

HIST 5201 HISTORY OF CHRISTIANITY REFORMATION AND MODERN

Summer Semester, 2018

Online

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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.

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 Values Focus and Curriculum Competencies

Each academic year, a core value is emphasized. This academic year, the core value is Servant Leadership – “We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.”

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 and Baptist polity for the church, the student, by the end of the course, should:

1. Be able to apply their knowledge and understanding of the formation and development of the Christian movement from the Protestant Reformation to the present to the process of interpreting Christian theological heritage and Baptist polity for the church.
2. Value the ideas, individuals, movements, and institutions in the development of Christianity during the Reformation and modern periods.
3. Be able, with the help of resources to accomplish the following:

- ÷ Practice the historical method and historiography in order to interpret Christian theological heritage for the local church.
- ÷ Articulate and defend evangelical positions on specific theological issues.
- ÷ Place individuals, movements, and ideas in their proper context in Christian history.
- ÷ Communicate understanding and application of principles learned from the study of the history of Christianity.:

Web-based Learning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Required Texts:

There are three required textbooks for this class:

Justo González, *The Story of Christianity*, Vol. 2, Revised Edition, (New York: Harper Collins, 2010). <http://www.cbd.com>

Henry Bettensen and Chris Maunder, eds., *Documents of the Christian Church*, 4th ed. (New York: Oxford University Press, 2011). If you already have the third edition from last semester, you may use it.

There may be additional required reading from primary sources that are available on the Internet.

Requirements

- A. **Tests:** There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. The exam will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system. Tests will be available throughout the course and can be taken early, but must be completed **before 11.59 pm (Central Time)** on the date below.
Unit 1: June 14
Unit 2: June 21

Unit 3: June 28

Unit 4: July 5

Unit 5: July 12

Unit 6: July 26

- B. **Assigned Reading:** Students are expected to read the assigned pages listed for each unit. A report is due on the last day of each unit on the percentage completed (in 20% increments) of that unit's assigned reading. Each report is worth up to 5 points. Reading Reports are found at the end of each unit's assignments. An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by **July 26th**. This allows you to catch up on reading you have missed during the semester.
- C. **Interactive Discussions:** Each student will participate in four (4) threaded discussions. During the time the unit containing the interactive discussion required, you will contribute to the discussion at least three times: once near the beginning of the unit and twice toward the end as you respond to your classmates' comments (see above for unit completion dates). Your initial comments express your opinion on the topic. You must then respond to **at least** two (2) people, but **not more** than five (5) in any one discussion. This means that for each discussion you will have a minimum of 3 entries and a maximum of 6 entries. This means that for each discussion you will have a minimum of three entries in order to receive full credit you must respond to the initial question **no later than three days before the end of the unit**, preferably earlier. In this way, you will respond early enough to allow your classmates to learn from you. There must be **at least two (2) days** time span between your initial comments and your response to your classmates. Be sure to plan accordingly so that you leave enough time to respond before the end of the unit. Failure to do so will affect your grade. You will be graded on your contributions to the discussion **and** on your interaction with what other students have said. It is **EXTREMELY** important that students remember to use courtesy when critiquing the ideas of their fellow students. Speak truth, but only in love and let your conversations be characterized by grace. The first interactive discussion will not be graded. This will allow you to become familiar with the program. The others are worth **15 points each**. The graded discussions will be on the following topics:

Unit 1 (not graded): Please describe yourself. Please include your educational background (where you went to school, major), current degree plan, desire for future ministry, and information about your family (married/children/unique experience growing up, etc.). Include only information that you feel comfortable sharing with the class.

Unit 2 (graded): Many reformation churches saw the State as a legitimate partner in the Church's mission, including the enforcement of correct beliefs and correct moral lifestyles. Discuss the benefits and drawbacks of such a situation.

Unit 3: No Discussion. Take the time to work on your research paper.

Unit 4 (graded): Christian groups tend to define themselves doctrinally (focusing on belief of certain doctrines) or experientially (focusing on how one's faith is being lived). Discuss the benefits and drawbacks of these differences in focus. Where do/should Baptists fit into this dichotomy?

Unit 5: No Discussion. Take the time to work on your research paper.

Unit 6 (graded): What do you believe was the most significant event of the twentieth century to impact Christianity? Possibilities include: Edinburgh Missions Conference (1910), Vatican II, Billy Graham Evangelistic Association, Berlin Wall, rise of fundamentalism, liberalism, cults, Islam, or evangelicalism, etc.

