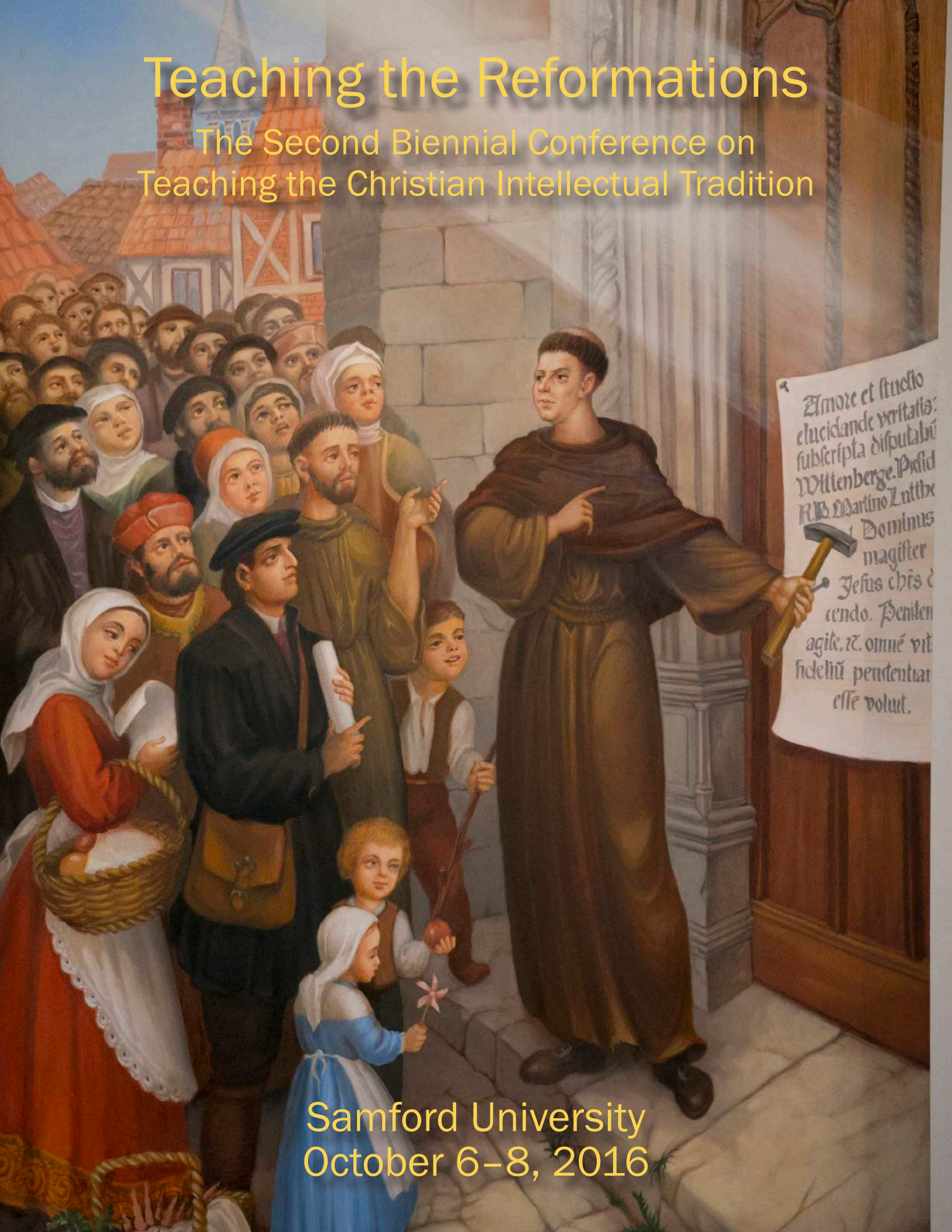


Teaching the Reformations

The Second Biennial Conference on
Teaching the Christian Intellectual Tradition



Amore et studio
elucidande veritatis:
subscripta disputabū
Wittenberge. Pridie
R. B. Martino Luthe
Dominus
magister
Jesus chris d
cendo. Peniten
agite, et omne vit
fidelium penitentiar
esse voluit.

