

**UNITED METHODIST COURSE OF STUDY:  
WESLEY THEOLOGICAL SEMINARY**

**COS-322 Theological Heritage III: Reformation**



**October 2-November 4, 2023**

**With Live Zoom Sessions on: November 3-4, 2023**

**Professor:** (Rev.) Dr. John R. Tyson  
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*Each student will be expected to practice a stewardship of mindfulness in balancing self-disclosure with analysis, listening with expressing her/his insights, disagreement with Christian grace. In other words, the course develops the practices of being a beloved learning community.*

**Course Description:**

An examination of the history and theology of the sixteenth-century European Reformation. The goal of this study is to explore the roots, distinctive view points and tensions that shaped the foundation of the main Christian religious traditions we see at

work in the modern world. Understanding modern Christianity is an invaluable aid for ministry in the modern and post-modern world.

### **Format and Methodology:**

*With the concerns regarding the continued Covid-19 global pandemic, this course will be offered as a combination of synchronous (“in person” and asynchronous (self-directed) learning events. It will proceed in the following format:*

1. **Eight** distance learning modules – Each of the “learning modules” are more fully described below, and on the “class modules” section of the WTS Blackboard.

**Four** (4) of which will be asynchronous (“not in person”) sessions.” The asynchronous sessions are as follows:

Oct. 2-7 “Late Medieval / Early Modern” -- precursors to Reform

Oct. 9-14 “Martin Luther & His Theology”

Oct. 16-21 “The Anabaptists & Radical Reformation”

Oct. 23-28 “John Calvin and the Reformed Tradition”

**Four** (4) of which will be synchronous (“in person” on ZOOM) sessions. These sessions will be on

Nov. 3 2:00-5:00 Wrap up of asynchronous sessions

Nov. 3 -- 6:00-9:00 “The Reformation in England”

Nov. 4 -- 9:00-12:00 -- “The Catholic Reformation”

Nov. 4 -- 1:00-3:00 -- “Methodism and the Reformation Legacy (ies)

2. For the four (4) self-directed, asynchronous study modules the student will read, view and interact with the learning resources posted on the “class documents” session on the “My Wesley” Black Board website for this class.

3. Participation (in asynchronous, virtual) “discussion forums” (on Blackboard) assigned for specific learning modules.

4. The **written reply** to FIVE (5) sets of discussion questions posed in the Sunshine’s *Reformation for Armchair Theologians* (See “assignments” below for further information on these brief assignments). The brief assignments will be sent directly to [jtyson@crcds.edu](mailto:jtyson@crcds.edu) as a MS Word, email attachment.

5. The completion of ONE (1) ten page, **written** summary final project. This too will be prepared as a MS Word, email attachment and sent directly to [jtyson@crcds.edu](mailto:jtyson@crcds.edu) on or before the end of class session on **Nov. 4 2023**.

### **Course Objectives:**

1. A knowledge of the major persons, ideas, and developments in the history of the church in the medieval/early modern era.
2. An understanding of the issues and controversies of the era and their effects not just on those in power or those with influence but on ordinary people.
3. An understanding of how the past has helped shape the world, the church, and its theology today.
4. An ability to read primary and secondary sources thoughtfully and critically.
5. An ability to apply what is learned to the present situation of the church as it approaches its third millennium. It is a fundamental belief of this course that knowledge of the past can form the basis of understanding the present.

### **Course Requirements:**

1. Completion of reading/viewing assignments on “course documents”
2. Active and thoughtful participation in discussion forums
3. Completion of all SIX (6) written assignments in acceptable & timely manner
4. Attendance and active participation in ALL synchronous class sessions, no absences are permitted.

### **Written Assignments:**

#### **1. Replies to Sunshine’s Questions:**

Written reply to five (5) sets of Study/Discussion questions (four separate question each time) posed to you in the *Reformation for Armchair Theologians* textbook. Each reply will be carefully written, and draw upon the various learning resources utilized in each particular module.

Your generalizations need to be substantiated by particular examples from your primary source reading (Janz, *Reformation Reader*, or Bettenson, *Documents*) and other supplementary secondary sources. These are to be typed (MS Word), well documented, and about 1-2 pages in length. They are to be submitted to [jtyson@crcds.edu](mailto:jtyson@crcds.edu) on for before the date specified.

