Student Handbook.

VII. GRADING:

- A.** Percentage cut-offs for each grade level are calculated according to the current

Talbot grading scale. Fractions of a percentage .5 or above are rounded up to the next percentage, while fractions .4 and below are rounded down.

B. Grading Standards for Written Work: Whereas Talbot School of Theology desires to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an "A" grade when it averages three or more compositional errors per page. Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

C. The "weight" for each element mentioned above is as follows:

Combined Quiz Scores.....	37%
Final Exam.....	37%
Completion of assigned readings	26%