

**HIST 5301 HISTORY OF CHRISTIANITY
REFORMATION AND MODERN**

Summer Semester, 2016

Online

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to provide quality theological education for students in the discipline of theological and historical studies. Lessons learned from the past inform the present and provide guidance for the future.

Core Values Focus and Curriculum Competencies

The core value focus of the course will emphasize this semester is **mission focus**. The course will specifically address the following curriculum competencies:

Theological and Historical Heritage – comprehensive overview of Baptist formation and development

Disciple Making – use the people from our past to model Christ-like behavior

Servant Leadership – use the people from our past to model servant leadership

Spiritual and Character Formation – model Christian character in relating to those in the Baptist family with whom we disagree

Biblical Exposition – demonstrate the biblical foundation for Baptist distinctives

Worship Leadership – examine the variety of worship styles and practices used by Baptists

Course Description

This course provides a general historical survey of the Christian movement from the Protestant Reformation to the present. Attention is given to significant ideas, individuals, movements, and institutions in the development of Christianity during the Reformation and modern periods.

Student Learning Outcomes

In order to understand and interpret Christian theological heritage and Baptist polity for the church, the student, by the end of the course, should:

1. Be able to apply their knowledge and understanding of the formation and development of the Christian movement from the Protestant Reformation to the present to the process of interpreting Christian theological heritage and Baptist polity for the church.
2. Value the ideas, individuals, movements, and institutions in the development of Christianity during the Reformation and modern periods.
3. Be able, with the help of resources to accomplish the following:
 - Practice the historical method and historiography in order to interpret Christian theological heritage for the local church.
 - Articulate and defend evangelical positions on specific theological issues.
 - Place individuals, movements, and ideas in their proper context in Christian history.
 - Communicate understanding and application of principles learned from the study of the history of Christianity.

Web-based Learning

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

Required Texts:

There are three required textbooks for this class:

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

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

Mark A. Noll, *Turning Points: Decisive Moments in the History of Christianity*. 2d ed. (Grand Rapids, Mich.: Baker Academic, 2000). This text will be used for a formal book critique.

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.

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.

Requirements

- A. **Tests:** There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. The exam will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system. Tests will be available throughout the course and can be taken early, but must be completed **before 11.59 pm (Central Time)** on the date below.
- Unit 1: June 8**
Unit 2: June 17
Unit 3: June 27
Unit 4: July 6
Unit 5: July 13
Unit 6: July 21
- B. **Assigned Reading:** Students are expected to read the assigned pages listed for each unit. A report is due on the last day of each unit on the percentage completed (in 20% increments) of that unit's assigned reading. Each report is worth up to 5 points. Reading Reports are found at the end of each unit's assignments. An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by . This allows you to catch up on reading you have missed during the semester.
- C. **Interactive Discussions:** Each student will participate in four (4) threaded discussions. During the time the unit containing the interactive discussion required, you will contribute to the discussion at least three times: once near the beginning of the unit and twice toward the end as you respond to your classmates' comments (see above for unit completion dates). Your initial comments express your opinion on the topic. You must then respond to **at least two (2) people**, but **not more than five (5)** in any one discussion. This means that for each discussion you will have a minimum of 3 entries and a maximum of 6 entries. This means that for each discussion you will have a minimum of three entries in order to receive full credit You must respond to the initial question **no later than three days before the end of the unit**, preferably earlier. In this way, you will respond early enough to allow your classmates to learn from you. There must be **at least two (2) days** time span between your initial comments and your response to your classmates. Be sure to plan accordingly so that you leave enough time to respond before the end of the unit. Failure to do so will affect your grade. You will be

graded on your contributions to the discussion **and** on your interaction with what other students have said. It is **EXTREMELY** important that students remember to use courtesy when critiquing the ideas of their fellow students. Speak truth, but only in love and let your conversations be characterized by grace. The first interactive discussion will not be graded. This will allow you to become familiar with the program. The others are worth **15 points each**. The graded discussions will be on the following topics:

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

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

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

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

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

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

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

In your movie review, include evaluations of its historical accuracy and value, including any discrepancies that you notice, and its artistic merit. Each review should be 2-3 pages, single--spaced and is worth 30 points. Post your reviews under Assignments. The movie review is due **June 13**.

- E. **Research Paper:** Each student will write a research paper covering a theological debate. Assignments will be determined after the second week of class. **Due July 16.**

Setting: The year is 1650. A new prince (Danfred I) has recently inherited from his father (King Frederick II) 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. 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.” Turabian format is necessary only for the title page, table of contents, footnotes, 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.

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.

You should read the textbook materials listed in the class schedule related to the sessions on the various traditions. Additional resources:

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*;

Reformation biography site: <http://cat.xula.edu/tpr/links/>.

