



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

HIST 5201 History of Christianity: Reformation & Modern New Orleans Baptist Theological Seminary Division of Theological and Historical Studies Summer 2019 - Internet

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This course begins on **June 3, 2019**, and, by 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

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 *doctrinal integrity*. We want everything we do to be characterized by offering 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 competency addressed in this course is Theological and Historical 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 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.

Course Teaching Methodology

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.

Textbooks

There are three (3) required books for this class. The texts describe and interpret the people, events, and concepts that have been important throughout Christianity's history. The documents book provides representative and influential confessions of faith important to our heritage. These books compliment one another as tools for understanding our Christian heritage.

Justo González, *The Story of Christianity*, vol. 2, *The Reformation to the Present Day*, rev. ed. New York: HarperOne, 2010. ISBN: 978-0061855894

Henry Bettensen and Chris Maunder, eds., *Documents of the Christian Church*. 4th ed. New York: Oxford University Press, 2011. ISBN: 978-0199568987

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

Strongly Recommended Texts:

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. 3d ed. Atlanta: John Knox Press, 1982. ISBN: 978-0804205269

Finke, Roger and Rodney Stark. *The Churching of America, 1776-2005: Winners and Losers in Our Religious Economy*. New Brunswick, NJ: Rutgers University Press, 2005.

All texts are available through the New Orleans LifeWay Christian Online Store: (800) 570-0250.

Course 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. All test dates are **Mondays, except as noted.**

Unit 1 - June 10

Unit 2 - June 17

Unit 3 - July 1

Unit 4 - July 8

Unit 5 - July 22

Unit 6 - July 26 (Friday)

- B. Assigned Reading:** Students are expected to read the assigned pages listed for each day. The percentage of each unit’s assigned reading that was completed will be reported (in 20% increments) on that unit’s test. Each report will be worth 5 points. An additional 5 point bonus will be awarded at the time of the final exam to students who have completed all the assigned reading for the course by the time of the final.

- 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. 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. Posts which fail to leave two days between the initial post and the responses to classmates will result in a one point per day per response **deduction**.

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, work on Movie Review.

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, work on Research paper

Unit 6 (graded): Dissent is seen throughout Christian history. Are there value and purpose in dissent? What is the best way for dissenters to express their views? What is the best way for the establishment to respond to dissent?

D. Movie Review: You will watch and write a review one of three movies, based on the Reformation and later church history. 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 June 24**.

E. Research Paper: Each student will be able to collaborate in research, but write an individual research paper. Assignments will be determined after the second week of class. See the Project Information in the Research Paper assignment area of Blackboard for additional project information and group assignments. **Due July 15**.

Setting: The year is 1650. A new prince (Notso Harsch I) has recently inherited from his father (King Really Harsch III) control of a small principality called "Nobitsia" (an imaginary territory in the Polish-Lithuanian Commonwealth near the border with the Holy Roman Empire). The principle adopted by the Peace of Westphalia (1648) that each ruler determines the religion for his or her territory (within limits) will be followed in the commonwealth. The prince wants to decide which tradition should be recognized as the approved approach for religion and church life in his realm. Since the realm is outside the Holy Roman Empire, he is expanding the number options beyond the three permitted by the Westphalia treaty. To enable the prince to decide which approach is best, he has called for representatives from several traditions to present their respective positions in writing, contrasting their views over against the other positions, and then make an oral presentation of their case.

Imagine that you are representing one of the major Christian confessional traditions of Europe. You have been asked to present your position at the Nobitsia colloquy as it might have occurred during the Reformation era. You will identify with the outlook and beliefs of the tradition which you will be assigned. You may be as creative as you like in taking on the “role” of your tradition’s presenter (first and second person may be used when addressing His Majesty). Turabian format is necessary only for the title page, table of contents, footnotes/endnotes, spacing, and bibliography.

You will be assigned to one of five Reformation-era traditions (Anabaptist, Anglican, Lutheran, Reformed, or Roman Catholic). You will argue on behalf of your assigned tradition’s beliefs on each of four (4) issues:

- Baptism
- Lord’s Supper (Eucharist)
- Role and authority of ministers in the governance of the churches (who makes decisions for the congregation)
- Relation of the church to the civil community and to the magistrate (the governing authority of the state in church life—church/state relationship)

You will present, explain and defend your tradition’s views on these topics as well as contrast them with the viewpoint of the other traditions in order to convince the prince that your tradition’s approach should be followed.

Research: You will need to develop an understanding of the tradition which you will represent. Therefore, you should examine the background, teachings and significant confessional statements of this tradition. You will also need to be familiar with the teachings of the other traditions so you can respond to them.

