



History of Christianity: Reformation to Modern HIST 5301
New Orleans Baptist Theological Seminary
Theological and Historical Studies Division
Spring 2017
Saturday 4x Hybrid

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Mission

Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *Characteristic Excellence*. What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

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: Christian theological heritage.

Course Description

This course provides a general historical survey of the Christian movement from the Protestant Reformation to the present. Attention is given to significant ideas, individuals, movements, and institutions in the development of Christianity during the Reformation and modern periods.

Student Learning Outcomes

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

- Demonstrate knowledge of basic information about significant persons, dates, events, places, and movements in the overflow of church history from the Protestant Reformation to the present
- Develop the ability to think both historically and critically, to see persons, movements, and ideas within a chronological framework, and to analyze their relationships to other concepts and movements as well
- Evaluate historical issues according to Scripture and personal convictions
- Interpret contemporary issues in the Christian sphere in light of their historical roots
- Recognize your connection to the church throughout the ages in order to determine your own identity against the background of Christian heritage and to function more effectively as a minister and a witness

Embedded Assignment

- A. There is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric. Each student will write a book review of Mark Noll, *Turning Points*. This assignment will be used to evaluate the student's understanding of Noll's historical method and his place in historiography. The review should be between 6 to 8 double-spaced typewritten pages in length and contain:
- A bibliographical entry at the top of the first text page of the review.
 - A brief biographical sketch of the author (one paragraph at most)
 - A 2 to 3 page summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of the Christianity.
 - A discussion of principles learned from the history of Christianity in this book;
 - An evaluation of the impact of this book and the study of the Christian history on the student's life and ministry.

Textbooks

There are three (3) required books for this class. The text describes and interprets the people, events, and concepts that have been important throughout the first half of Christianity's history. The other books complement the textbook as tools for understanding the history of Christianity.

[B] Bettenson, Henry and Christ Maunder, eds. *Documents of the Christian Church*. 3d ed. New York: Oxford University Press, 1999. ISBN 0-19-288071-3

[G] Gonzalez, Justo L. *The Story of Christianity*, Vol 2. San Francisco: Harper & Row, 1984. ISBN 10: 0-06-063316-6

[N] Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. Grand Rapids, MI: Baker Books, 1997. ISBN 10: 0-8010-6211-X

[T] Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. Chicago: The University of Chicago Press, 2007.

Course Teaching Methodology

The course will involve the following methodologies:

- *Reading all assigned materials*. The course is structured to correspond with assigned chapters in the textbook. Likewise, the tests are based upon your assigned reading as well as lectures and provided powerpoints.
- *Lectures and class room discussion*. The lectures and classroom discussions are designed to enhance and provide additional materials not necessarily covered your reading assignments.
- *Tests*. There are six unit tests to assess requisite knowledge.
- *Journal Article Critiques*. The purpose of this exercise is to increase your knowledge in a particular area and to develop your competencies in research, analytical thinking, and writing.
- *Creative Biographical Presentation*: The purpose of this exercise is to assist you to become familiar with a significant historical figure/change agent, how the figure impacts your life and ministry and then allow you to use your creativity to share your findings with an audience.
- *Integrative Papers*. The purpose of this exercise is to assist you to synthesize and then integrate the lessons from history into your own life and ministry.

Course Requirements

- A. *Journal Article Critique (JAC)*: The purpose of this exercise is to increase your knowledge in a particular area, to develop your competencies in research, analytical thinking, and writing, and To complete each Journal Article Critique (JAC), students will find a peer-reviewed, scholarly journal article on a topic covered in the course and write a three-page, double-spaced interaction that adheres to Turabian style (use endnotes). All JACs must also contain a cover page and four subheadings: Introduction, Summary of the person/event contribution to history, Critical Evaluation, and Conclusion. Topics for each of the JACs are indicated:
- JAC1* – Historiography – read an article on the contribution to historical writing by any of the following historians: John Fox, F.C. Baur, Jean Henri Merle d'Aubigné, William Cunningham, Philip Schaff, Adolf von Harnack, Kenneth Scott Latourette, Williston Walker, William W. Sweet, Roland Bainton, Haroslav Pelikan [You may want to consult, Michael Bauman and Martin I.

Klauber, *Historians of the Christian Tradition: Their Methodology and Influence on Western Thought* Nashville, TN: B&H, 1995) and write a review from one of the chapters.]

