

# HIST 5301 HISTORY OF CHRISTIANITY REFORMATION AND MODERN

Spring Semester, 2012  
Mondays, 12:00-1:50 p.m.

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## 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

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The Core Value for the academic year 2011-2012 is Characteristic Excellence.

## 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. Objectives:

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 to accomplish the following:
  - Practice the historical method and historiography.
  - Place individuals, movements, and ideas within their proper historical context.

## VI. Required Texts:

There are two required textbooks for this class:

Justo González, *The Story of Christianity*, Vol. 2 (Peabody, Mass: Prince Press, 1984).

Henry Bettensen and Chris Maunder, eds., *Documents of the Christian Church*, 4<sup>th</sup> 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.

## VII. Requirements:

A. *Attendance:* The dates of the class meetings are: **1/23, 2/6, 2/20, 3/5, 3/19, 4/2,4/16, 4/30.**

For the eight-time per semester hybrid courses, students can only miss two of the eight class sessions. See <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>

B. *Tests:* There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. Tests 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 tests must be completed are as follows:

**Unit 1: February 3**

**Unit 2: February 24**

**Unit 3: March 16**

**Unit 4: April 6**

**Unit 5: April 27**

**Unit 6: May 4**

C. *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.

D. *Movie Review*: Each student will watch a movie, based on the Reformation period and write a historical review. The movie is *Luther* (2004), 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, it is available through that service's dvd rental. 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 **February 20**.

E. *Biography/Research Paper*: Each student will research and write a biography or a research paper on a significant person, movement, or event in Christian history. This paper will be eight (8) to twelve (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 six resources (Textbooks, reference books, and the Internet are allowed, **but you must consult a minimum of three 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 6<sup>th</sup> or 7<sup>th</sup> edition of Turabian. (20 points)
2. Clarity and Coherence: 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 a strong and insightful conclusion. (20 points)

## 6. **Explanation of Grades for the Term Papers:**

An “A” paper is exceptional in all or nearly all of the above criteria. The style engages the reader. Organization is well thought out. Paper is marked by originality of ideas.

A “B” paper is technically competent, with problems here and there. The thesis is clear, properly limited, and reasonable, and the writing is generally effective without rising to sustained excellence.

A “C” paper represents a competent piece of work that is not yet good. C papers are more or less adequately organized along obvious lines, and the thesis tends to be oversimple or careless without being wildly implausible. Errors are sprinkled throughout. In some C papers, excellent ideas are marred by poor presentation. In other C papers, the organization, structure, and grammar are not flawed, but the ideas and how they are developed need work.

A “D” paper demonstrates some effort on the author’s part but that is too marred by technical problems or flaws in thinking and development of ideas to be considered competent work.

An “F” paper has received a failing grade—usually reserved for pieces of work that demonstrate minimal effort on the author’s part. (adapted, Gross Davis, *Tools for Teaching*)

## 7. **Common Problems to Avoid in Research**

**Inadequate Documentation of Sources:** What should document? “Everything you get from an outside source. You are required to document any material that you quote . . . paraphrase . . . or summarize. . . . *Writing the words of others in your own words does not release you from the obligation to document* (emphasis mine).”<sup>1</sup> Troyka suggests these guidelines for using quotations: (1) select quotations that fit what you wish to say; (2) choose a quotation only if: its language is particularly appropriate or distinctive, its idea is particularly hard to paraphrase accurately, the authority of the source is especially important to support your material, the source’s words are open to more than one interpretation; (3) do not use quotations in more than a quarter of your paper; rely mostly on paraphrase and summary; (4) quote accurately; (5) integrate quotations smoothly; (6) document your source **to avoid plagiarism**.<sup>2</sup>

**Weak Sources:** A recurring problem is the selection of sources that are inappropriate for scholarly research. Troyka offers these criteria for evaluating sources for research. Is the source, (1) authoritative, (2) reliable, (3) well known,

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<sup>1</sup>Lynn Quitman Troyka, *Simon & Schuster Handbook for Writers*, 3d ed. (Englewood Cliffs: Prentice Hall, 1993), 555.

<sup>2</sup>*Ibid.*, 558. Also, H. Ramsey Fowler and Jane Aaron suggest that most papers of six to ten pages should not need more than two to four quotations that are longer than a few lines each. H. Ramsey Fowler, and Jane E. Aaron, *The Little, Brown Handbook*, 5th ed. (New York: Harper collins Publishers, Inc., 1992), 591.

(4) well supported, (5) balanced in tone, (6) current?<sup>3</sup> Fowler and Aaron also ask if the author is an expert in the field, and if the source is appropriately specialized for research needs.<sup>4</sup> When in doubt about a source, ask the instructor's opinion.

**Ignoring instructions:** Please take note of instructor's requirements about paper length, and documentation style (footnote, not endnote or parenthetical).

### Failure to proofread

Suggested reference works and surveys:

Bainton, Roland H. *Here I Stand: A Life of Martin Luther*.

\_\_\_\_\_. *The Travail of Religious Liberty: Nine Biographical Studies*.

Carpenter, Joel A. *Revive Us Again*.

Cross, F. L. and E. A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*.

Dickens, A. G. *Reformation and Society in Sixteenth-Century Europe*.

Dillenberger and Welch. *Protestant Christianity*.

Estep, William H. *The Anabaptist Story*.

\_\_\_\_\_. *Renaissance and Reformation*.

Hudson, Winthrop. *Religion in America*.

Latourette, Kenneth Scott. *A History of Christianity*, 2 vols.

