



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

History of Christianity: Reformation to Present – HIST 5201

New Orleans Baptist Theological Seminary

Theological and Historical Studies Division

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Monday 8x Hybrid Class meets 1:00 pm-2:50 pm EST

1/28, 2/11, 2/25, 3/11, 3/25, 4/8, 4/22, 5/6

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.

NOBTS Mission

To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Quality Enhancement Plan

To improve English writing at the graduate level

Core Value Focus

This year's core value is Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.

Curriculum Competencies Addressed

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses 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

Required Texts

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.

[G] Gonzalez, Justo L. *The Story of Christianity*, Vol 2. San Francisco: Harper & Row, 1984. Those who purchase and use the 1999 *The Story of Christianity: The Early Church To The Present Day* need to follow the topics indicated in the syllabus.

Course Teaching Methodology

This is an inquiry-based learning course which requires attainment of knowledge, reflection, questioning, and application for your ministry context. The course will involve reading, lectures, participation in discussion forums, quizzes to assess requisite knowledge, journal article critiques to develop your critical skills, and the submission of assigned works to demonstrate your competency in identifying competing viewpoints or theological/historical development in a coherent and cogent constructive reflection.

A Note about Web-Based Learning

Web-based courses are, by nature, a different kind of learning experience than courses based in the traditional classroom. 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. Hybrid courses allow room for independent learners to thrive—to work at your own pace, to engage in student-led discussions, and to take ownership of the course content. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom settings. 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. Note that your professor is praying for your success.

COURSE NOTES AND OTHER MATERIALS

This is a class room hybrid. The tools of classroom instruction are paired with the online learning environment through Blackboard. It is required that you have sufficient internet access to complete the course. You will not be able to function in this course with dial-up internet access. You will be informed by the Blackboard administrator when the blackboard portion of the course is accessible

Course Policies

1. **Academic Integrity/Plagiarism/Cheating:** Each student is responsible for his/her work. The following are examples of violations of academic integrity: plagiarism, turning in work done by someone else, submitting a paper which has been submitted for another course, and cheating on a quiz or exam. These and other violations of academic integrity may result in a failure of the course
2. **Attendance and Participation:** Attendance at class sessions is mandatory. It is strongly recommended that you do not miss any classes because if you are ill towards the end of the semester and you have already missed one class you will not pass the class. Also three times of being tardy or leaving early will result in 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.
3. **Late Penalty:** Because you have been provided this syllabus and the 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.
4. **Netiquette:** Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.
5. **Professor Availability and Feedback:** The professor will answer most emails within 24-48 hours. He will give feedback on the Research Paper Proposal and Submission.

Course Requirements

IMPORTANT: Since you have this syllabus before you and since you have access to the course 24/7 **NO late assignments, tests, or presentations will be accepted.** You cannot receive additional credit for an assignment turned in early nor will you be allowed to do additional work to increase your final score.

- A. **Journal Article Critique (JAC)**(See rubric below): The purpose of this particular assignment is to (1) equip you to read and critically evaluate master level works and integrate your learning to your ministry, (2) expose you to specific areas in historical studies, historiography, founders, and heroes of the faith and (3) prepare you for work essential for advanced studies. 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:
 - a. **JAC1 - Denominational Founders -** read an article on any of the following denominational founders – Menno Simons, John Knox, John Smyth, George Fox, Nikolaus von Zinzendorf, John Wesley, Francis Ashbury, Richard Allen, William Miller, Alexander Campbell, Aimee Semple McPherson,
 - b. **JAC2 – 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

- B. *Tests*: The purpose of this assignment is to measure your cognitive knowledge of the materials covered.
- a. There will be six (6) exams given throughout the semester. Exams will be available throughout the course and must be completed on or before start of class on the due date. Each test will last 20 minutes and be timed. **Exams are close source – use only your mind.**
 - b. There will be six (6) exam study guides which must be completed and submitted
- 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. *Integrative Papers* (see rubric below): The purpose of this exercise is to assist you to synthesize and then integrate the lessons from history into your own life and ministry. Two integration papers will be required. Follow the instructions for each:
- 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: 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.