Samford University
October 6–8, 2016

Welcome



Dear Conference Attendees:

Welcome to Samford University and the Second Biennial Teaching the Christian Intellectual Tradition Conference. In light of the many 500th anniversary events planned for 2017, it is fitting that we gather this weekend to reflect on the importance of “Teaching the Reformations.”

As a Christian university with a strong teaching faculty, Samford is committed to preserving the integration of faith and learning that is essential to Christian higher education. Although this commitment shapes all that we do, it is strongly evident in two of our signature undergraduate programs: our Core Curriculum and our University Fellows honors program. All Samford students read deeply in the Christian intellectual tradition with Augustine, Aquinas, Luther, Calvin, and others as their guides, and we look forward to hearing from each of you about how you incorporate the Reformations into your teaching and your academic programs.

This weekend’s conference is one way that we hope to contribute to the larger national conversation about the place of the Christian intellectual tradition in higher education. Inspired by the success of our inaugural conference in 2014, we also host on campus a biennial summer seminar for non-Samford faculty. Our inaugural gathering on the *Divine Comedy* attracted a dozen teachers from across the country for a week-long discussion of Dante’s classic, and we will soon be announcing the topic of our next seminar to be hosted in the summer of 2017. With these national conferences and seminars, we strive to make Samford a place where faculty from across the disciplines can convene to cultivate and reenergize their commitment to teaching the Christian intellectual tradition.

You are visiting Alabama at a wonderful time of year, and I hope you enjoy our beautiful campus. With Fall Break upon us, things will be quieter than usual on Friday and Saturday, but I anticipate a lively conference. And I’m especially pleased to see that your schedule includes a visit to Andrew Gerow Hodges Chapel, one of my favorite places on campus and certainly a must-see during this event.

Again, welcome to Samford, and enjoy the conference.

A handwritten signature in black ink, appearing to read "Andrew Gerow Hodges".

President, Samford University

Conference Sponsors

The University Fellows Program

University Fellows is Samford's honors college experience. The program seeks to develop academic excellence through an interdisciplinary Great Books education grounded in the Western intellectual tradition. Students in the program pursue campus leadership and community engagement through the study and practice of classical and Christian virtues. The program also seeks to develop global awareness through the purposeful development of national and international partnerships.

The Core Curriculum

The Core Curriculum provides the foundation of every Samford undergraduate's liberal arts education. Totalling twenty-two credits and consisting of six courses (Communications Arts I and II, Cultural Perspectives I and II, Biblical Perspectives, and Concepts of Health and Fitness), the Core requires students to read challenging works and place them in conversation with each other, to write and speak confidently and persuasively, to recognize the depth of biblical scholarship and tradition, and to pay attention to overall health and wellness. Reflecting the Christian mission at the heart of the university, the Core has been a significant part of every entering freshman's academic experience since 1997.

The Center for Teaching, Learning and Scholarship

The CTLS is a multifaceted resource to assist faculty, staff and administrators in their development as teachers and scholars. Primary areas of emphasis include innovative teaching and learning techniques, high-impact practices, integration of technology in teaching, and the scholarship of teaching. The CTLS supports the university's distinctive mission of "For God, for learning, forever" by providing general instructional and assessment design assistance and by promoting a climate that honors and promotes the craft of teaching at the university.

Special Thanks

William E. and Wylodine H. Hull Fund for Christian Scholarship

This year's conference is funded by a generous grant from the William E. and Wylodine H. Hull Fund for Christian Scholarship. The Hull Fund seeks to strengthen the Christian character and institutional purpose of Samford University by supporting faculty initiatives related to the integration of faith and higher education, in particular those projects that seek to enrich the life of the academy and the church, preparing both to respond more faithfully and justly to the pressing social, cultural, and moral challenges of the day.