McNeill, John T. *The History and Character of Calvinism*.

Noll, Mark. *A History of Christianity in the United States and Canada*.

Schaff, Philip. *History of the Christian Church*, 8 vols.

Steinmetz, David D. *Reformers in the Wings*.

Synan, Vinson. *The Holiness-Pentecostal Tradition*.

*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*

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<sup>3</sup>Troyka, Simon & Schuster, 583.

<sup>4</sup>Fowler and Aaron, Little Brown, 569.

- *C.T. Studd*
- *Hudson Taylor*
- *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*
- *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*

- *American Preachers For & Against Slavery*
- *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 your top three choices by email to Dr. Nance .  
**DUPLICATIONS ARE NOT ALLOWED. First come; first served. Due March 23.**

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.

You are not required to use SafeAssignment. Furthermore, if you want to take advantage of this service, you must submit your paper in a timely fashion in order to make any corrections before the deadline when the paper is due to us. Submitting your paper to SafeAssignment does NOT qualify as a submission to us. You must submit it under the Discussion Board and Assignments tabs by the deadline in order to avoid a penalty. Your paper **must** be posted as a .pdf document. [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)].

- 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.

**Due April 20.** 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)].

- G. 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.

There must be **at least** two days time span between your initial comments and your response to your classmates. In this way, you will respond early enough in the unit to allow your classmates to learn from you. Be sure to plan accordingly so that you leave enough time to respond before the end of the unit.

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), 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** (graded): 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

**Unit 4** (graded): 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

**Unit 6 (graded):** 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. In your response and replies, please remember to speak the truth in love.

#### VIII. Penalties:

**Attendance:** For the eight-time per semester hybrid courses, students can only miss one of the four monthly class sessions. If a student misses three class meetings, he or she must drop the class or receive a failing grade. For more information, see the online Graduate Catalog: <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>

**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.

**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.**

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

**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.**

#### 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 Paper 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.

Remember that you have the option to submit your Major Research Paper to SafeAssignment in order to police yourself on your copying from other sources. But your paper is not submitted finally until it is posted under Assignments and on the Discussion Board.

3. Your Movie Review and Book Review will be submitted under Assignments. Click on the link to Movie Review or Book Review, 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.

X. Classroom courtesy:

Cell Phones: Turn off your cell phones.

Lap Tops: Use lap tops for purposes suitable for this class only.

XI. 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 = 330-359 pts
Movie Review: 30 pts	C = 300-329 pts
Research Paper: 100 pts	D = 235-299 pts
Book Review: 60 pts	F = 234- ↓ pts
<u>Discussion Threads: 45 pts</u>	
390 pts	

XII. Emergency Plan

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

XIII. 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	<b>G:</b> 1-28, 38-45 <b>B:</b> 205-13, 221-24

	Luther's Theology	<b>G:</b> 29-37 <b>B:</b> 213-21, 224-36
	Ulrich Zwingli	<b>G:</b> 46-52
[2]	Anabaptists	Schleitheim Confession <a href="http://www.anabaptists.org/history/schleith.html">http://www.anabaptists.org/history/schleith.html</a> <b>G:</b> 53-60
	John Calvin	<b>G:</b> 61-69 <b>B:</b> 236-38
	Wars of Religion	<b>G:</b> 86-109, 128-48 <b>B:</b> 238-41
	English Reformation	<b>G:</b> 70-85 <b>B:</b> 252-53, 259-66
[3]	English Dissent	<b>G:</b> 149-63, 196-204 <b>B:</b> 319-23, 329-41
	Catholic Reformation	<b>G:</b> 110-24 <b>B:</b> 272-82
	Catholic Orthodoxy	<b>G:</b> 164-71 <b>B:</b> 284-86
	Lutheran & Reformed Orthodoxy	<b>G:</b> 172-84 <b>B:</b> 282-84
[4]	Age of Enlightenment	<b>G:</b> 185-95 <b>B:</b> 345-49
	Pietism	<b>G:</b> 205-216
	John Wesley	John Wesley's Conversion <a href="http://members.cox.net/stegcraj/meditation2.html">http://members.cox.net/stegcraj/meditation2.html</a>
	Christianity in Early America	<b>G:</b> 217-28
	First Great Awakening	<b>G:</b> 228-50 Jonathan Edwards' Sinners in the Hands of an Angry God <a href="http://www.ccel.org/ccel/edwards/sermons.sinners.html">http://www.ccel.org/ccel/edwards/sermons.sinners.html</a>
[5]	Religious Liberty	<b>G:</b> 262-81

2 <sup>nd</sup> & 3 <sup>rd</sup> Great Awakenings	G:250-58
New Religions	G: 258-61
Global Expansion	G: 303-23
[6] Modern European Christianity	G: 282-93 B: 372-5
American Christianity	G: 360-98 B: 426-29, 435
	Martin Luther King, Jr.'s "I Have a Dream" <a href="http://www.americanrhetoric.com/speeches/mlkihavedream.htm">http://www.americanrhetoric.com/speeches/mlkihavedream.htm</a> Billy Graham, New York Crusade, 1957 <a href="http://www.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm">http://www.wheaton.edu/bgc/archives/exhibits/NYC57/08sample43-2.htm</a>
Modern Roman Catholics	G: 294-302, 345-59 B: 286-89, 359-69, 450-1
Eastern Orthodoxy	G: 326-44

#### XIV. 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*, 4<sup>th</sup> ed. Scribner's, 1985.

### 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**

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.

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

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