Assignment Due Dates

Indicates the dates that the class meets

The professor reserves the right to amend/change the schedule as he desires. All assignments are due on or before class begins on the date assigned. Each unit has an exam.

Week	Date	Unit /Unit Test	Projects/Papers
1	Jan 28	Introduction to course	
2	Feb 4	Unit 1	
3	Feb 11		Integrative Essay 1
4	Feb 18	Unit 2	
5	Feb 25		JAC1
6	Mar 4		
7	March 11	Unit 3	Biographical Presentations completed
Spring Break March 18-22			
8	March 25		BP in class
9	Apr 1		JAC2
10	April 8	Unit 4	BP – in class
11	Apr 15		Integrative Essay 2 – Presentation in class
12	April 22	Unit 5	BP – in class
13	Apr 29		
14	May 6	Unit 6	BP – in class

Grading Scale:

Component	Percentage	Grading Scale	
Quizzes	41%	A	93-100
Journal Article Critiques	12%	B	85-92
Biographical Presentation	21%	C	77-84
Integrative Essay 1	10%	D	70-76
Integrative Essay 2	16%	F	69 and below
TOTAL	100%		

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.

Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody, MA: Hendrickson, 1998.

The Cambridge History of Christianity. New York / Cambridge: Cambridge University Press, 2005- .

Cross, Frank and E. Livingstone. *Oxford Dictionary of the Christian Church*. 3d ed. Oxford University Press, 2005.

Duffy, Eamon. *Saints and Sinners: A History of the Popes*. 2d ed. New Haven: Yale University Press, 2001.

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.

Library of Christian Classics. Edited by John Baillie, John T. McNeill, and Henry P. Van Dusen. Philadelphia: Westminster, 1950s.

Neill, Stephen. *A History of Christian Missions*. 2d ed. Penguin, 1991.

Olson, Roger. *The Story of Christian Theology*. InterVarsity Press, 1999.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 volumes. Chicago: University of Chicago Press, 1971-1989.

Walker, Williston, et al. *A History of the Christian Church*, 4th ed. Scribner's, 1985.

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

Chadwick, Owen. *The Early Reformation on the Continent*. Penguin, 1990.

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Dickens, Arthur G. *The English Reformation*. Rev. ed. University Park, PA: Pennsylvania State University Press, 1991.

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Lindberg, Carter. *The European Reformations*. Blackwell, 1995.

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_____. *Reformation Thought*, 3d ed. Blackwell, 1999.

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O'Malley, John. *The First Jesuits*. Cambridge: Harvard University Press, 1993.

_____. *Trent and All That: Renaming Catholicism in the Early Modern Era*. Cambridge: Harvard University Press, 2000.

Ozment, Steven. *Protestants: The Birth of a Revolution*. Doubleday, 1992.

Parker, T.H.L. *Calvin: An Introduction to His Thought*. Nashville: Westminster John Knox, 1995.

Steinmetz, David C. *Reformers in the Wings: From Geiler von Kaysersberg to Theodore Beza*, 2d ed. New York: Oxford University Press, 2000.

Stephens, W.P. *Zwingli: An Introduction to His Thought*. New York: Oxford University Press, 1994.

van't Spijker, Willem. *Calvin: A Brief Guide to His Life and Thought*. Trans. Lyle D. Blerma. Westminster John Knox, 2009.

Modern

Byrne, James M. *Religion and the Enlightenment: From Descartes to Kant*. Westminster John Knox Press 1997.

Chadwick, Owen. *The Church in the Cold War*. Penguin, 1993.

Cragg, Gerald R. *The Church and the Age of Reason, 1648-1749*. Rev. ed. Penguin, 1990.

Vidler, Alec R. *The Church in an Age of Revolution*. Rev. ed. Penguin, 1990.

