This course begins on **January 23, 2020**, and on that date students should have access to Blackboard, where they will find information and instructions about the course. Prior to that time, students should purchase the texts and be ready to participate in the course. The reading schedule is included in this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Purpose of the Course**

The purpose of this course is to provide quality theological education for students in the discipline of theological and historical studies. Lessons learned from the past inform the present and provide guidance for the future.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This academic year, the core value is Spiritual Vitality – “We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.”

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

- Theological and Historical Heritage – comprehensive overview of the Reformation, its context, and development
- Disciple Making – use the people from our past to model Christ-like behavior
- Servant Leadership – use the people from our past to model servant leadership
- Spiritual and Character Formation – model Christian character in relating to those in the Christian family with whom we disagree
- Biblical Exposition – demonstrate the biblical foundation for the various denominational expressions stemming from the Reformation
- Worship Leadership – examine the variety of worship styles and practices used during the
Course Description

This course is an intensive examination of the radical streams of the Protestant Reformation of the sixteenth century. Attention is given to the Anabaptist, Spiritualist, and Evangelical Rationalist movements, their major representatives, historical development, theological and political significance, and influence upon later denominational expressions of Christianity.

Student Learning Outcomes

In order to understand and interpret Christian theological heritage and Baptist polity for the church, the student, by the end of the course, should:

1. Demonstrate knowledge of the nature and historical expressions of the Radical Reformation.
2. Understand the similarities and dissimilarities of the Radical and Classical (Magisterial) Reformations.
3. Appreciate the complex and multifaceted nature of the Radical Reformation, its rich heritage of persons, events, beliefs, and practices.
4. Demonstrate general knowledge of the influence of the Radical Reformation in later denominational expressions of Christianity.
5. Be aware of the distinctive contributions of the Radical Reformers to the Christian understanding of discipleship and of the nature and mission of the church.
6. Practice the historical method and historiography in order to interpret Christian theological heritage for the local church.

Textbooks:

Required:


Recommended:


Klaasen, Walter. Anabaptism in Outline: Selected Primary Sources [Classics of the Radical Reformation]

Requirements

A. **Biography**: Write a biography on a major individual associated with the Radical Reformation. You may choose the person, subject to instructor approval. Some possibilities are listed below; other individuals might also be acceptable. Your choice of subject must be submitted by the end of the second week of class. The paper **must** have a title page, footnotes or endnotes, be double spaced, and follow Turabian, sixth edition, for style. Use section headings instead of chapters to separate sections of your paper (chapters require a new page for each new chapter and the project is not long enough to justify this). Papers will be graded on clear organization, spelling, and grammar as well as content. Your biography should be 8-10 double-spaced pages in length and should use at least six good sources (Some internet articles are acceptable, but not Wikipedia or articles by people who do not know any more than you do).

Andreas Karlstadt
Thomas Muntzer
Michael Sattler
Balthasar Hubmaier
Pilgram Marpeck

Melchior Hoffman
Martin Cellarius
Michael Servetus
Sebastian Franck
Menno Simons

We will discuss the biography in class. **Due February 27.**

B. **Book Review**: Each student will write a book review for one of the books in the bibliography. Suggested books are marked with an asterisk (*) but other books might also be acceptable. The review will be written as though for an academic magazine or journal. It should identify the book’s main thesis or purpose, give a brief summary of the contents, and include an evaluation of the work’s strengths and weaknesses. All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. Use section headings instead of chapters to separate sections of your paper (chapters require a new page for each new chapter and the project is not long enough to justify this).

The review should be 5-6 single-spaced typewritten pages (Times New Roman 12 point font) in length and contain:

1. a bibliographical entry at the top of the first text page of the review,
2. a brief biographical sketch of the author,
3. a brief summary (two to three pages) of the contents of the book,
4. a statement of the author’s purpose and the extent to which the purpose was realized,
5. a statement regarding the book’s uniqueness,
6. a description of the author’s style,
7. a description of the author’s biases, and
8. concluding evaluation.

We will discuss the review in class on the due date. **Due April 2.**
C. **Reflection Paper:** Write a reflection paper answering the following questions about the Radical Reformation.

- Why did the Radical Reformation happen?
- How would you characterize the Radical Reformation?
- Which came first, the Reformation or the Radical Reformation?
- What was the impact of the Radical Reformation?

This paper is not a formal research paper, but you probably will want to include references to various sources, and thus will need footnotes, which will follow Turabian, sixth edition, for style. Papers will be graded on clear organization, spelling, and grammar as well as content. This paper should be at least 8 pages in length. **Due May 7.**

**Penalties**

A. **Papers:** A late paper will be assessed an initial **10 point penalty**. Each class meeting day after the due date an **additional 10 point penalty** will be assessed.

B. **Plagiarism:** New Orleans Baptist Seminary maintains high academic standards and is not tolerant of plagiarism. If you copy another author’s work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or expulsion from the Seminary.

**Possible Points & Grading Scale**

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Biography: 60 pts</td>
<td>B = 172-185 pts.</td>
</tr>
<tr>
<td>Reflection Paper: 60 pts</td>
<td>C = 155-171 pts.</td>
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<td></td>
<td>F = 140- pts.</td>
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</tbody>
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**Attendance**

A student may miss up to three (3) class periods before failing the course. Should a student miss a class period, it is the responsibility of the student to obtain class notes. The professor does not provide copies of lecture notes.

**Cellular Phones**

All phones should be turned off or adjusted so as not to disturb the class. If you can wait until a break time to attend to calls and pages, that would be greatly appreciated. Students are also asked to refrain from text messaging during class.
Bibliography

General Surveys of the Reformation


Works about the Radical Reformation, Anabaptists, and Other Radicals


*________. *Conrad Grebel, the Founder of the Swiss Brethren*. Goshen, IN: Mennonite Historical Society, 1950.


Luther's attack on the church was very radical. He condemned Church doctrines, the way that Church tradition had controlled and interpreted the Bible, the leadership of the Pope, and the sacredness and specialness of the clergy. He was definitely a religious radical, and his ideas were similar in some ways to those of earlier heretics like Hus. However, he did not start out intending to split the church. In 1522 he left Wartburg in order to calm down the radical direction that reform was taking in Wittenburg under his colleague Carlstadt and the Zwickau prophets. There had been disorder. The Radical Reformation was the response to what was believed to be the corruption in both the Roman Catholic Church and the expanding Magisterial Protestant movement led by Martin Luther and many others. Beginning in Germany and Switzerland in the 16th century, the Radical Reformation birthed many radical Protestant groups throughout Europe. Unlike the Catholics and the more Magisterial Lutheran and Reformed (Zwinglian and Calvinist) Protestant movements, some of the Radical Reformation abandoned the idea that the "Church visible" was distinct from the "Church invisible." Thus, the Church only consisted of the tiny community of believers, who accepted Jesus Christ and demonstrated this by adult baptism, called "believer's baptism".