As per the syllabus (below) these five (5) assignments are due:

“The Eve,” Sunshine, *Armchair*, p. 18, **due before Oct. 7**.

“Luther,” Sunshine, *Armchair*, p. 36 (questions #2, & #3), p. 52, (questions #1, & #2) **due on Oct. 14<sup>th</sup>**.

“The Radicals,” Sunshine, *Armchair*, 1-3, on page 69-70, and question #1 on page 86. **Due before Oct. 21**.

“Calvin,” Sunshine, *Armchair*, 157, **due on or before Oct. 28.**

“Reformation in England,” Sunshine, *Armchair*, 196 , **due on or before Nov. 3<sup>th</sup>**

**2. Final Written Project:** A summary paper (10 pages) which addresses the questions: “In what ways does our Wesleyan/Methodist tradition build upon the five reformations we studied in this course (Lutheran, Reformed, Anabaptist, Anglican, Catholic) and in what ways is it different or distinct from them.

This paper should be developed as you progress through the class modules, and enhanced by the readings for November 4. The completed project is due in class on **November 4, 2023.**

In each instance point to particular examples, and document your assertions. What does this comparative exercise teach you about your own faith heritage? This paper is due on or before, submitted as a Ms Word – it is also to be sent as email attachment to [jtyson@crcds.edu](mailto:jtyson@crcds.edu) on or midnight **November 4, 2021.**

### **Required Readings:**

Justo L. Gonzalez, *The Story of Christianity, Vol. 2: The Reformation to the Present Day* (HarperOne, 2010). ISBN:-978-0-06-185589-4

Henry Bettenson & Chris Maunder, editors. *Documents of the Christian Church*, 4<sup>th</sup> Edition (Oxford University Press, 2011) ISBN: 13 : 978-0199568987

Glenn S. Sunshine, *The Reformation for Armchair Theologians* (Westminster John Knox Press, 2005), ISBN: 978-0-664-2215-6

### **Recommended Readings:**

Alistair McGrath, *Reformation Thought* 3<sup>rd</sup> Ed. Blackwell, 1999.

Roland Bainton, *Here I Stand: A Life of Martin Luther*. Hendrickson, 2009.

Steven Ozment, *Protestants: The Birth of a Revolution* Harvard, 1993.

Timothy George, *Theology of the Reformers* Broadman, 1999.

John R. Tyson, *Faith, Doubt & Courage: Fifteen Great People of Faith and What we Can Learn From Them*, (Wipf & Stock, 2008).

### **Grade Calculation:**

The grade will be calculated in the following way: Written responses to study questions, and final project 90%; class discussion and contribution 10%.

## **I. MODULE ONE: (Week of Oct. 2-7, 2023)**

**Reformers Before the Reformation** (as the Context 16<sup>th</sup> Century Reformers)

**View:** “Before Luther: Wycliffe, Hus,” (13 min.)  
“Late Medieval Background to Reformation Europe” by Dr. Ryan Reeves  
“John Huss” a documentary by Ken Curtis  
Power point/ or video lecture: “Welcome to 1490” (JR Tyson)

**Read:** Bettenson, *Documents*, pp. 121-159; 184-94.  
Sunshine, Ch. 1: “On the Eve of the Reformation”  
Gonzalez, Ch. 1 “The Call For Reformation”

**Write:** A 2-4 page reply (typed & double spaced) to the FOUR (4) questions posed for you on **Sunshine page 18**. Draw insights gleaned from your primary source readings in **Bettenson** into this essay as a way of substantiating your points and argument. Your reply, then, is to be a synthesis of what you read in Sunshine, Tracy, Janz, and your own thinking. **Due on or before October 7, 2022.**

## II. MODULE TWO: (Oct. 9-14, 2023)

### Life & Theology of Martin Luther:



**View:** “Martin Luther” (a two part PBS documentary)  
“The Martin Luther Polka” (a funny theological cartoon)  
“Luther and the Lutheran Reformation,” (Rick Steves, 50 min. optional)

**Read:** Sunshine, Ch. 2: “Martin Luther & the Break w/ Rome”  
Ch. 3. “Reform of Word and Sacrament”  
Gonzalez, Ch. 2: “Martin Luther: Pilgrimage to Reformation”  
Ch. 3: “An Uncertain Decade”  
Ch. 4. “Luther’s Theology”  
Bettenson, *Documents*, pp. 194-226.  
Tyson, *Faith, Doubt, Courage*, ch. 9, “Martin Luther” (optional)  
Tyson, “Luther’s Theology” (blackboard)