- b. *JAC2* - Denominational Founders - read an article on any of the following denominational founders – Menno Simons, John Knox, John Smyth, Geroge, Fox, Nikolaus von Zinzendorf, John Wesley, Francis Ashbury, Richard Allen, William Miller, Alexander Campbell, Aimee Semple McPherson,
 - c. *JAC3* – Martyrs and Activists – read an article on any of the following martyrs and/or activists – Dietrich Bonhoeffer, John Huss, Thomas Cranmer, Thomas Becket, John Woolman, William Wilberforce, Sojourner Truth, Harriet Tubman, Catherine Booth, William Booth, Walter Rauschenbusch
 - d. *JAC4* – Church and Social Justice – read an article on the engagement of the church historically in the any of the following activities: modern slavery, political election, violence against women, poverty, racial reconciliation, and etc. In your critical interaction, give attention to its application in your church or ministry setting.
- B. *Tests:* There will be six (6) exams given throughout the semester. Exams will be available throughout the course and must be completed by on or before the class meets on the due date. Each test will last 20 minutes and be timed. Exams should be taken without notes or the textbook in front of you. Please study for the test; then take it “open memory.” You are on the honor system. The final days by which unit exams must be completed are indicated on the course schedule.
- C. *Creative Biographical Presentation:* The purpose of this exercise is to assist you to become familiar with a significant historical figure/change agent, how the figure impacts your life and ministry and then allow you to use your creativity to share your findings with an audience. This requirement can be completed individually or as a group project. This is not a research paper. Rather, it is to be a creative presentation (powerpoint, dramatic monologue/dialogue, video, skit, and etc.) Each presentation will be no more than 90 minutes in length. It cannot be a simple cognitive download that I can get from some history book or website [DO NOT BORE THE AUDIENCE!]. Pay attention to their role as a change agent – issues they faced, the contributions they made the legacy they left, and how they impact your life and ministry. You must select from one of the following and receive the professor’s approval:

Karl Barth	Blaise Pascal	Thomas Chalmers
Fyodor Dostoyesvsky	G.K. Chesterton	Dorothy Sayers
T. S. Eliot	Matthew Ricci	John Woolman
Harriet Tubman	Sojourner Truth	Thomas Cranmer
Samuel Crowther	William Wade Harris	Jakob Philipp Spener
Bartolome de Las Casas	Ludwig Nicholas von Zinzendorf	Alexander Solzhenitsyn
G. K. Chesterton	John Paul II	Anna Pedersdotter Absalon
Dietrich Bonhoeffer	Person of your choosing	

- D. **Embedded Assignment:** This is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric. Each student will write a book review of Mark Noll, *Turning Points*. This assignment will be used to evaluate the student’s understanding of Noll’s historical method and his place in historiography. The review should be between 6 to 8 double-spaced typewritten pages in length and contain:
- a) A bibliographical entry at the top of the first text page of the review.
 - b) A brief biographical sketch of the author (one paragraph at most)
 - c) A 2 to 3 page summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of the Christianity.
 - d) A discussion of principles learned from the history of Christianity in this book;\
 - e) An evaluation of the impact of this book and the study of the Christian history on the student’s life and ministry.

Embedded Assignment Assessment
Rubric for HIST5301 History of Christianity:
Reformation-Modern

Semester _____

Section _____

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to Understand significant individuals, movements, institutions, and theological concepts in the history of Christianity					
APPLICATION	Able to apply principles learned from the study of the history of Christianity to church and ministry today					
COMMUNICATION	Able to communicate understanding and application of principles learned from the study of the history of Christianity					

E. Integrative Papers: The purpose of this exercise is to assist you to synthesize and then integrate the lessons from history into your own life and ministry.

a. Mandatory for everyone:

i. *Integration with life and ministry* – Write a 950 word essay on the following topic: Why is the study of history important in my life and ministry?

b. Choose one of the following: You can write individually or as a group – no limit on number of pages.

i. *Inner Life*: Read Philipp Jakob Spener's *Pia Desideria*. Seek to integrate the following questions: what did Spener find wrong in his society that prompted him to write? How did he propose to correct the problem? What application does *Pia Desideria* have for your current ministry context?

- ii. *Evangelism/Missions*: Evaluate the missionary strategy and activity of the Augustians, Dominicans, and Jesuits with particular attention to their efforts to pursue evangelism and at the same time respect the Indians as human beings. You would definitely need to consider: Bartolome de Las Casas, Francisco de Vitoria, Julian Garces, and Matteo Ricci as examples.
- iii. *Topic of your choosing*. All topics must be approved by the professor.

Evaluation of Grade

Component	Percentage	Grading Scale	
Quizzes	41%	A	93-100
Journal Article Critiques	18%	B	85-92
Biographical Presentation	21%	C	77-84
Integrative Essays	10%	D	70-76
Embedded Assignment	10%	F	69 and below
TOTAL	100%		

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Course Policies

1. Attendance and Participation. Please consult the Academic Catalog concerning number of allowable absences. REMEMBER: "Class period missed because of late enrollment will be counted as absences. In addition, three occasions of arriving late or leaving early will count as one absence." 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.
2. Late Assignments – Because you have been provide this syllabus and due dates, NO LATE ASSIGNMENTS AND/OR TESTS WILL BE ACCEPTED. This is about your stewardship. The instructor may consider exceptions in cases of emergency or other extenuating circumstances, but with a penalty. No extra points will be awarded for early submission.
3. Professor Availability and Feedback. The professor will answer most emails within 24-48 hours. He will provide feedback to all inquiries and submitted assignments.