Religions

We are partnering once again with *Religions* to publish our conference proceedings. As an international, peer-reviewed, open access journal, *Religions* aims to serve the interests of a wide range of thoughtful readers and academic scholars, particularly those interested in the multidisciplinary study of religions. Our 2014 partnership with *Religions* produced a special issue on "Teaching Augustine," later published in book form by MDPI. The fifteen essays in "Teaching Augustine" have averaged more than 950 views each, with the cumulative issue receiving nearly 13,000 visits. Submissions for this year's proceedings will be due on January 1, 2017, with further details and guidelines forthcoming after the conference.

Schedule

Thursday, October 6

5:15 p.m. and 5:30 p.m.	Conference shuttles depart Aloft Birmingham for Cooney Hall
5:30 p.m.–6:00 p.m.	Registration, Cooney Hall 400
6:00 p.m.–8:00 p.m.	Dinner and Plenary Address, Cooney Hall 400 “The Reformers and Tradition: Seeing the Roots of a Problem” R. Ward Holder, Saint Anselm College

Friday, October 7

8:00 a.m. and 8:30 a.m.	Conference shuttles depart Aloft Birmingham for Cooney Hall
8:15 a.m.–9:15 a.m.	Coffee and light breakfast, Cooney Hall, 2nd floor lobby
9:15 a.m.–10:20 a.m.	Concurrent Session I, Cooney Hall 109 and 181
10:20 a.m.–10:30 a.m.	Break
10:30 a.m.–11:35 a.m.	Concurrent Session II, Cooney Hall 109 and 181
11:35 a.m.–12:00 p.m.	Break
12:00 p.m.–1:30 p.m.	Lunch and Plenary Address, Cooney Hall 400 “The Protestant Reformers and the Jews” G. Sujin Pak, Duke Divinity School
1:30 p.m.–2:00 p.m.	Break
2:00 p.m.–3:30 p.m.	Concurrent Session III, Cooney Hall 109 and 181
4:00 p.m.–5:00 p.m.	Concluding Activity, Andrew Gerow Hodges Chapel “Reading the Reformations in Sacred Space” Bridget Rose, Samford University
5:00 p.m.	Concluding Remarks

Saturday, October 8

7:45 a.m. and 8:15 a.m.	Conference shuttles depart Aloft Birmingham for Cooney Hall
8:00 a.m.–9:00 a.m.	Coffee and light breakfast, Cooney Hall, 2nd floor lobby
9:00 a.m.–10:30 a.m.	Concurrent Session IV, Cooney Hall 109 and 181
10:45 a.m.–11:45 a.m.	Closing Roundtable, Cooney Hall 400
12:00 p.m.–1:30 p.m.	Lunch, Robinson Hall Great Room
1:00 p.m. and 1:30 p.m.	Conference shuttles depart Cooney Hall for Aloft Birmingham

Sessions

Friday, October 7

Concurrent Session I: 9:15 a.m. – 10:20 a.m.

Panel 1: Luther Teaching, Teaching Luther (Cooney Hall 109)

Moderator: Steven Epley, Department of English, Samford University

“Martin Luther Teaching the Lord’s Prayer”

Bruce McNair, Department of History, Campbell University

“A Question of Humility: Reading Luther’s Prefatory Letter to Pope Leo X”

Bernadette McNary-Zak, Department of Religious Studies, Rhodes College

Panel 2: The Scottish Reformation (Cooney Hall 181)

Moderator: Scott McGinnis, Department of Religion, Samford University

“Teaching Covenantal Theology in Early Modern Scotland”

David M. Barbee, Winebrenner Theological Seminary

“Female Lay Piety and the Scottish Reformation”

Ken Roxburgh, Department of Religion, Samford University

Concurrent Session II: 10:30 a.m. – 11:35 a.m.