1. Focus first on your tradition. Then review the information concerning the teachings of each of the other traditions competing for the royal blessing. Do not forget to examine the charts.
2. You should read the textbook materials listed in the class schedule related to the sessions on the various traditions. Additional resources include:
 - Estep, William R. *Renaissance and Reformation*;
 - Estep, William R. *The Anabaptist Story*;
 - Watts, Michael. *The Dissenters: From the Reformation to the French Revolution*;
 - Steinmetz, David C. *Reformers in the Wings*;
 - Olin, John C., ed. *A Reformation Debate*;
 - Gerrish, Brian A., ed., *Reformers in Profile*;
3. You should read the historic confessions for your tradition, important doctrinal treatises, and orders of worship. Concentrate on the portions relevant to the four areas to be debated. The texts of these statements can be found in the collections by:
 - Leith, John, ed. *Creeds of the Churches*;
 - Schaff, Philip, ed., *Creeds of Christendom* (vols. 2 and 3);
 - Tapert, Theodore G., ed., *Book of Concord*;
 - Reid, John, ed. *Calvin: Theological Treatises*;
 - Ratcliff and Gibson, eds. *The First and Second Prayer Books of Edward VI*;
 - Booty, John E., ed. *The Book of Common Prayer 1559*;
 - Lumpkin, William L., ed. *Baptist Confessions of Faith*;and related online document web sites.

In some cases you should read about the life and work of a leader or shaper of your tradition who defended its viewpoint in debates with other traditions. In other cases you will need to read chapters in books about the teachings of your tradition.

For additional information look at the bibliography on the Reformation era. Basic teachings on the areas of baptism, Lord's Supper, ministry and the church's role in society are summarized in: Campbell, Ted. *Christian Confessions: An Historical Introduction*.

For explanations of the historical background and beliefs of these traditions see:
Shriver, Peggy L. *Having Gifts that Differ: Profiles of Ecumenical Churches*;
Cross, F. L., and E. A. Livingston, eds. *The Oxford Dictionary of the Christian Church*;
Melton, J. Gordon, ed. *Encyclopedia of American Religions*;
Reid, Daniel G., ed. *Dictionary of Christianity in America*.

These resources are in our library, other libraries or through Inter-Library Loan. Use www.worldcat.org to find libraries near you that have books you need.

Paper: Students assigned to represent the same tradition may collaborate on research. However, you must **each write your own paper**. When you state articles and arguments, use your own words. Do not merely repeat the language of the historic confessions in lengthy quotations. Any statement you make should be consistent with the viewpoint of your tradition. Cite the source of your information in either footnotes or endnotes.

Your papers should have certain identifiable elements.

1. You may briefly introduce your tradition and its place in the range of options (represented by the other traditions) expressed during the Reformation era.
2. You will refer to your confessional articles on each of the four issues to be debated. Quote **short passages** if needed. You do not have to make statements on other issues unless such points clarify the stance of your tradition over against other positions.
3. You will explain the meaning and significance of your position and why your approach is correct in contrast to other positions.
4. You will present your specific objections to the views held by the other traditions on the four issues of debate.
5. You will try to anticipate the objections which spokespersons for other traditions will make concerning your positions and answer these points briefly.
6. You should conclude your paper by summarizing the reasons why your tradition should be preferred by the prince.

Grading Criteria: The paper must follow proper academic writing and style (see latest edition of Turabian). You must use either footnotes or endnotes (parenthetical citations are not acceptable). The Writing Center can be a very helpful resource for format and grammar. All quotations and direct references to sections from books or other resources should be noted as to source. Citations or paraphrases of documents such as historic confessional statements should be noted. However, **do not** use 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). Use section headings instead. Papers should be double-spaced and typed in 10 to 12 point font size, using either Arial or Times New Roman font. The paper should be 12-16 pages of text in length (no more and no less). All papers should have a title page, table of contents, and a bibliography of resources consulted whether or not you cite them in the paper. Turabian format is necessary only for the title page, table of contents, footnotes/endnotes, spacing, and bibliography. For examples of form, see samples in the Turabian Tutor.

Papers will be graded on clear organization, spelling, and grammar as well as content. Grading will follow these criteria:

Describing your tradition's position and contrasting it with the other traditions

Baptism	20 points
Lord's Supper (Eucharist)	20 points
Role and authority of minister	20 points
Relation of the church to the civil community	20 points
Use of proper form (documentation) and style (correct grammar, punctuation, spelling, and overall neatness)	20 points

100 points are possible

Papers must be posted on Blackboard through SafeAssign no later than 11:59 pm (Central Time) by **July 15**.

