



**HIST 5201 HISTORY OF CHRISTIANITY: REFORMATION-MODERN  
INTERNET COURSE  
SPRING 2020  
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One of the reasons I love teaching is the opportunity to relate to students. We cannot meet in a classroom, but I am accessible through email and by phone. Please feel free to email me or to call me at my office or at my home. I want to help you in any way I can. **Call me if you have a problem or a question. Do not wait until it is too late for me to help!**

This syllabus is subject to minor, necessary or beneficial changes during the semester.

Even before students have access to Blackboard, students can begin studying the Unit One PowerPoint lectures, which are located at the bottom of my faculty web page:

<http://www.nobts.edu/Faculty/AtoH/ButlerR/>

The reading schedule is listed at the bottom of this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

### I. Mission Statement

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

### II. Core Values Focus

Each academic year, a core value is emphasized. This academic year, the core value is Spiritual Vitality – “We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.”

### III. Curriculum Competencies Addressed

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Christian Theological Heritage

#### IV. 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.

#### V. Student Learning Outcomes:

- The student demonstrates an understanding of significant individuals, movements, institutions, and theological concepts in the history of Christianity.
- The student demonstrates an ability to apply principles learned from the study of the history of Christianity to church and ministry today.
- The student demonstrates an ability to communicate understanding and application of principles learned from the study of the history of Christianity.

#### VI. Required Texts:

There are two required textbooks for this class:

Justo González, *The Story of Christianity*, vol. 2, *The Reformation to the Present Day*, 2d edition (New York: HarperOne, 2010).

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

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

#### VII. Requirements:

- A. *Tests*: There will be six (6) unit exams, each worth 25 points, given online throughout the semester. The lowest grade will be dropped. The dates for the tests are:

**Unit 1: February 17**

**Unit 2: March 2**

**Unit 3: March 23**

**Unit 4: April 6**

**Unit 5: April 20**

**Unit 6: May 4**

- B. *Assigned Reading*: Students are expected to read the assigned pages listed for each unit. Your reading will be reported online. You will report the percentage completed (in 20% increments) of the assigned reading for each unit. Each report is worth up to 5 points.

An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by **May 4**. This allows you to catch up on reading you have missed during the semester. You will have an opportunity to report your bonus reading online.

- C. *Movie Review*: Students will watch a movie, based on the Reformation period and write a historical review. The movie is *Luther* (2003), starring Joseph Fiennes and Peter Ustinov. *Luther* should be readily available at your neighborhood video store, or you can purchase it inexpensively through ebay.com or amazon.com. Or, if you subscribe to Netflix or Amazon Instant Video, it is available through those services. Also, it is available in the NOBTS library. **Secure this movie in a timely manner to insure that you can submit this assignment on time.**

In the review, include evaluations of its historical accuracy and value, including any discrepancies that you notice. This assignment is informal and intended to be a fun way for you to learn. You may use first person. The review must be 3-4 pages, single-spaced, and is worth 30 points. The Movie Review is due **March 9**.

- D. *Major Research Project*: Each student will conduct research and prepare a major project on a significant person, movement, event or place in Christian history. This project can be a traditional Research Paper or a PowerPoint Lecture. **Due March 30.**

*Application point*: After writing a conclusion to your research paper or Power Point lecture, each student will add at least one application point learned from the subject of the research project, whether it is a person or a topic. This application point might be a sermon illustration, an application to your ministry, or a lesson learned for your personal life.

**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 6<sup>th</sup> or 7<sup>th</sup> 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. Include at least one application point. (20 points)

Suggested subjects are:

- Martin Luther
  - Ulrich Zwingli
  - John Calvin
  - Michael Servetus
  - Martin Bucer
  - Michael Sattler
  - Balthasar Hubmaier
  - Menno Simons
  - William Tyndale
  - John Knox
  - Jacob Arminius
  - Henry VIII
  - Thomas More
  - Thomas Cranmer
  - Teresa of Avila
  - Ignatius Loyola
  - Francis Xavier
  - Matteo Ricci
  - Blaise Pascal
  - René Descartes
  - John Locke
  - Immanuel Kant
  - Philipp Jakob Spener
  - August Hermann Francke
  - Count Zinzendorf
  - The Tennant Family
  - Theodore Frelinghuysen
  - Jonathan Edwards
  - David Brainerd
  - George Whitefield
  - John Wesley
  - Charles Wesley
  - Barton Stone
  - Charles Finney
  - Joseph Smith
  - David Livingstone
  - C.T. Studd
  - Hudson Taylor
  - Friedrich Schleiermacher
  - Albert Schweitzer
  - Soren Kierkegaard
  - Karl Barth
  - Dietrich Bonhoeffer
  - William and Catherine Booth
  - Charles Haddon Spurgeon
  - C. S. Lewis
  - D. L. Moody
  - Billy Sunday
  - Eric Liddell
  - William Seymour
  - Aimee Semple McPherson
  - Billy Graham
  - Martin Luther King, Jr.
  - Mother Theresa
  - Pope John Paul II
  - Richard Wurmbrand
  - The Auca missionaries
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- Martin Luther's Defense of Infant Baptism
  - Theology of the Cross vs. Theology of Glory
  - Luther's Three Treatises of 1520 & Their Impact on the Reformation
  - Luther's Attitude toward Jews & His Influence on Anti-Semitism in Germany
  - Ulrich Zwingli vs. the Swiss Brethren on the Issue of Infant Baptism
  - Ulrich Zwingli's Influence on the Swiss Reformed Movement
  - Theology of Michael Sattler & Balthasar Hubmaier
  - Anabaptist Theology of Martyrdom