Panel 1: Calvin (Cooney Hall 109)

Moderator: Bryan Johnson, University Fellows Program, Samford University

“John Calvin and John Locke on the *Sensus Divinitatis* and Innatism”

J. Caleb Clanton, Department of History, Politics, & Philosophy, Lipscomb University

“Reading the Bible with Calvin: Calvin’s Exegetical Principles”

Mark Gignilliat, Beeson Divinity School, Samford University

Panel 2: Backgrounds and Context (Cooney Hall 181)

Moderator: Thom Thibeault, World Languages and Cultures, Samford University

“Teaching Historical Heresies: Using Analogy to Explain the Divisions between Christians during the Reformation”

Robert Olsen, School of Christian Studies, University of Mobile

“The Late Medieval Church: Its Structure and Teachings”

Peter Dykema, Department of History, Arkansas Tech University

Concurrent Session III: 2:00 p.m.–3:30 p.m.

Panel 1: Exemplary Texts, Exemplary Assignments (Cooney Hall 109)

Moderator: Rosemary Fisk, Associate Dean of Arts and Sciences, Samford University

“Reformation as Recollection: An Experiential Approach to Teresa of Avila’s *Interior Castle*”

Jane Kelley Rodeheffer, Humanities Division, Pepperdine University

“Are They Not Still Among Us?: Historical Fiction as a Tool for Teaching the Reformation”

Maria Poggi Johnson, Department of Theology, University of Scranton

“Teaching the Protestant Reformation through American Literature: John Milton as Inspiration for the Transcendentalists”

Rachel Griffis, Department of English, Sterling College

Panel 2: Performing Reformations (Cooney Hall 181)

Moderator: B. Keith Putt, Department of Philosophy, Samford University

“Teaching Music in the Reformed/Calvinist Tradition: Sphere Sovereignty and the Arts”

John MacInnis, Department of Music, Dordt College

“Luther, Bach, and the Jews”

Scott and Beth McGinnis, Departments of Religion and Music, Samford University

“‘all seals and symbols of redeemed sin’: Reimagining the *Corpus Mysticum* in *Othello*”

Stephanie Kucsera, Department of English, Loyola University Chicago

Concluding Activity: 4:00 p.m.–5:00 p.m. (Andrew Gerow Hodges Chapel)

“Reading the Reformations in Sacred Space”

Bridget Rose, Academic Success Center and Core Curriculum, Samford University

Saturday, October 8

Concurrent Session IV: 9:00 a.m.–10:30 a.m.

Panel 1: Reformations Across the Curriculum (Cooney Hall 109)

Moderator: Rosemary Fisk, Associate Dean of Arts and Sciences, Samford University

“Teaching *The Faithful Executioner* in an Interdisciplinary Honors Course”

Jonathan Thorndike and Mary Ellen Pethel, Honors Program, Belmont University

“‘Death, Dying, and Faith’ in a First-Year Writing Seminar: Using Reformation Theology to Teach Threshold Concepts in Writing Studies”

Victoria Knierim, Core Curriculum, Samford University

“Critical and Curricular Reflections on Brad Gregory’s *The Unintended Reformation*”

Josh Reeves, Center for Science and Religion, Samford University

Panel 2: Interdisciplinary Insights: Philosophy, Hermeneutics, and Polemics (Cooney Hall 181)

Moderator: Christopher Metress, Associate Provost for Academics, Samford University

“John Calvin and the Three Principles of Christian Philosophy”

Mark Tazelaar, Department of Philosophy, Dordt College

“Dirk Philips’ Letter and Spirit: An Anabaptist Contribution to Reformation Hermeneutics”

Aaron Schubert, Dallas Theological Seminary

“Spenser’s Blatant Beast: The ‘thousand tongues’ of Elizabethan Religious Polemic”

Chris Hill, Department of English, University of Tennessee at Martin`

Plenary Speakers

R. Ward Holder is a historical theologian and professor of theology at Saint Anselm College. Across his career, he has examined the era of the Reformations, the work of John Calvin, political theology, and how various faith communities ground their truth claims. Among other works, he has authored *John Calvin and the Grounding of Interpretation: Calvin's First Commentaries* (Brill, 2006), and *Crisis and Renewal: The Era of the Reformations* (Westminster John Knox, 2009), and he has edited *Reformation Readings of Romans*, with Kathy Ehrensperger (T. & T. Clark 2008), *A Companion to Paul in the Reformation* (Brill, 2009), *The Westminster Handbook to Theologies of the Reformation* (Westminster John Knox, 2011), and *Calvin and Luther: The Continuing Relationship* (Vandenhoeck & Ruprecht, 2013). His current work focuses on Calvin's use of the theological tradition as a source for his own doctrinal formulations.