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Saturday 4x Hybrid
Meetings 1/28, 2/18, 4/1, 4/29
Time: 2:00-5:50pm EST: 1:00-4:50pm CST

Week	Date	Unit /Unit Test	Projects/Papers
1	Jan 28	Introduction	
2	Feb 4	Unit 1	Intergrative Essay 1
3	11		JAC1
4	18		JAC2

5	25	Unit 2	
6	Mar 4		
7	11	Unit 3	
8	18		All Bio Presentations Due
9	25		JAC3
10	Apr 1	Unit 4	Bio Presentation
11	8		
12	15	Unit 5	Embedded Assignment
13	22		
14	29	Unit 6	Bio Presentations JAC 4
15	May 6		Interactive Essay 2

The professor has the right to amend this syllabus at his discretion.

G = Justo Gonzalez, The Story of Christianity, vol. 2.

B = Henry Bettenson, Documents of the Christian Church

Unit	Subject	Reading
[1]	Martin Luther's Life & Witness	G: 1-28, 38-45 B: Ninety-five Theses, Leipzig Disputation, Diet of Worms
	Luther's Theology	G: 29-37 B: Two Treatises, Short Catechism, The Confession of Augsburg
	Ulrich Zwingli	G: 46-52
	Anabaptists	Schleitheim Confession http://www.anabaptists.org/history/schleith.html G: 53-60
[2]	John Calvin	G: 61-69 B: Institutes of the Christian Religion
	Wars of Religion	G: 86-109, 128-48 B: Peace of Augsburg, Edict of Nantes, Peace of Westphalia
	English Reformation	G: 70-85 B: Supremacy Act 1534, Supremacy Act 1559, Act of Uniformity
	English Dissent	G: 149-63, 196-204 B: Westminster Confession of Faith, The Clarendon Code

- [3] Catholic Reformation **G:** 110-24
B: The Jesuits,
The Council of Trent,
The Tridentine Profession
- Catholic Orthodoxy **G:** 164-71
B: Jansenism,
The Gallican Declaration
- Lutheran & Reformed Orthodoxy **G:** 172-84
B: Arminianism
- [4] Age of Enlightenment **G:** 185-95
B: Deistic Controversy
- Pietism **G:** 205-216
- John Wesley John Wesley's Conversion
<http://members.cox.net/stegcraj/meditation2.html>
- Christianity in Early America **G:** 217-28
- First Great Awakening **G:** 228-50
Jonathan Edwards' *Sinners in the Hands of an Angry God*
<http://www.ccel.org/ccel/edwards/sermons.sinners.html>
- [5] Religious Liberty **G:** 262-81
- 2nd & 3rd Great Awakenings **G:** 250-58
- New Religions **G:** 258-61
- Global Expansion **G:** 303-23
- [6] Modern European Christianity **G:** 282-93
B: 372-5
- American Christianity **G:** 360-98
Martin Luther King, Jr.'s "I Have a Dream"
<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>
Billy Graham, New York Crusade, 1957
<http://www.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm>
- Modern Roman Catholics **G:** 294-302, 345-59
B: Immaculate Conception,
The Syllabus of Errors,
The Second Vatican Council
- Eastern Orthodoxy **G:** 326-44

Selected Bibliography

General History

Baker History of the Church.

- Davidson, Ivor. *The Birth of the Church: From Jesus to Constantine, AD 30-312*. 2004.
_____. *A Public Faith: From Constantine to the Medieval World, AD 312-600*. 2005.
Heinze, Rudolph. *Reform and Conflict: From the Medieval World to the Wars of Religion, AD 1350-1648*. 2005.
Pearse, Meic. *The Age of Reason: From the Wars of Religion to the French Revolution, 1570-1789*. 2006.

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Ferguson, Everett. *Church History*. 2 volumes. Zondervan, 2005-2006.

Gonzalez, Justo. *A History of Christian Thought*. 3 volumes.

Latourette, Kenneth Scott. *A History of Christianity*. 2 volumes.

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine From the Bible to the Present*. 3d ed. Louisville: John Knox Press, 1982.

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Reformation

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Brecht, Martin. *Martin Luther: His Road to Reformation, 1483-1521; Martin Luther: Shaping and Defining the Reformation, 1521-1532; and Martin Luther: the Preservation of the Church, 1532-1546*. Minneapolis: Fortress Press, 1990-1994. Biggest and best Luther bio

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