Tyson, “Luther on the Sacraments” (blackboard)  
Review chart: “4 Views on the Lord’s Supper” (blackboard)  
Review chart: “4 Views on Baptism” (blackboard)

**Lecture Topics:**

“Martin Luther’s Life”  
“The Theology of Martin Luther”  
“Luther’s Sacramental Reform”  
“Luther and Zwingli”

**Assignment -- Write:** A 2-4 page response (double spaced) to the following questions posed for you on *Sunshine Armchair*, p. 36: questions two (2) and three (3). **And** questions one (1) and two (2) on *Sunshine, Armchair*, p.52. Hence you are replying to **FOUR** (4) questions; two from p. 36 (No. 2 and 3) and two from p. 52 (No. 1 and 2.). Bring together your readings from *Sunshine*, Gonzalez & Bettenson, with particular emphasis upon the primary sources in Bettenson’s *Documents* in this essay. **Due on or before Oct. 14th.**

**III. MODULE THREE: Zwingli and The Radical Reformation (Oct. 16-21, 2023)**



- 1. View:** “Ulrich Zwingli,” power point (6 min.) (Blackboard)  
“The Radicals” a feature film on the Zwingli & the Anabaptists  
“Menno Simons: a Quick Biography,” (30 min.) Ryan Reeves
- 2. Read:** *Sunshine*, Chapters 4 and 5.  
Gonzalez, Ch.5: “Ulrich Zwingli & Swiss Reformation”  
Ch. 6: “The Radical Reformation”  
Michael Sattler, “The Scheleitheim Confession,” (blackboard)  
Tyson, “Zwingli on the Eucharist” (blackboard)  
Tyson, “Distinctives of Reformed Theology” (blackboard)  
Tyson, “The Evangelical Anabaptists” (blackboard)

Tyson, “Anabaptists – a few key quotes” (blackboard)  
Tyson, “The Distinctives of Anabaptist Theology” (blackboard)  
Win Hudson, “Baptists are NOT Anabaptists” (blackboard)

**3. Write:** a well thought out reply to the questions in Sunshine, *Armchair*, 1-3, on page 69-70, and question #1 on page 86. Integrate your all of your learning resources (film, Bettenson, etc.) into your reply. Support your generalizations with particular examples. **Due before Oct. 21<sup>th</sup>.** Send to [jtyson@crcds.edu](mailto:jtyson@crcds.edu)

#### **IV. MODULE FOUR: John Calvin and Calvinism: (Oct. 23-28, 2023),**

**1. View:** “Who Was John Calvin” (Paul Sargent, 6 min.)  
“John Calvin’s work in Geneva,” (Lineage, 6 min.)  
“Calvin & Calvinism” (Ryan Reeves, 30 min.)  
“Calvin and Servetus” (Ryan Reeves, a Calvinist, 30 min. optional viewing)

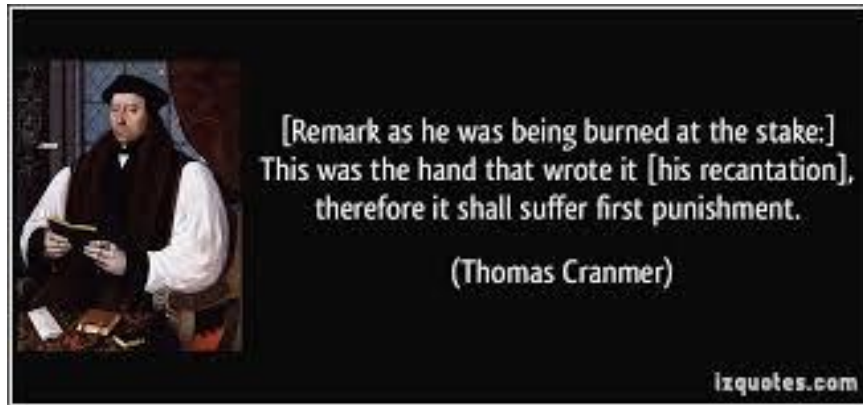
**2 . Read:** Sunshine, chapters 8 & 9.  
Gonzalez, Ch. 7: “John Calvin”  
Bettenson, *Documents*, pp. 226-228  
Tyson, *Faith, Doubt & Courage*, “John Calvin” (optional)

**3. Write:** a four to six (2-4) page reply to the **FOUR** (4) questions posed by Sunshine on p. 157. Integrate your primary source readings ( Bettenson) into your replies. **Due before Oct 28, 2023.**

**V. MODULE FIVE:** -- first synchronous (“in person” class ) on ZOOM  
Nov. 3: 2:00-5:00

Conversation, Review, and Wrap Up of asynchronous modules.