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

POWER POINT LECTURES & TEACHING OPPORTUNITIES – The student may choose to prepare a Power Point Lecture on a topic chosen from the research topics listed above – except that the topic must NOT be one that is given extensive treatment in the existing lectures prepared by the professor.

The Power Point Lecture should include approximately 30 slides and must be accompanied by a teaching manuscript. Footnotes are not necessary, but a bibliography must be included. This assignment will be graded on the quality of the research and the

creativity, artistry, color, and design of the Power Point lecture, and modified grading criteria listed above will be used to evaluate the student's work on this assignment.

Each student who selects this option will be expected to teach this lecture in an appropriate setting – at church, in a Sunday School or Bible study, small group, or other formal teaching opportunity. The student will send an email to the professor with an informal report on the date of the presentation, the number in attendance, and an evaluation of the lecture.

The Power Point Lecture is due on the same date as the Major Research Project, and the maximum number of points available for the Lecture alone is 90 points. The email report on the Teaching Opportunity is due by the same day of the Unit Six Exam. You will receive 10 points for a report of a satisfactory teaching experience.

You may choose a subject not on this list for your research paper, but you must have prior approval from the professor. Send me your top three choices by email. **DUPLICATIONS ARE NOT ALLOWED.** First come; first served.

*Safe Assignment:* Blackboard offers a service known as "SafeAssignment." If you click on "Assignments" on the left menu, you will be directed to Major Research Papers and another link that says "View/Complete." Follow the instructions there to submit a draft of your paper for review.

A paper submitted through this service will be compared to other papers in the database and checked for the percentage of copying from other sources. Your work will not be used for any purpose other than preventing plagiarism in the Seminary and other participating institutions. Ownership of the intellectual property contained in your written work will not be transferred to any third party.

Your paper will be assessed for the amount of material copied from other sources and returned to you. The highlighted passages do not indicate plagiarism necessarily, but they point out the percentage of your paper that can be found in other sources. You need to be sure that you properly quote and cite such passages, and you may need to put more of your paper in your own words.

By the way, you probably will find that your footnotes and bibliographical entries are highlighted. That should be expected, since the papers in the database also cite the same sources that you use.

Submit the paper to me under Assignments and post it on the Discussion Board so that your fellow students will have access to your research and writing.

*NOBTS Writing Center:* Students have access to *Write Stuff, the NOBTS Writing Center*. Information about the Writing Center and the process for submitting papers can be found at <http://www.nobts.edu/writing>. The writing center staff will review the paper and work with the student as necessary to improve it before the final paper is submitted. Working with the writing center should help you in all of your academic writing, as well as help you produce an excellent biography for this course.

- E. *Discussion Board*: Each student will participate in the Discussion Board in each of the six units. You will consider the lessons that you learn during each unit and compose an application point – a sermon illustration, an application to your ministry, or a lesson learned for your personal life.

After studying all assigned reading, lecture material, and bonus features in each unit, open the discussion board forum and create your own thread. Your thread should be 150-300 words. Based on your study of each unit, provide the class with ONE of the following:

- 1) A sermon illustration or teaching point that you learned from this period of church history. How could you use specific stories or examples from this unit in your preaching/teaching?
- 2) An insight learned from this period that you plan to apply in your ministry, now or in the future. How can events from this unit teach us to serve better?
- 3) An experience from this period that is inspiring to your personal devotion to Christ. How has studying this unit impacted your personal Christian life?

Each graded Discussion Thread is worth 15 points. During Unit One, you also are asked to post an Introduction.

#### VIII. Penalties:

*Unit Exams & Reading Reports*: Unit Exams and Reading Reports must be submitted by the date of the unit completion. One unit exam grade will be dropped.

*Discussion Board*: Failure to participate adequately in the Discussion Board and to do so in a timely manner will affect the amount of points awarded.

*Tardiness*: A late written assignment will be assessed a **10 percent penalty if it is submitted after the deadline and a 20 percent penalty after five days. No assignment will be accepted after one week past the deadline.**

*Posting your Major Research Project to the Discussion Board*: Failure to do so will result in a 5-point deduction.

