



# NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

## HIST 9406 RELIGION IN COLONIAL AMERICA

New Orleans Baptist Theological Seminary  
Division of Theological and Historical Studies  
Spring 2020 – Tuesday 8:30-10:50 am

### LLOYD A. HARSCH

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### Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *spiritual vitality*. We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

### Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

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 seminar explored the influence and development of the Puritans and those dissenting from the established order. Particular attention is given to the development of religious pluralism, the influence of the First Great Awakening, the struggle for religious freedom, and the formation of national denominational organizations.

## Student Learning Outcomes

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

1. Be able to apply their knowledge and understanding of the polity, ecclesiology, and beliefs of the various religious groups in Colonial America to the process of interpreting Christian theological heritage for the church.
2. Value the ideas, individuals, movements, and institutions that form religious diversity in Colonial America.
3. Be able, with the help of resources, to accomplish the following:
  - Practice the historical method and historiography in order to interpret American Christian heritage for the local church.
  - Distinguish between different polity structures.
  - Articulate and defend the varying denominations' positions on specific theological issues.
  - Place individuals, movements, and ideas in their proper context in American Christian history.

## Required Texts

Ahlstrom, Sidney. *A Religious History of the American People*. Parts I- III.. New Haven, CT: Yale University Press, 1974.

Noll, Mark A. *America's God: From Jonathan Edwards To Abraham Lincoln*. New York: Oxford University Press, 2002.

Holifield, E. Brooks. *Theology in America: Christian Thought from the Age of the Puritans to the Civil War*. New Haven, CT: Yale University Press, 2003.

The Noll and Holifield texts should be read by January 28 in order to provide the student with a sufficient background with which to engage in class discussion and subsequent class material.

## Books to Review:

Beale, David O. *The Mayflower Pilgrims: Roots of Puritan, Presbyterian, Congregationalist, and Baptist Heritage*. Greenville, SC: Ambassador-Emerald International, 2000.

Cogley, Richard W. *John Eliot's Mission to the Indians before King Philip's War*. Cambridge, MA: Harvard University Press, 1999.

Hall, David D., ed. *Puritans in the New World: A Critical Anthology*. Princeton, NJ: Princeton University Press, 2004.

- Mather, Increase. *A History of God's Remarkable Providences in Colonial New England*. Portland, OR: Back Home Industries, 1997. Reprint. Originally published: London: John Russell Smith, 1856.
- Noll, Mark A. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*. Downers Grove, IL: InterVarsity Press, 2004.
- Packer, J. I. *A Quest for Godliness: A Puritan Vision of the Christian Life*. Wheaton, IL: Crossway Books, 1990.
- Stout, Harry S. and D. G. Hart, eds. *New Directions in American Religious History*. New York, Oxford University Press, 1997.
- Sweet, William Warren. *Religion in Colonial America*. New York: Scribner, 1942. Reprint, New York: Cooper Square Publishers, 1965.
- Weir, David A. *Early New England: A Covenanted Society*. Grand Rapids, MI: Eerdmans Publishing, 2004.
- Winship, Michael P. *Making Heretics: Militant Protestantism and Free Grace in Massachusetts, 1636-1641*. Princeton, NJ: Princeton University Press, 2002.
- Wood, James. *Readings on Church and State*. Waco, TX: J. M. Dawson Institute of Church-State Studies, Baylor University, 1989.

## Requirements

- A. Text Review:** Each student will write a book review of the Ahlstrom text. The review will be written as though for an academic magazine or journal. The review should be 3-4 single-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 brief summary (one to two pages) of the contents of the book,
  - (4) a statement of the author's purpose and the extent to which the purpose was realized,
  - (5) a description of the author's writing style and biases,
  - (6) significant insights, strengths, and/or weaknesses (at least 2 each),
  - (7) concluding evaluation, and
  - (8) use a title page, but a table of contents is not necessary.

All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. Reviews should be 3-5 pages in length, single-spaced. **Due February 11.**

- B. Book Review:** Each student will write a review of a book assigned by the professors. The review will be written as though for an academic magazine or journal. It should identify the book's main thesis or purpose, give a brief summary of the contents, and include an

evaluation of the work's strengths and weaknesses. All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. Reviews should be 4-6 pages in length, double-spaced. Post your review in the appropriate area in Blackboard. **Due February 25.**

- C. Biography:** Each student will write a 8-10 page, double-spaced biography of an individual related to colonial religion. Students can choose from the list below or suggest another suitable person. Subjects must be approved by **February 4**. The paper will be presented at the first class meeting on **March 24**. Copies of the paper must be posted on the appropriate area of Blackboard by **March 17** in order to allow classmates sufficient time to them prior to class. The paper **must have** a title page, a table of contents, a bibliography, footnotes or endnotes and follow Turabian, sixth edition, for style. 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.

John Robinson  
William Bradford  
John Cotton  
Isaac Backus  
John Leland  
William Penn  
Jonathon Edwards  
Roger Williams  
John Clarke

Thomas Hooker  
Anne Hutchinson  
Cotton Mather  
Increase Mather  
Henry Muhlenberg  
John Carroll  
Alexander Mack  
Shubal Stearns  
George Whitefield

- D. Research Paper:** Each student will write a research paper on an issue relating to religion in colonial America. The choice of subject must be submitted to the professor by **March 11**. The paper **must have** a title page, a table of contents, a bibliography, and footnotes or endnotes and follow the NOBTS Style Guide. The papers must be double spaced and follow Turabian, sixth edition, for style. **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.** The paper should be 15-20 pages in length, double-spaced. **One hard copy** must be provided to the professor and **one copy** posted in Blackboard for the class. **Due April 21.**
- E. Response:** Each student will write a critique and response to one of the final research papers. Assignments will be made at the first class meeting.
- F. Personal Perspective:** Each student will write a brief, 2-3 page single-spaced personal perspective on religion in colonial America.

## Evaluation

Discussion Participation:	10%
Book Review:	15%
Biography	25%
Research Paper:	35%
Response:	10%
<u>Personal Perspective</u>	<u>5%</u>
	100%

Grades will be assigned on the basis of the NOBTS grading scale.

## Schedule

<b>Dates</b>	<b>Subject</b>	<b>Student</b>
Jan. 21	Orientation	
Jan. 28	Discuss Noll and Holifield texts	
Feb. 4	Political Context up to 1740	
Feb. 11	Discuss Ahlstrom text	
Feb. 18	Religious Context up to 1740	
Feb. 25	<b>MARDI GRAS</b>	
Mar. 3	Book Review	
Mar. 10	Political and Religious Context, 1740-1776	
Mar. 17	<b>S P R I N G B R E A K</b>	
Mar. 24	Biographies	
Mar. 31	Impact of Puritan Theology	
Apr. 7	Impact of "Other" Theologies	
Apr. 14	Library Day	
Apr. 21	Research Papers	
Apr. 28	Research Papers	
May 5	Personal Perspectives	

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- Fitts, Leroy, *Lott Carey: First Black Missionary to Africa*
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