G. Sujin Pak served as Associate Dean of Academic Programs at Duke Divinity School from 2012-15 and is a faculty member in the history of Christianity at Duke Divinity School. She specializes in the history of Christianity in late medieval and early modern Europe. Her teaching, research and writing focus upon the theology of the Protestant reformers, the Protestant Reformation and the Jews, women and the Reformation, and the history of biblical interpretation. Professor Pak is the author of *The Judaizing Calvin: Sixteenth-Century Debates over the Messianic Psalms* (Oxford, 2010) and several articles in journals such as *Church History*, *Reformation & Renaissance Review*, *Church History and Religious Culture*, and *Calvin Theological Journal*. Her current research project studies the shifting views of prophecy and uses of Old Testament prophecy in the Reformation era.

Presenters

David M. Barbee is assistant professor of the History of Christianity and Religious Studies at Winebrenner Theological Seminary. He regularly teaches courses in history, systematic theology, and world religions. His primary areas of expertise are in late medieval scholasticism and early modern Protestantism and he has several articles published in these fields. He received his doctorate from the University of Pennsylvania with a dissertation focusing upon the reception of the church fathers within the thought of the Puritan William Perkins.

J. Caleb Clanton is University Research Professor and professor of philosophy at Lipscomb University, and he holds an adjunct appointment in engineering management at Vanderbilt University. His research centers on issues in philosophy of religion, moral philosophy, and the history of philosophy. He is the author or editor of several books, including most recently *Philosophy of Religion in the Classical American Tradition*, which is forthcoming with The University of Tennessee Press.

Peter Dykema is professor of history at Arkansas Tech University. He holds degrees from Hope College, Western Theological Seminary, and the University of Arizona. His research interests focus on the training of priests and pastors in the late medieval and Reformation periods. He has edited two collections of essays, one on anticlericalism and the other on John Calvin.

Rachel B. Griffis is an assistant professor in the Language and Literature Department at Sterling College. As a doctoral student, she was part of the Lilly Graduate Fellows Program, which nurtured her interest in Christian teaching and scholarship. She presented at the inaugural TCIT Conference in 2014 and returned to Samford for the Dante Summer Seminar in 2015. She has two forthcoming publications about Christianity and teaching: one is a book chapter titled "Vocation is Something that Happens to You: Freedom, Education, and the American Literary Tradition," which will appear in *Stewards in the Academy*, and the other is an article for *International Journal of Christianity and Education* titled, "Self-Knowledge and Character Formation: Teaching to Students' Weaknesses."

Maria Poggi Johnson is professor of theology at the University of Scranton, where she teaches courses in the General Education program and electives in religion and culture, and directs the MA program in Theology. She is the author of *Strangers and Neighbors: What I learned about Christianity from living among Orthodox Jews* and *Making a Welcome: Christian Life and the Practice of Hospitality*.

Victoria Knierim is assistant professor and coordinator of academic enrichment in the Howard College of Arts and Sciences at Samford University, where she teaches writing and public speaking as a part of the Core Curriculum. She also serves on the steering committee for Samford's Center for Teaching, Learning and Scholarship. Her interest in writing pedagogy has led her to explore ways in which classic Christian texts can support writing instruction.

Stephanie Kucsera is a doctoral candidate in English at Loyola University Chicago, where she specializes in 17th century English drama with a focus on issues of conversion and sacramentality. She regularly teaches introductory courses in literature and composition and, occasionally, Shakespeare. Stephanie received an MA in English from Loyola University Chicago, an MA in the Humanities from the University of Chicago, and a BA in theatre, English literature, and religious studies from the University of Indianapolis. She is a member of the Lilly Graduate Fellows in Humanities and the Arts.

