

**HIST 5301 HISTORY OF CHRISTIANITY: REFORMATION-MODERN
INTERNET COURSE
FALL 2015
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One of the reasons I love teaching is the opportunity to relate to students. Because the course is conducted on Blackboard, we cannot meet regularly in a classroom, but I am accessible through email and by phone. Please feel free to e-mail me or to call me at home or at my office. 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 course begins on **August 24, 2015**, and, by that date, students should have access to Blackboard, where they will find information and instructions about the course. Ahead of that time, students should 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.

Web-Based Learning Statement:

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.

I. 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.

II. Core Values Focus

Each academic year, a core value is emphasized. This academic year, the core value is *Missions Focus* – “We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.”

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 three required textbooks for this class:

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

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

Mark A. Noll, *Turning Points: Decisive Moments in the History of Christianity*. 3d ed. (Grand Rapids, Mich.: Baker Academic, 2012).

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

VII. Requirements:

- A. *Exams*: There will be six (6) exams, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. Exams will be available throughout the course and must be completed by midnight on the last day of the unit. Each test 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. The final days by which unit exams must be completed are as follows:

Unit 1: September 21

Unit 2: October 5

Unit 3: October 26

Unit 4: November 9

Unit 5: November 30

Unit 6: December 14

- 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 under Course Documents with the Unit Exams. An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by **December 14**. This allows you to catch up on reading you have missed during the semester.
- C. *Movie Review*: Each student 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. The review should be 3-4 pages, single-spaced, and is worth 30 points. The movie review is due **September 28**.

- 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 November 2.**

RESEARCH PAPERS – The Research Paper will be eight to twelve 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 five biographies, monographs, and/or church histories as well).

The Biography/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
- Ulrich Zwingli
- John Calvin
- Michael Servetus
- Martin Bucer
- Michael Sattler
- Balthasar Hubmaier
- Menno Simons
- 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
- Jonathan Edwards
- George Whitefield
- John Wesley
- Charles Finney
- Joseph Smith
- David Livingstone
- 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
- 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
- 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 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 a 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 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.

E. *Book Review*: Each student will write a book review of Mark Noll, *Turning Points*. The review should be between six to eight double-spaced typewritten pages in length and contain:

- (1) a bibliographical entry at the top of the first text page of the review;
- (2) a *brief* biographical sketch of the author;
- (3) a two to three page summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of Christianity;
- (4) a discussion of principles learned from the history of Christianity in this book;
- (5) an evaluation of the impact of this book and the study of Christian history on the student's life and ministry.

All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. **Due November 16.**

Embedded Assignment: This assignment 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.

F. *Interactive Discussions*: Each student will participate in four threaded discussions. During the time of the unit containing the interactive discussion required, you will enter 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 people. This stipulation 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 four days before the end of the unit**, preferably earlier in the unit. In this way, you will respond early enough in the unit to allow your classmates to learn from you. After your initial response, it is best to wait a couple of days before posting your replies to other students.

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.

Following is a list of the topics:

Unit 1 Please describe yourself. Please include your educational background (where you went to school, major), unique experiences, current degree plan, current ministry, ministry goals, and information about your family (spouse, children, etc.). Include only information that you feel comfortable sharing with the class.

- Unit 2** Many of the Reformers 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 Thread
- Unit 4** Christian groups tend to define themselves doctrinally (focus on belief in certain doctrines) or experientially (focus on how one's Christian life is being lived). Discuss the benefits and drawbacks of these differences. Where do/should Baptists fit into this dichotomy?
- Unit 5:** No Discussion Thread
- Unit 6** Some of the most aggressive and rapidly expanding religious groups are discussed in Units Five and Six. Some of them are heresies and cults, while others espouse doctrines and practices that Baptists consider errors. Choose one of these religious groups; describe the heresies or errors that you perceive among its adherents; and share a possible apologetic response. If you have had an encounter with a member of this group, you may share that story. As you reply to other students, you may share your own suggestion for responding to a member of the religious group under discussion.

VIII. Penalties:

Unit Exams & Reading Reports: Unit exams and reading reports must be completed by date of the unit completion. After the deadline, the unit exam is no longer available and will not be re-opened. One unit exam grade will be dropped.

Projects: A late project 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.**

Interactive Discussions: Failure to adequately participate in the threaded discussions and to do so in a timely manner will affect the amount of points awarded.

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, submitting the same material for credit in more than one course, 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.**

IX. Submission of Assignments

1. The Unit Tests, 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 Threads.
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. Your Movie Review and Book Review will be submitted under Assignments. Click on the link to each assignment, click on the button to Browse My Computer, and attach your document.
4. 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.

X. Possible Points & Grading Scale:

<u>Possible Points</u>		<u>Grading Scale</u>
Reading:	30 pts.	A = 360-390 pts.
Exams (5 x 25):	125 pts.	B = 330-359 pts.
Movie Review:	30 pts.	C = 300-329 pts.
Biography:	100 pts.	D = 230-299 pts.
Discussions:	45 pts.	F = 229 - ↓ pts.
Book Review:	<u>60 pts.</u>	
	390 pts.	

XI. 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.

XII. 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's Life & 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	G: Chapter 5
[2]	Anabaptists	Schleitheim Confession http://www.anabaptists.org/history/schleith.html G: Chapter 6
	John Calvin	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]	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, 14-17 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 Hands 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		
Global Expansion		G: Chapter 33
[6] Modern European Christianity		G: Chapters 28, 31, 35 B: Resistance in Nazi Germany
American Christianity		G: Chapter 36 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: Chapters 32, 34 B: Immaculate Conception, The Syllabus of Errors, The Second Vatican Council
Eastern Orthodoxy		G: Chapter 30

XIII. 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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McGrath, Alister. *A Life of John Calvin: A Study in the Shaping of Western Culture*. Cambridge: Blackwell, 1990.

_____. *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

Gaustad, Edwin. *A Documentary History of Religion in America*. 2 volumes, 1993.

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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.

**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					