*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.**

#### IX. Submission of Assignments

1. The Unit Exams, Reading Reports, and Discussion Threads will be conducted on Blackboard. Unit Tests and Reading Reports are under Course Documents and under each respective unit. Go to the Discussion Board to add your Application Points.
2. You will submit the Major Research Project under Assignments and on the Discussion Board. Attach your paper by clicking on the Browse button. The reasons for submitting your paper both ways are: 1) for ease in grading; and 2) to make it available to the other

students. I want every student to be able to benefit from each other's research and writing.

3. 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. My Inbox fills up pretty quickly with attachments, and then I have to shift them over to the proper location.

#### X. Possible Points & Grading Scale:

<u>Possible Points</u>		<u>Grading Scale</u>
Reading:	30 pts.	A = 350-375 pts.
Tests (5 x 25):	125 pts.	B = 320-349 pts.
Movie Review:	30 pts.	C = 290-319 pts.
Major Research Project:	100 pts.	D = 225-289 pts.
Discussions:	<u>90 pts.</u>	F = 224 - ↓ pts.
	375 pts.	

#### XI. Emergency Plan

In case of hurricane or any other emergency, go to the seminary web site for information: [www.nobts.edu](http://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 as well as in the classroom, 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.

#### XII. Need technical assistance? Contact the ITC today!

**Selfserve@nobts.edu** - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)

**BlackboardHelpDesk@nobts.edu** - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).

**ITCSupport@nobts.edu** - Email for general technical questions/support requests.

**504.816.8180** - Call for any technical questions/support requests.

**www.NOBTS.edu/itc/** - General NOBTS technical help information is provided on this website.



### XIII. Reading Schedule

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

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

<u>Unit</u>	<u>Subject</u>	<u>Reading</u>
[1]	Martin Luther	<b>G:</b> Chapters 1-3 <b>B:</b> Ninety-five Theses, Leipzig Disputation, Diet of Worms
	Luther's Theology	<b>G:</b> Chapter 4 <b>B:</b> Two Treatises, Short Catechism, The Confession of Augsburg
	Ulrich Zwingli	<b>G:</b> Chapter 5
[2]	Anabaptists	Schleitheim Confession <a href="http://www.anabaptists.org/history/schleith.html">http://www.anabaptists.org/history/schleith.html</a> <b>G:</b> Chapter 6
	John Calvin	<b>G:</b> Chapter 7 <b>B:</b> Institutes of the Christian Religion
	English Reformation	<b>G:</b> Chapter 8 <b>B:</b> Supremacy Act 1534, Supremacy Act 1559, Act of Uniformity
	English Dissent	<b>G:</b> Chapter 18 <b>B:</b> Westminster Confession of Faith, The Clarendon Code
[3]	Catholic Reformation	<b>G:</b> Chapter 12 <b>B:</b> The Jesuits, The Council of Trent, The Tridentine Profession
	Catholic Orthodoxy	<b>G:</b> Chapter 19 <b>B:</b> Jansenism, The Gallican Declaration

Wars of Religion	<b>G:</b> Chapters 9-11, 13, 14-17 <b>B:</b> Peace of Augsburg, Edict of Nantes, Peace of Westphalia
Lutheran & Reformed Orthodoxy	<b>G:</b> Chapters 20-21 <b>B:</b> Arminianism
[4] Age of Enlightenment	<b>G:</b> Chapter 22 <b>B:</b> Deistic Controversy
Pietism	<b>G:</b> Chapters 23-24
John Wesley	John Wesley's Conversion <a href="http://www.ccel.org/ccel/wesley/journal.vi.ii.xvi.html">http://www.ccel.org/ccel/wesley/journal.vi.ii.xvi.html</a>
Christianity in Early America	<b>G:</b> Chapter 25
First Great Awakening	Jonathan Edwards' <i>Sinners in the Hands of an Angry God</i> <a href="http://www.ccel.org/ccel/edwards/sermons.sinners.html">http://www.ccel.org/ccel/edwards/sermons.sinners.html</a>
[5] Religious Liberty	<b>G:</b> Chapters 26-27
2 <sup>nd</sup> & 3 <sup>rd</sup> Great Awakenings	
New Religions	
Global Expansion	<b>G:</b> Chapter 33
[6] Modern European Christianity	<b>G:</b> Chapters 28, 31, 35 <b>B:</b> Resistance in Nazi Germany
American Christianity	<b>G:</b> Chapter 36 Martin Luther King, Jr.'s "I Have a Dream" <a href="https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom">https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom</a> Billy Graham, New York Crusade, 1957 <a href="http://www2.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm">http://www2.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm</a>
Modern Roman Catholics	<b>G:</b> Chapters 32, 34 <b>B:</b> Immaculate Conception, The Syllabus of Errors, The Second Vatican Council
Eastern Orthodoxy	<b>G:</b> Chapter 30

### XIII. Bibliography

#### General History

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## Reformation

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