John MacInnis serves as assistant professor of music and Music Department Co-Chair at Dordt College, in Sioux Center, Iowa. His teaching duties include Music History, Music Theory, World Music, and contributing arts courses to the college's CORE curriculum. As an organist and pianist, he enjoys learning new literature and collaborating with other musicians.

Beth McGinnis is lecturer at Samford University, where she teaches courses in music history and piano. She is organist at Vestavia Hills Baptist Church, accompanist for the Alabama Symphony Orchestra Chorus and Birmingham Chamber Chorus, and a yoga instructor at the YMCA.

Scott McGinnis is associate professor of religion at Samford University, where he teaches courses in theology and history. He regularly teaches general education courses as well as the Western Intellectual History sequence in the University Fellows Program. He serves as Samford's faculty representative to the Lilly Fellows Program in Humanities and the Arts, and he is the co-editor of *Teaching Augustine*, selected papers from the inaugural 2014 TCIT conference on "Augustine Across the Curriculum."

Bruce McNair is associate professor of history at Campbell University. He teaches Western Civilization survey courses, as well as upper level courses on European history ranging from Ancient Greece and Rome to Modern Europe. His primary areas of interest are the Italian Renaissance, the Reformation, and Medieval Philosophy.

Bernadette McNary-Zak is associate professor of religious studies at Rhodes College in Memphis, Tennessee, where she has taught courses in the Interdisciplinary Humanities Program as well as courses on the Apostolic Fathers, early Christian literature, Christian Monasticism, and Christianity in Late Antiquity. Her research interests include the study of ascetic literature, in particular the evidence of literary correspondence among monks in fourth-century Egypt, as well as pedagogical issues related to teaching religious studies.

Robert Olsen is assistant professor of Christian Studies at University of Mobile, where he teaches courses in Historical Theology, Christian Worldview, and Church History.

Mary Ellen Pethel has been an adjunct professor in Belmont University's Honors Program for five years. She has taught several interdisciplinary courses including "The Age of Exploration," "Making the Modern American City," and "Global Cities and Urban Spaces." She is currently a cohort member of the post-graduate Digital Humanities program at George Mason University. The University of Tennessee Press will publish Pethel's *Athens of the New South: College Life and Making Modern Nashville* in 2017.

Josh Reeves is assistant professor in science and religion at Samford University, where he teaches courses on theology and science. Before coming to Samford, he completed a two-year post-doctoral fellowship at the Heyendaal Program on Theology and Science at Radboud University in the Netherlands. He is co-author of *A Little Book for New Scientists: Why and How to Study Science*, released this month by InterVarsity Press.

Jane Kelley Rodeheffer is a philosopher who currently holds the Fletcher Jones Chair in Great Books at Pepperdine University in California. Professor Rodeheffer received degrees from Boston College, Harvard, and Vanderbilt, where she earned a Ph.D. in philosophy. She has published a range of articles in philosophy, literature, and Asian studies, and she is the co-editor of three collections of essays. Professor Rodeheffer has twice served on the Board of the Lilly Fellows Program and as Faculty Mentor of Cohorts 1 and 6 in the Lilly Graduate Fellows program. A potter and calligrapher in the Asian tradition, she was artist-in-residence at the St. John's University pottery at Saint John's University and Abbey of Minnesota in Collegeville, MN in the summer of 2016.

Bridget Rose is the Director of the Academic Success Center at Samford and is an assistant professor in the Core Curriculum. She has been teaching Cultural Perspectives, Samford's first year core text course, since 2002. Prior to her appointment in the ASC in 2009, she was the Curator of Hodges Chapel at Beeson Divinity School. Her research interests include St. Perpetua and Christian martyrdom, and in 2016 she taught an interdisciplinary study abroad course called Sacred Italy: Saints and Martyrs.