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);

Tappert, 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*;

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 the library. You may also consult other library and information resources, such as Inter-Library Loan.

Paper: Students assigned to represent the same tradition may collaborate on research. 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 footnotes. 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 is should be considered as your group's official statement. As such, it must follow proper academic writing and style (see latest edition of Turabian). You must use footnotes (parenthetical citations are not acceptable). 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 typed in 10 to 12 point font size, using either Arial or Times New Roman font, and be double-spaced. 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, 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 16**

- F. **Book Review:** Each student will write a book review of Mark Noll, *Turning Points*. The review should be between five to six double-spaced typewritten pages in length. Bibliographical information should appear at the top of the first page of the review. The review also should contain: 1) a brief summary [one to two pages] of the contents of the book, 2) a statement of the author's purpose and the extent to which the purpose was realized, 3) a statement regarding the book's uniqueness, 4) a description of the author's style, 5) a description of the author's biases, and 6) a concluding evaluation. Your paper **must** be posted as a .pdf document under Assignments. [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)]. All quotations and direct references to sections in the book should be indicated by page numbers within parentheses, not footnotes. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. **Due June 22.**

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.

Penalties:

- A. *Tests:* Since tests are available for some time before the deadline and one test score will be dropped, no make up exams are allowed.
- B. *Papers:* A late paper will be assessed an initial **10 point penalty**. Each calendar day after the due date an **additional 10 point penalty** will be assessed. Failure to post a copy of the paper on Blackboard will result in the **loss of 5 points**.
- C. *Plagiarism:* A high standard of personal integrity is expected of all students at New Orleans Baptist Theological Seminary. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered

public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Students for further action. **See the Graduate Catalog for more information on the Definition of Plagiarism and Consequences for Violations of Plagiarism. Submission of Assignments**

Possible Points & Grading Scale:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts	A = 360-390 pts
Tests (5 x 25): 125 pts	B = 331-359 pts
Movie Review: 30 pts	C = 300-330 pts
Research Paper: 100 pts	D = 235-299 pts
Book Review: 60 pts	F = 234- pts
<u>Discussion Threads: 45 pts</u>	
390 pts	

Emergency Plan

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

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

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

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

Reading Schedule

G = Justo Gonzalez, The Story of Christianity, vol. 2.
B = Henry Bettenson, Documents of the Christian Church

Unit	Subject	Reading
[1]	Martin Luther’s Life & Witness	G: 7-46 B: 197-204, 212-14
	Luther’s Theology	G: 47-56 B: 202-212, 214-226

	Ulrich Zwingli	G: 57-65
[2]	Anabaptists	Schleitheim Confession
	http://www.anabaptists.org/history/schleith.html	G: 67-76
	John Calvin	G: 77-86 B: 226-28
	Wars of Religion	G: 105-113, 125-134 B: 228-31
	English Reformation	G: 87-104 B: 242-43, 249-55
[3]	English Dissent	G: 193-210, 249-258 B: 306-09, 315-27
	Catholic Reformation	G: 115-149 B: 261-271
	Catholic Orthodoxy	G: 211-219 B: 273-74
	Lutheran & Reformed Orthodoxy	G: 221-235 B: 271-72
[4]	Age of Enlightenment	G: 237-248 B: 330-34 345-49
	Pietism	G: 259-273
	John Wesley	John Wesley's Conversion http://members.cox.net/stegcraj/meditation2.html
	Christianity in Colonial America	G: 275-288
	First Great Awakening	G: 288-290
		Jonathan Edwards' Sinners in the Hands of an Angry God http://www.ccel.org/ccel/edwards/sermons.sinners.html
[5]	Religion in the United States	G: 301-317

2 nd Great Awakening	G: 326-328
Manifest Destiny, Slavery, Civil War to WW1	329-343
New Religions	G: 344-347
Global Expansion	G: 417-440
[6] Modern European Christianity	G: 441-471 B: 357-60
American Christianity	G: 457-493 B: 411-15, 423
	Martin Luther King, Jr.'s "I Have a Dream" http://www.americanrhetoric.com/speeches/mlkhaveadream.htm
	Billy Graham, New York Crusade, 1957 http://www.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm
Modern Roman Catholics	G: 399-415, 441-455 B: 274-77, 344-54, 438-9
Eastern Orthodoxy	G: 373-383

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.

Baillie, John, McNeill, John T. and Van Dusen, Henry P, eds. *Library of Christian Classics*. 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.

- George, Timothy. *Theology of the Reformers*. Nashville: B&H Academic, 1999.
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- _____. *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.
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- Stephens, W.P. *Zwingli: An Introduction to His Thought*. New York: Oxford University Press, 1994.
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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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Marsden, George M. *Fundamentalism and American Culture*. 2d ed. New York: Oxford University Press, 2006.

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 (2 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to understand significant individuals, movement, 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					