**VI. MODULE SIX: The Reformation In England (in preparation for our Zoom class on Nov.3<sup>th</sup>, ZOOM class 6:00-9:00)**

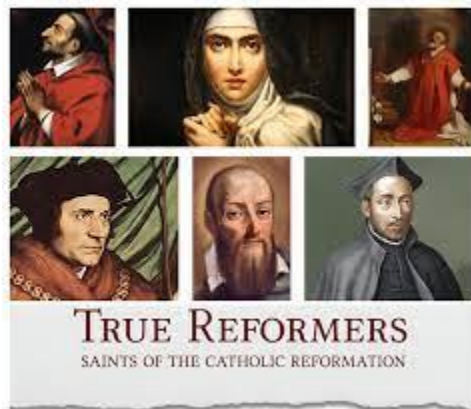


- 1. View:** “Henry VIII & the English Reformation,” (Northern Historian, 7 min.)  
 Henry VIII & Early Anglicanism (Reeves, 35 min)  
 Elizabeth I & Later Anglicanism (Reeves, 32 Min.)  
 “What is an Anglican?” Fr, Klukas (7 min.)  
 “Bloody Mary – Mary I,” (Realroyalty, 50 min. optional viewing)  
 “William Tyndale: God’s Outlaw” (re English Bible, 120 min, optional)

- 2. Read:** Sunshine, ch. 11.  
 Gonzalez, Ch. 8: “Reformation in England”  
 Bettenson, *Documents*, pp. 232-261  
 Tyson, *Faith, Doubt & Courage*, “John & Charles Wesley,” (optional)

**3. Write:** a 2-4 page reply to the **FOUR** (4) questions posed by Sunshine on p. 196. Integrate your primary source readings from Bettenson into your replies. **Due before Nov. 3, 2023.** at [jtyson@creds.edu](mailto:jtyson@creds.edu)

**VI. MODULE SEVEN: The Catholic Reformation.** ( synchronous ZOOM meeting session on Nov. 4<sup>th</sup>, 9:00 -12:00



- 1 . Read:** Sunshine, ch. 6, “The Counter/Catholic Reformation”  
 Bettenson, *Documents*, pp. 261-271, 274-277.  
 Gonzalez, *The Story*, 2:135-151



**2. Class Lectures and Conversations:**

“Catholic Reformation or Counter Reformation?”

“Summing up the Five Reformations”

“Women’s Changing Roles”

“The Protestant Push for Orthodoxy”

**VII. MODULE EIGHT: Methodists & the 16h Century Reformations**

**Synchronous Class Session Nov. 4<sup>TH</sup> (1:00-3:00) on ZOOM.**



(John Wesley among the Reformers)

**Locating Methodism in the context of the Sixteenth Century Reformations**

**1. Read:** “John Wesley Remembered” by John R. Tyson (blackboard)

Bettenson, *Documents*, pp. 271-273; 234-337.

Gonzalez, *The Story*, 2: 263-275.

**2. Discussion:** The Ways in Which the Methodist movement and Wesleyan theology built upon and borrowed from the previous reforming movements we studied -- and reapplied them for a new day.

**FINAL PROJECT: (due on or before midnight Nov. 4, 2023), as a MS Word file sent by email attachment to [jtysen@crlds.edu](mailto:jtysen@crlds.edu)**

A summary paper (8-10 pages) which addresses the following questions: “In what ways does our Wesleyan/Methodist tradition build upon the five reformations we studied in this course (Lutheran, Reformed, Anabaptist, Anglican, Catholic) and in what ways is it different or distinct from them.

In each instance point to particular examples, and document your assertions. What does this comparative exercise teach you about your own faith heritage?