McLeod, Hugh. *The Decline of Christendom in Western Europe, 1750-2000*. New York: Cambridge University Press, 2003.

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North American

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Marty, Martin E. *Pilgrims in Their Own Land: 500 Years of Religion in America*. 1984.

Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids: Eerdmans Publishing, 1992.

Olmstead, Clifton E. *History of Religion in United States*. Englewood Cliffs: Prentice-Hall, 1960.

Synan, Vinson. *The Holiness-Pentecostal Tradition: Charismatic Movements in the Twentieth Century*. 2nd Edition. Grand Rapids: William B. Eerdmans, 1997.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
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For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- ia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students

JOURNAL ARTICLE REVIEW RUBRIC

Student Name:

Category Points	Meets Expectations 5	Needs Improvement 3	Minimally acceptable 1	Points Earned
Source	Topic is selected per assignment directions and from a peer-reviewed scholarly journal	Topic is selected per assignment directions but not from a peer-reviewed scholarly journal	Topic is not selected per assignment directions and/or is not from a peer-reviewed scholarly journal	
Paper Components: Provide the following subheadings: Biographical Sketch, Summary, Critical Interaction, Summary.	Critique includes Biography of author, Brief Summary, Critical Interaction, and Conclusion sections. Critique includes 2 outside sources to support evaluation.	Critique includes Brief Summary, Critical Interaction, and Conclusion sections. Critique includes 1 outside sources to support evaluation.	At least one section of the critique is included. Critique includes no outside source to support evaluation.	
Quality of Information	Information clearly relates to the main topic. It includes supporting details and/or examples. All supportive facts are reported accurately. Critically engages with the article and draws strong summary and conclusion.	Information clearly relates to the main topic. It includes some supporting details and/or examples. Almost all supportive facts are reported accurately. Generally interacts with the article.	Information somewhat relates to the main topic. No details and/or examples are given. Some supportive facts are reported accurately. Weak overall.	
Turabian (references can be in parenthetical or reference style)	Publishable in style	Turabian style with 3 or less errors	Not in Turabian style and/or contain 4 or more errors	
Mechanics Spelling, punctuation, capitalization, and/or sentence structure	No errors and excellent sentence structure and fluency	No more than 5 mechanical errors	6 or more mechanical errors	
Total				/30

INTEGRATIVE ASSIGNMENT RUBRIC

A persuasive writing also known as the argument essay, uses logic and reason to show that one idea (yours) is more legitimate than another. It attempts to persuade a reader to adopt a certain point of view. You must demonstrate sound reasoning and solid biblical, historical, and theological evidence by stating facts, giving logical reasons, using examples, and quoting expert sources (biblical, historical, and theological).

Student Name:

Category Points	Meets Expectations 5	Needs Improvement 3	Minimally acceptable 1	Points Earned
Source	Topic is selected per assignment directions		Topic is not selected per assignment directions	
Quality of Information	Persuasive: Contains a clear thesis statement; statement of the facts of the case; specific biblical, historical, theological support; disapprove the major opponent's arguments; clear conclusion	Neutral: Contains thesis statement; some but not enough substantive support from biblical, historical, or theological arguments; fairly clear conclusion	Not Persuasive: Contains a weak or no clearly recognizable thesis statement; little or no supportive data; clear conclusion is lacking	
Academic Support	Uses at least 5+ outside resources to include textbook to provide substantive support	Uses at least 3-4 outside resources to include textbook to provide substantive support	Uses at least 2 outside resources to include textbook to provide substantive support	
Page Length	No Limit	No Limit	No Limit	
Turabian (references can be in parenthetical or reference style)	Publishable in style	Turabian style with 3 or less errors	Not in Turabian style and/or contain 4 or more errors	
Mechanics Spelling, punctuation, capitalization, and/or sentence structure	No errors and excellent sentence structure and fluency	No more than 5 mechanical errors	6 or more mechanical errors	
Total				/30

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