

HIST 5201 HISTORY OF CHRISTIANITY REFORMATION AND MODERN

Spring Hybrid 2018

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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 which the course will emphasize this semester is **servant leadership**. 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.

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

Requirements

- I. **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: February 12**
Unit 2: February 26
Unit 3: March 18
Unit 4: April 9
Unit 5: April 23
Unit 6: May 7
- II. **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 **May 7**. This allows you to catch up on reading you have missed during the semester.
- III. **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.

- IV. **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 **March 26**.

- V. **Research Paper: Major Research Project:** Each student will conduct research and prepare a major project on a significant person, movement, event or place in Christian history. **Due April 16**.

RESEARCH PAPERS – The Research Paper will be 10-12 pages long and should reflect scholarly research. You should discuss the historical context and influence of your subject in church history and conclude with a summary statement about the contributions and lasting consequences of your subject to history. It will be written according to standard guidelines (Turabian; Times New Roman 12 pt. font; double-spaced; standard margins; footnotes, etc.) and include a bibliography of at least ten resources (Textbooks, reference books, and the Internet are allowed, but you must consult a minimum of six biographies, monographs, and/or church histories as well).

The Research Paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 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
- 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 Descarte & 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
- Billy Sunday
- William Seymour
- Aimee Semple McPherson
- Billy Graham
- Martin Luther King, Jr.
- Mother Theresa
- Pope John Paul II

- 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

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.

Penalties:

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

- B. *Discussion Board*: Failure to participate adequately in the Discussion Board and to do so in a timely manner will affect the amount of points awarded.
- C. *Tardiness*: A late written assignment will be assessed a **10 percent penalty if it is submitted after the deadline and a 20 percent penalty after five days. No assignment will be accepted after one week past the deadline.**
- D. *Plagiarism*: **New Orleans Baptist Seminary maintains high academic standards and is not tolerant of plagiarism. If you copy another author's work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or expulsion from the Seminary.**

Possible Points & Grading Scale:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts	A = 350-375 pts
Tests (5 x 25): 125 pts	B = 320-349 pts
Movie Review: 30 pts	C = 290-319 pts
Research Paper: 100 pts	D = 225-289 pts
Reformation Assignment 30 pts	F = 224- pts
<u>Discussion Threads: 90 pts</u>	
375 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: Chapters 1-3 B: Ninety-five Theses Leipzig disputation Diet of Worms
	Luther's Theology	G: Chapter 4 B: Two Treatises, Short Catechism, 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
[3]	English Dissent	G: Chapter 18 B: Westminster Confession of Faith, the Clarendon Code
	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://members.cox.net/stegcraj/meditation2.html
Christianity in Colonial America	G: Chapter 25
First Great Awakening	Jonathan Edwards' Sinners in the Hands of an Angry God 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/mlkihadream.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

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.

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

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Reformation
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- 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
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Modern

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North American

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