



The Protestant Reformation

Yearlong 2023-2024

ELIGIBLE STUDENTS:

Grades 10-12

The Protestant Reformation: Its History, Theology, and Legacy is for high school students who are interested in the intersection of history, culture, and theology. Students will engage with many primary sources, following one of the mantras of the era itself: *ad fontes!* Students who are interested in the cause-and-effect nature of history, the intersection of theology and real life, and engaging thoughtfully with texts that have shaped Western civilization will be served by this course.

Class Dates: Tuesday, September 6, 2023 through Thursday, May 22, 2024

Class Times: Tuesday and Thursday 2:00-3:15 p.m. Eastern Time

Instructor: Nathan Dickinson

Email: nathan.dickinson.scholeacademy@gmail.com

Office Hours: Friday 9:00-11:00 a.m. ET

COURSE DESCRIPTION

The Protestant Reformation: Its History, Theology, and Legacy will explore the social and theological reasons that sparked the Protestant Reformation. We will hear from the voices of the Reformers (Luther, Calvin, Zwingli, Cranmer, and more), and will pay close attention to the theological and social legacy that influences the church to this day.

Students will get a sense for the pastoral heart and theological zeal of the Reformers, the historical significance of their influence on Western civilization, and an appreciation for the work of God in the hearts of the men and women of the Reformation.

SCHEDULE

CLASS SESSIONS DATES:

Classes will take place on Tuesday & Thursday 2:00-3:15 p.m. (ET) for 32 weeks.

Orientation: Tuesday August 29 at 2:00 p.m.

Semester 1:

September 5, 7, 12, 14, 19, 21, 26, 28
October 3, 5, 10, 12, 17, 19, 24, 26, 31
November 2, 7, 9, 14, 16, 28, 30
[Thanksgiving Break: Nov. 20-24]
December 5, 7, 12, 14,
[Christmas Break: Dec. 18-Jan. 5]
January 9, 11, 16, 18

Semester 2:

January 23, 25, 30
February 1, 6, 8, 13, 15, 27, 29
[Winter Break: Feb. 19-23]
March 5, 7, 12, 14, 19, 21, 30
[Holy Week Break: March 25-29]
April 2, 4, 9, 11, 16, 18, 23, 25, 30
May 2, 7, 9, 14, 16, 21, 23

**Please note that dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up in some other way.*

COURSE MAP

QUARTER 1 (Kindling of Reformation)

1. The Medieval Life
2. The Medieval Church
3. The Reformation: Modernist or Medieval?
4. The Kindling Lit: John Hus and John Wycliffe

QUARTER 2 (Initial Flames of Reformation)

1. Martin Luther and the 95 Theses
2. "Magisterial Reformers"
3. Luther's Struggle and Resolution
4. Luther as Author and Pastor
5. Zwingli: Protestant Preaching and Reform
6. William Tyndale and the beginning of the English Reformation

QUARTER 3 (The Bright Flame of the Reformation)

1. John Calvin and the Genevan Reformation
2. The Institutes and Reformation Spirituality
3. Thomas Cranmer and the English Reformation
4. The Anabaptist Currents of the Reformation

QUARTER 4 (Ongoing Light of the Reformation)

1. The Reformation: Modernist or Medieval?
2. Unity and Diversity: Protestant Denominations
3. Sola Scriptura or Solo Scriptura?: Protestant Posture to the Bible
4. Ongoing Relationship between Protestants and the Roman Catholic Church

COURSE READINGS

COURSE TEXTS TO PURCHASE:

1. *ESV Bible*
2. *Reformation: A History* by Diarmaid MacCulloch; **ISBN: 978-0143035381**
3. *Institutes of the Christian Religion* by John Calvin; **ISBN: 978-0801025242**
4. *A Simple Way to Pray* by Martin Luther; **ISBN: 978-0758640338**

5. Pick one: *Calvin* by F. Bruce Gordon; *William Tyndale* by David Daniell; *Here I Stand: A Life of Martin Luther* by Roland Bainton

OTHER READINGS SUPPLIED BY THE TEACHER WILL INCLUDE:

Many other texts will be provided by the instructor, including but not limited to:

