

**HISTORY OF CHRISTIANITY:
REFORMATION & MODERN – HIST 5301
SPRING 2016
INTERNET
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This course begins on **January 19, 2016**, and, by that date, students should have access to Blackboard, where they will find information and instructions about the course. Prior to that time, students should purchase the texts and be ready to participate in the course. The reading schedule is included in this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

Seminary 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 Value Focus, and Curriculum Competencies Addressed

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

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

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.

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.

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

Requirements

- A. Tests:** There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. The exam will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system.

Tests will be available throughout the course and can be taken early, but must be completed **before 11.59 pm (Central Time)** on the date below. All test dates are **Mondays**.

Unit 1 - February 8

Unit 2 - February 22

Unit 3 - March 7

Unit 4 - March 28

Unit 5 - April 11

Unit 6 - May 9

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

- C. Interactive Discussions:** Each student will participate in four (4) threaded discussions. During the time the unit containing the interactive discussion required, you will contribute to the discussion at least three times: once near the beginning of the unit and twice toward the end as you respond to your classmates’ comments (see above for unit completion dates). Your initial comments express your opinion on the topic. You must then respond to **at least two (2)** people, but **not more than five (5)** in any one discussion. This means that for each discussion you will have a minimum of 3 entries and a maximum of 6 entries. This means that for each discussion you will have a minimum of three entries in order to receive full credit

You must respond to the initial question **no later than three days before the end of the unit**, preferably 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: You will watch and write a review one of three movies, based on the Reformation and later church history. You may choose either *Luther* (2003), starring Joseph Fiennes and Peter Ustinov or *The Radicals* (1990), starring Norbert Weisser and Leigh Lombardi. They are available at your neighborhood video store, Netflix.com, or purchased inexpensively through ebay.com or amazon.com. **Do not wait until the last minute to secure the movie!** There are other possibilities, but any substitutions must be cleared through your professor first.

In your movie review, include evaluations of its historical accuracy and value, including any discrepancies that you notice, and its artistic merit. Each review should be 2-3 pages, single-spaced and is worth 30 points. Post your reviews under Assignments. The movie review is due **February 15**.

E. Research Paper: Each student will be part of a team that will write a research paper and participate in a theological debate. Assignments will be determined after the second week of class. See the Project Information area in the Research Paper assignment area for additional project information and group assignments. **Due March 21**.

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

Imagine that you are representing one of the major Christian confessional traditions of Europe. You have been asked to present your position at the Nobitsia colloquy as it might have occurred during the Reformation era. You will identify with the outlook and beliefs of the tradition which you will be assigned. You may be as creative as you like in taking on the "role"

of your tradition's presenter (first and second person may be used when addressing His Majesty). Turabian format is necessary only for the title page, table of contents, footnotes/endnotes, spacing, and bibliography.

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

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

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

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

1. Focus first on your tradition. Then review the information concerning the teachings of each of the other traditions competing for the royal blessing. Do not forget to examine the charts.
2. You should read the textbook materials listed in the class schedule related to the sessions on the various traditions. Additional resources:
 - 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/>
3. You should read the historic confessions for your tradition, important doctrinal treatises, and orders of worship. Concentrate on the portions relevant to the four areas to be debated. The texts of these statements can be found in the collections by:
 - Leith, John, ed. *Creeds of the Churches*;
 - Schaff, Philip, ed., *Creeds of Christendom* (vols. 2 and 3);
 - 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*;
 - Booty, John E., ed. *The Book of Common Prayer 1559*;
 - Lumpkin, William L., ed. *Baptist Confessions of Faith*;and related online document web sites. See the **Project Resources** document for additional sources.

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 either footnotes or endnotes.

Your papers should have certain identifiable elements.

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

Grading Criteria: The paper 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 either footnotes or endnotes (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/endnotes, spacing, and bibliography. For examples of form, see samples in the Turabian Tutor.

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

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

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

100 points are possible

Papers must be posted on Blackboard through SafeAssign no later than 11:59 pm (Central Time) by **March 21**.

F. Book Review: Each student will write a book review of Mark Noll, *Turning Points*. This assignment will be used to evaluate the student's understanding of Noll's historical method and his place in historiography. The review is worth 60 points. The review should be between 6 to 8 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 (one paragraph at most),
- (3) a 2 to 3 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, not footnotes. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. **Due April 11.**

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.

G. Extra Credit: The Greer-Heard Forum is February 12-13 on the NOBTS campus. It is free to students who register early. The topic will be "How Did Jesus Become God?" Students attending the event, watching the live stream, or reviewing the .mp3 files can earn up to 5 extra credit points by submitting a summary of the major speakers' contents. **Due March 14.**

Penalties

- Tests:* Since tests are available for some time before the deadline and one test score will be dropped, no make up exams are allowed.
- 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**.
- 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.**

Possible Points & Grading Scale

<u>Possible Points</u>		<u>Grading Scale</u>
Reading:	30 pts.	A = 363-390 pts.
Tests (5 x 25):	125 pts.	B = 331-362 pts.
Discussions:	45 pts.	C = 300-330 pts.
Movie Review:	30 pts	D = 273-299 pts.
Book Review:	60 pts	F = 272 - ↓ pts.
Research Paper:	<u>100 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.

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

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

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

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

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

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

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

Reformation – Modern Beginning Bibliography

General History

Baker, Robert A. and John M. Landers. *A Summary of Christian History*. Revised. Nashville, Broadman & Holman, 2005.

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.

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

_____. *The Reformation*. Penguin, 1990.

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.

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

_____. *The Reformation Theologians: An Introduction to Theology in the Early Modern Period*. Blackwell, 2002.

Lohse, Bernhard. *Martin Luther's Theology: Its History and Systematic Development*. Trans. Roy A. Harrisville. Minneapolis: Fortress Press, 1999.

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

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

McNeill, John T. *The History and Character of Calvinism*. New York: Oxford University Press, 1954.

MacCulloch, Diarmaid. *The Reformation*. New York: Viking, 2004.

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.

The Oxford Illustrated History of Christianity. Edited by John McManners. New York: Oxford University Press, 2001.

North American

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

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.

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*. 2d 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					