Evaluation of Grade

The student's grade will be computed as follows:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts.	A = 307-330 pts.
Tests (5 x 25): 125 pts.	B = 280-306 pts.
Movie Review: 30 pts	C = 254-279 pts.
Discussions: 45 pts	D = 231-253 pts.
Research Pa per: <u>100 pts.</u> 330 pts.	F = 230 - ↓ pts.

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.

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 an additional copy of the paper on Blackboard for access by all the class 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

- A. Unit Tests and Reading Reports:** Unit tests and reading reports must be completed by midnight (Central Standard Time) of the date of the unit completion. Exams may be taken prior to that date, but will not be available after the due date.
- B. Movie and Book Reviews** should be posted as an attached file (not added in the text box) in the Assignment area.
- C. Research Papers** should be **posted twice**. First, submit it through SafeAssign in the Assignments area. You can check how well you have cited your research by first submitting a draft to SafeAssign. Secondly, submit your paper in the appropriate area in Discussion Board. Attach your paper by clicking on the Browse button and finding the copy of your paper. Remember to click Submit or the paper will not post properly. This allows the rest of the class to read your paper and learn from your research. I want you all to be able to benefit from the others' research and writing. Your paper **must** be posted a .pdf document. [WordPerfect can save a document in .pdf and you can download a program from the [Software Downloads to be used in NOBTS Blackboard Courses](#) link that will work for MS Word documents (MS Works is not acceptable)]. Posting your paper in .pdf format preserves your margins and spacing. Failure to post your paper in a .pdf format will result in a **5 point penalty**.

Please do not send your assignments to me as email attachments unless I request you to do so or unless there is a compelling reason. You may send me an email announcing that you have submitted an assignment, but, if you follow the correct procedures, I will find it. I enjoy hearing from my students, but my Inbox fills up pretty quickly with attachments, and then I have to shift them over to the proper location.

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.

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.

In addition, 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.

**HISTORY OF CHRISTIANITY: REFORMATION and MODERN
READING SCHEDULE**

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

B = Henry Bettenson, *Documents of the Christian Church*

Unit	Subject	Reading
[1]	Background to the Reformation	
	Martin Luther's Life and Witness	G: Chapters 1-3 B: Ninety-five Theses Leipzig Disputation Diet of Worms
	Luther's Theology	G: Chapter 4 B: Two Treatises Short Catechism, The Confession of Augsburg
	Ulrich Zwingli and Swiss Reformed	G: Chapter 5
[2]	Anabaptists	G: Chapter 6 Schleitheim Confession https://www.anabaptists.org/history/the-schleitheim-confession.html
	John Calvin and Geneva	G: Chapter 7 B: Institutes of the Christian Religion
	English Reformation	G: Chapter 8 B: Supremacy Act 1534 Supremacy Act 1559 Act of Uniformity
	English Dissent	G: Chapter 18 B: Westminster Confession of Faith The Clarendon Code
[3]	Reformation in Scotland	
	Catholic Reformation	G: Chapter 12 B: The Jesuits The Council of Trent The Tridentine Profession
	Catholic Orthodoxy	G: Chapter 19 B: Jansenism The Gallican Declaration

	Wars of Religion	G: Chapters 9-11, 13-17 B: Peace of Augsburg Edict of Nantes Peace of Westphalia
	Lutheran & Reformed Orthodoxy	G: Chapters 20-21 B: Arminianism
[4]	Age of Enlightenment	G: Chapter 22 B: Deistic Controversy
	Pietism	G: Chapters 23-24
	John Wesley	John Wesley's Conversion http://www.ccel.org/ccel/wesley/journal.vi.ii.xvi.html
	Christianity in Early America	G: Chapter 25
	First Great Awakening	Jonathan Edwards' <i>Sinners in the Hand of an Angry God</i> http://www.ccel.org/ccel/edwards/sermons.sinners.html
[5]	Religious Liberty	G: Chapters 26-27
	2 nd & 3 rd Great Awakenings	
	New Religions	
	Geographic Expansion	G: Chapter 33
[6]	Modern European Christianity	G: Chapters 28, 31, 35 B: Resistance in Nazi Germany
	Eastern Orthodoxy	G: Chapter 30
	Modern Roman Catholics	G: Chapters 32, 34 B: Immaculate Conception The Syllabus of Errors The Second Vatican Council
	American Christianity	G: Chapter 33 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

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