- D. **Movie Review:** Each student will watch a movie, based on the Reformation period and write a historical review. You may choose either *Luther* (2003), starring Joseph Fiennes and Peter Ustinov or *The Radicals* (1990), starring Norbert Weisser and Leigh Lombardi. They are available at your neighborhood video store, Netflix.com, or purchased inexpensively through ebay.com or amazon.com. **Do not wait until the last minute to secure the movie!** There are other possibilities, but any substitutions must be cleared through your professor first.

In your movie review, include evaluations of its historical accuracy and value, including any discrepancies that you notice, and its artistic merit. Each review should be 2-3 pages, single--spaced and is worth 30 points. Post your reviews under Assignments. The movie review is due **July 9**.

- E. **Major Research Project:** Each student will conduct research and prepare a major project on a significant person, movement, event or place in Christian history. Due **July 19**.

RESEARCH PAPERS – The Research Paper will be 10-12 pages long and should reflect scholarly research. You should discuss the historical context and influence of your subject in church history and conclude with a summary statement about the contributions and lasting consequences of your subject to history. It will be written according to standard guidelines (Turabian; Times New Roman 12 pt. font; double- spaced; standard margins; footnotes, etc.) and include a bibliography of at least ten resources (Textbooks, reference books, and the Internet are allowed, but you must consult a minimum of six biographies, monographs, and/or church histories as well).

The Research Paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 6th or 7th edition of Turabian. (20 points)
2. Clarity and Coherence: Balance; thoroughness; organization; logical development; overall sense of the paper. (20 points)
3. Research: Bibliography; type and variety of sources (primary, secondary, monographs, journal articles, websites, etc.); most bibliographic entries should be accompanied by footnote citations. (20 points)
4. Historical Awareness and Insight: Factual accuracy; awareness of historical connections (continuity/discontinuity, cause/effect, contrasts/comparisons); sensitivity to historical context; awareness of the historical impact of a person. (20 points)
5. Analysis and Evaluation: Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of strengths and weakness of a person; demonstration that you have thought about the material that you have researched. Give strong and insightful introduction and conclusion. (20 points)

Suggested subjects are:

Martin Luther	Teresa of Avila	John Wesley
Ulrich Zwingli	Ignatius Loyola	Charles Finney
John Calvin	Francis Xavier	Joseph Smith
Michael Servetus	Matteo Ricci	David Livingstone
Martin Bucer	Blaise Pascal	Friedrich Schleiermacher
Michael Sattler	René Descartes	Albert Schweitzer
Balthasar Hubmaier	John Locke	Soren Kierkegaard
Menno Simons	Immanuel Kant	Karl Barth
John Knox	Philipp Jakob Spener	Dietrich Bonhoeffer
Jacob Arminius	August Hermann Francke	William and Catherine Booth
Henry VIII	Count Zinzendorf	Charles Haddon Spurgeon
Thomas More	Jonathan Edwards	C. S. Lewis
Thomas Cranmer	George Whitefield	D. L. Moody
		Billy Sunday
		William Seymour
		Aimee Semple McPherson
		Billy Graham
		Martin Luther King, Jr.
		Mother Theresa
		Pope John Paul II
		Martin Luther's Defense of Infant Baptism

Theology of the Cross vs. Theology of Glory	The History of the English Bible from Wycliffe to King James I	Women in Nineteenth-Century American Christianity
Luther's Three Treatises of 1520 & Their Impact on the Reformation	Anglican Theology, Practice & The Book of Common Prayer	American Preachers For & Against Slavery
Luther's Attitude toward Jews & His Influence on Anti-Semitism in Germany	René Descarte & Platonic Philosophy	Revivals during the American Civil War
Ulrich Zwingli vs. the Swiss Brethren on the Issue of Infant Baptism	John Locke & Aristotelian Philosophy	Jesuit Missions
Ulrich Zwingli's Influence on the Swiss Reformed Movement	Pietism: Its Causes & Influences	Moravian Missions
Theology of Michael Sattler & Balthasar Hubmaier	Wesleyan Perfectionism & Its Influence on American Christianity\	The Relationship of Colonialism & Missions
Anabaptist Theology of Martyrdom	Catholicism in New Spain	The French Revolution & Its Impact on European Christianity
Selected Lives of Anabaptist Women	Puritans in America: The City on a Hill & the Half-Way Covenant	Neo-Orthodoxy: Its Proponents & Opponents
John Calvin's Theology of the Church	Dawning of the First Great Awakening	John Nelson Darby & the Rise of Dispensationalism
John Calvin's Sacramental Theology	The Theologies of John Wesley & Jonathan Edwards	The History of the Jehovah's Witnesses
Calvinism & Its Positive Impact on Evangelism	Preaching For & Against American Independence	The Rise of Fundamentalism
Calvinism & Its Negative Impact on Evangelism	Characteristics & Effects of the Camp Meetings in the Early Nineteenth Century	Presbyterians in Twentieth-Century America
Women in the Reformation	Charles Finney's Arminianism & His Influence on Revivalism	The "Scopes Monkey Trial" & Its Impact on American Fundamentalism
The Aftermath of the Wars of Religion in Europe		The Rise of Neo-Evangelicalism
		The Religious Right & American Politics from Ronald Reagan to George W. Bush