Books of Homilies

Introduction to the Book of Common Prayer by Thomas Cranmer

On the Freedom of a Christian by Martin Luther

Commentary on Galatians by Luther

Commentary on Holy Scripture by John Calvin

Various works by John Wycliffe, John Knox, Ulrich Zwingli, and others

EXPECTATIONS OF STUDENTS

1. Students are expected to come to class prepared: with reading assignments completed and contemplated, all materials present, and ready to actively participate.
2. Students are expected to be engaged: listening carefully, asking and answering questions, and thinking about the matters under discussion.
3. Students are expected to take notes on important and relevant content in an organized way so those notes can be consulted for assignments and assessments.
4. Students are expected to submit written assignments on time, completed neatly and thoroughly.
5. Students are expected to act responsibly: to let the teacher know if he or she will be absent and seek a way to make up for the lost class; to keep up with all reading and writing assignments, and ask for guidance and direction from the teacher whenever necessary.
6. Students are expected to be respectful to their teacher, their classmates and the material.
7. Students are expected to submit their work by scanning it and uploading it into the Canvas assignment window.

STUDENT MASTERY

Assessment of students is made in light of the following goals:

1. That they understand the various cultural characteristics that led to the Protestant Reformation.
2. That they are familiar with the primary theological issues at stake in the Reformation.
3. That they know the primary voices of the Protestant Reformation.
4. That they are able to give a basic timeline of the Reformation era.
5. That they critically engage with voices from the past.
6. That they develop the habits of reading with care, listening with attention and writing summaries.

7. That they synthesize the thoughts and concerns of the past with current cultural and theological concerns.
8. That they appreciate the voices of the past as helpful guides in the present.

ASSIGNMENTS

Reading/Critical Reading Questions:

Students will be given a reading assignment for each class, accompanied by a few questions intended to direct the student to what is most important in the reading for the purposes of this course. Students will also be directed at times to mark in their text in order to make note of key names or terms. Students should expect to spend almost as much time preparing for class as they will spend in class.

Class Discussion and Note-taking:

Class time will be spent drawing out the essential meaning of the readings through Socratic discussion. Students will be directed to take additional notes as necessary.

Commonplace Journal:

At the end of each class, student will be directed to write a few sentences summarizing one or two of the main points of the reading and discussion in a commonplace journal. This journal will become a helpful tool for the student to write short essays on assigned topics. Whenever possible, there will be some time at the end of class given to the students to work on this.

Writing Assignments:

Students will be asked to write essays at the end of each quarter on selected topics in order to cement and clarify their understanding and to develop their writing skills. They will be given clear instructions about what is expected, and will receive feedback on the content of the composition and on their spelling, grammar, writing style and clarity.

Biographical Book Report:

Students will write a summary biography and reflection on one of the primary voices of the Reformation. Students will choose a “historical mentor” from one of the biographies listed, and seek to understand the life and context of that person’s life more, but also to reflect on the impact of that person’s life on the student. The three “mentors” to choose from are Martin Luther, John Calvin, and William Tyndale. Other biographies of Reformers may be considered with instructor approval.

GRADING

The Protestant Reformation: Its History, Theology, and Legacy course through the Canterbury House of Studies at Scholé Academy is intended to engage and invite students to read, to think, to question and to express their thoughts in discussion and writing, and these are activities that

do not always lend themselves to easy evaluation and assessment. These are not quantifiable activities. Nonetheless, we also recognize the need or desire for grades, so traditional numeric or letter grades will be provided and readily accessed on *The Protestant Reformation: Its History, Theology, and Legacy* Canvas page. Additionally, Scholé will provide a transcript of that grade to the requesting parent at the end of the year.

Student grades will be comprised of:

1. Daily Summaries: 20%
2. Class Participation: 20%
3. Writing Assignments: 20%
4. Critical Reading Questions: 25%
5. Biographical Book Report: 15%

ACADEMIC DISHONESTY

Students will sometimes take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *The Protestant Reformation: Its History, Theology, and Legacy* Canvas assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Nathan Dickinson holds a M.Div. from Southern Baptist Theological Seminary and currently serves as the planting priest of Church of the Good Shepherd in Summersville, West Virginia. He is a West Virginia native who has had approximately a decade of teaching experiences in local churches and missionary settings. He has taught the Bible in Kenya, Zambia, Myanmar, and Jamaica, and has taught English (among other things) to students in a Christian school setting. He loves helping students see the beauty of God in Holy Scripture and helping students learn to engage in meaningful dialogue.

His two boys (Barnabas and Martin) keep his home life interesting and full of adventure! When he is not adventuring with his wife and boys, he is looking for a good cup of coffee, a good book, and a good conversation.