Ken Roxburgh is professor of religion at Samford university, where he teaches a general education course in theology, and the core curriculum course on the Bible. His research interests are focused on the history of Christianity in Scotland.

Mark Tazelaar is professor of philosophy at Dordt College, where he teaches courses in Medieval Philosophy, Modern Christian Philosophy (Pascal, Kierkegaard), and contemporary "continental" Christian Philosophy of Religion. He also teaches for Dordt's "Core" program, including courses in "Introduction to Christian Philosophy" and "Advanced Reformed Thought." He presented on Augustine's influence within postmodern philosophy at the inaugural TCIT conference, and is currently working on a book concerning Augustinian understandings of truth in Pascal, Kierkegaard, and Jean-Luc Marion.

Jonathan Thorndike is Honors Program Director at Belmont University. He teaches an interdisciplinary "Great Books" curriculum including "Classical Civilizations" and "The Age of Exploration" (Renaissance and Reformation periods). He previously presented at TCIT on using Augustine's *Confessions* in the Honors Core. He also teaches a summer course on C. S. Lewis, J. R. R. Tolkien, and the Inklings at King's College London through Belmont's consortium and presented at the Tolkien/ Lewis Celebration at Aquinas College in Nashville last year.

Aaron M. Schubert is a PhD student in Theological Studies at Dallas Theological Seminary. He received his BA in History from Hillsdale College, and his Masters of Theology also from Dallas Theological Seminary. His Master's thesis argued for the importance of the doctrine of Divine Simplicity for contemporary theology. His research interests include Patristic hermeneutics and Augustinian theology.

Conference Organizers

Bryan Johnson is Director of the University Fellows Program at Samford, where he also serves as professor of English. In addition to teaching in the program's Western intellectual tradition sequence, he leads a January term study abroad course in Rome and Florence for all University Fellows. As director of Samford's Great Ideas Summer Institute, he conducts an annual seminar on "Greece, Rome, and the American Republic" for high school students from around the country, as well as multiple Great Books seminars for Samford faculty. In 2014, he served as one of the founding co-chairs of the TCIT conference.

Chris Metress is Associate Provost for Academics and University Professor at Samford. From 2008-2012, he served as the founding director of the University Fellows Program, where he continues to teach in the four-semester Western intellectual tradition sequence. He helped to design and direct the inaugural Teaching the Christian Intellectual Conference in 2014, and he co-edited the conference proceedings (*Teaching Augustine*, MDPI) with Samford colleague Scott McGinnis. His most recent publication is an edited collection entitled *Memory, Invention, and Delivery: Transmitting and Transforming Liberal Arts Education for the Future* (Rowman & Littlefield, 2016).

Scott McGinnis is associate professor of religion at Samford University, where he teaches courses in theology and history. He regularly teaches general education courses as well as the Western Intellectual History sequence in the University Fellows Program. He serves as Samford's faculty representative to the Lilly Fellows Program in Humanities and the Arts, and he is the co-editor of *Teaching Augustine*, selected papers from the inaugural 2014 TCIT conference on "Augustine Across the Curriculum."

Rosemary Fisk is associate dean of the Howard College of Arts and Sciences and professor of English at Samford University. A former president of the Nathaniel Hawthorne Society, she has published widely on Hawthorne and also co-edited the two-volume *Core Texts Reader: A Sourcebook* used in the Cultural Perspectives 101 and 102 classes. Her service to general education includes a Fulbright in Hong Kong, where she worked on the massive general education reform project in the public universities to create a fourth year of courses in the liberal arts.

Stone Hendrickson is a senior University Fellow and English and Classics double major. He currently serves as the General Editor of the *Samford Undergraduate Research Journal*. Additionally, he works as an intern for the University Fellows Program. His work has been accepted by several on-campus publications, including the *Samford Undergraduate Research Journal*, *Wide Angle: A Journal of Literature and Film*, and the *Samford Crimson*. He plans to attend law school after graduation.