Penalties:

- A. *Tests:* Since tests are available for some time before the deadline and one test score will be dropped, no make up exams are allowed.
- B. *Papers:* A late paper will be assessed an initial **10 point penalty**. Each calendar day after the due date an **additional 10 point penalty** will be assessed. Failure to post a copy of the paper on Blackboard will result in the **loss of 5 points**.
- C. *Plagiarism:* A high standard of personal integrity is expected of all students at New Orleans Baptist Theological Seminary. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Students for further action. **See the Graduate Catalog for more information on the Definition of Plagiarism and Consequences for Violations of Plagiarism. Submission of Assignments**

Possible Points & Grading Scale:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 35 pts	A = 302-335 pts
Tests (5 x 25): 125 pts	B = 268-301 pts
Movie Review: 30 pts	C = 235-267 pts
Research Paper: 100 pts	D = 201-234 pts
	F = 200- pts
<u>Discussion Threads: 45 pts</u>	
335 pts	

Emergency Plan

In case of hurricane or any other emergency, go to the seminary web site for information: www.nobts.edu

The administration will communicate information that relates to the seminary: the nature of the emergency, instructions for responses, evacuation, contingency plans, duration of the emergency, and plans to return to campus and/or resume the schedule.

Also, check Blackboard for instructions related to this class. Because this class is available on Blackboard, there should be minimal disruption unless the emergency affects electrical power and connection to the Internet.

In any emergency, communication is important, and our best means of staying connected is through the seminary's web site and Blackboard.

Reading Schedule

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: 7-46 B: 197-204, 212-14
	Luther's Theology	G: 47-56 B: 202-212, 214-226
	Ulrich Zwingli	G: 57-65
[2]	Anabaptists	Schleitheim Confession http://www.anabaptists.org/history/schleith.html G: 67-76
	John Calvin	G: 77-86 B: 226-28
	Wars of Religion	G: 105-113, 125-134 B: 228-31
	English Reformation	G: 87-104 B: 242-43, 249-55
[3]	English Dissent	G: 193-210, 249-258 B: 306-09, 315-27
	Catholic Reformation	G: 115-149 B: 261-271
	Catholic Orthodoxy	G: 211-219 B: 273-74
	Lutheran & Reformed Orthodoxy	G: 221-235 B: 271-72
[4]	Age of Enlightenment	G: 237-248 B: 330-34 345-49

- Pietism **G:** 259-273
- John Wesley **G:** John Wesley's Conversion
<http://members.cox.net/stegcraj/meditation2.html>
- Christianity in Colonial America **G:** 275-288
- First Great Awakening **G:** 288-290
 Jonathan Edwards' Sinners in the Hands of an Angry God
<http://www.ccel.org/ccel/edwards/sermons.sinners.html>
- [5] Religion in the United States **G:** 301-317
- 2nd Great Awakening **G:** 326-328
- Manifest Destiny, Slavery, Civil War to WW1 329-343
- New Religions **G:** 344-347
- Global Expansion **G:** 417-440
- [6] Modern European Christianity **G:** 441-471
B: 357-60
- American Christianity **G:** 457-493
B: 411-15, 423
 Martin Luther King, Jr.'s "I Have a Dream"
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>
 Billy Graham, New York Crusade, 1957
<http://www.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm>
- Modern Roman Catholics **G:** 399-415, 441-455
B: 274-77, 344-54, 438-9
- Eastern Orthodoxy **G:** 373-383

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

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

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Reformation

Bainton, Roland. *Here I Stand: A Biography of Martin Luther*. 1950; reprint: Hendrickson, 2009.

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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Modern

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