



To develop Christ-minded leaders who make a difference in the world.

CH 422 Church History since 1500

Winter Semester 2019



INSTRUCTOR: Randal D. Rauser, PhD
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SCHEDULE: 8:30 am-12:15 pm (Thursdays)

CREDITS: 3

DESCRIPTION: An introduction to the historical development of the church from the Reformation to the present.

TARGET STATEMENTS:

Upon completion of this course,

Knowledge: Students will

- Provide evidence in writing of their familiarity with the basic lineaments of the history of the church, including major figures, events and movements from the Reformation to today.

Character: Students will

- Reflect upon and summarize the value they place on the essential place of history in shaping our understanding of the Christian faith
- Give evidence of a renewed understanding of their own cultural formation as creatures of history.
- Describe how they intend to (or do) serve the church and culture by communicating the centrality of historical understanding with an appropriate humility.

Ability: Students will

- Analyze bibliographical material and apply that analysis to their own Christian formation, beliefs and practices as well as to identify its application to the Church.
- Regularly follow and participate meaningfully in on-line discussion forums.
- Present material in an appropriate, engaging and useful manner.
- Analyze contexts from a perspective of historical awareness.

TEXTBOOK(S):

Bettenson, Henry and Chris Maunder. *Documents of the Christian Church*. 4th ed. Oxford: Oxford University Press, 2011.

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

Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Grand Rapids, MI: Baker Academic, 2012.

REQUIREMENTS:

1. Class Participation

It is important to attend regularly, arrive *on time*, appear to be sentient, and to be actively engaged in the discussion of topics.

2. Reading (800 pp.)

40 hours

Assignment accommodates knowledge target statements, develops competencies in Proclamation, Shepherding, Presence, and addresses requirements in Outcomes #3, #4, #5, #8.

3. Biography Paper

18 hours

Students should sign up to write a biography paper on one of the people listed in the “Church History Biography Paper Presentation Sign-Up” sheet. The student should provide a historical sketch of the individual which seeks to illumine their significance for Christian history.

This is a research paper and as such it should include a title page, footnotes, and bibliography. The bibliography should include at least ten academic sources (peer-reviewed journal articles and academic books). Textbooks do not count among your ten sources. A maximum of two separate essays from the same book may count as separate sources. As a general rule of thumb, a research paper should have at least 3 footnotes per page. The biography paper should be titled following the following pattern: student last name-biography (e.g. Jones-biography). The biography paper should then be emailed to randal.rauser@taylor-edu.ca.

(3000-4000 words)

Due Date: various

Assignment accommodates knowledge target statements, develops competencies in Proclamation, Faithfulness, addresses requirements in Outcomes #1, #4, #5, #8.

4. Biography Presentation

10 hours

Present the core research of your biography paper in a class presentation. You are encouraged to be creative in your presentation, and where appropriate to incorporate drama, music, PowerPoint, Prezi, Emaze, finger puppets, or other media and/or methods. If you like, you may show short video clips, but they should not be longer than 1-2 minutes total in your presentation.

Be creative and be concise. Presentations should be **15-20 minutes** with a few minutes afterward for discussion. Provide a one page handout for members of the class which summarizes major points in the presentation. (I will provide a sample handout as a guide.) Email the handout to the instructor at least one day prior to your scheduled presentation if you wish it to be photocopied.

As a general guide I will grade approximately 40% for the quality of your presentation content (including clarity of speech and acuity in answering questions), 30% for the creativity and pedagogical effectiveness of your presentation and 30% for the quality and clarity of your handout.

Assignment accommodates knowledge target and ability statements, develops competencies in Proclamation, Faithfulness, Presence, and addresses requirements in Outcomes #1, #3, #4, #8.

5. Web Based Reading Forums

Every week there will be a discussion forum based on the assigned readings at the online Moodle component to the course at <https://moodle.sfseminary.edu/moodle/course/>. Discussion in the forums should be guided by three general questions listed in the Moodle site.

Assignment accommodates knowledge, character and ability target statements, develops competencies in Shepherding, Faithfulness and Presence, and addresses requirements in Outcomes #1, #3, #4, #8.

6. Final Exam

10 hours

Assignment accommodates knowledge target statements, develops competencies in Shepherding, Faithfulness, and addresses requirements in Outcomes #4, #8.

Total: 90 hours

LATE PENALTIES AND PROCEDURES:

The biography paper will automatically receive a 5% penalty for every day that it is late. Papers late more than one week will receive 0%.

The biography presentation must be presented on the day it is due or the student will receive 0%.

Unless otherwise noted, every assignment is due by 11:59 pm MST on the day it is due.

HOW TO SUBMIT AN ASSIGNMENT: Assignments must be emailed to randal.rauser@taylor-edu.ca and received before 11:59 pm on the day they are due to ensure you do not receive a late penalty. Do not submit a hard copy. When you email your assignment it is recommended that you request a read receipt to ensure that your assignment has been received. *You are responsible to ensure that the assignment is received.*

TITLING YOUR ASSIGNMENT: Please follow this template for naming assignments:

Biography Paper: Author's last name-name of historical person
(e.g. Jones-Martin Luther)

EVALUATION: Class Participation	10%
Web-Based Reading Forum Participation	20%
Biography Paper	30%
Biography Presentation	20%
Final Exam	20%

ATTENDANCE POLICY:

Please note that attendance and participation is an essential part of this course. (Yeah, I know, that *should* be obvious.) As a result, late arrival, unexcused absences and lack of participation may adversely affect your grade. Furthermore, *more than three unexcused absences will result in failure for the course.*

GENERAL INFORMATION:

1. MOODLE

Taylor Seminary's Moodle is located on a shared platform with our partner seminary, Sioux Falls Seminary. Bookmark this site on your computer for easy, regular access:

<https://moodle.sfseminary.edu>

Moodle log-in is the first initial of your first name and your last name - all in lowercase, with no spaces. For example, if your name is John Calvin, you would log-in as jcalvin

The default enrolment key is the course code (all in lowercase, with no spaces). The course code consists of the course prefix followed by the course number.

For example, Old Testament Introduction's key is: ot417

If you are having trouble logging into Moodle or self-enrolling, please email

teresa.seibel@taylor-edu.ca

2. COURSE WRITING

Formatting

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary's *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Biblical Studies and Related Disciplines* (Atlanta: SBL Press, 2014) which is in Reading Room.

Research Language.

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to "man" generically or to "mankind," "men," "he"; rather use "humankind," "humanity," "person," etc.)

Plagiarism.

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: "To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person's work" (*Guide for Research and Writing*, 2016, p. 11-13). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person's work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary's Academic Committee.**

3. COURSE WITHDRAWAL POLICY

After the period for which tuition refunds are available, a "W" will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an "F" will be recorded on the student's transcript.

COURSE OUTLINE WITH READINGS:

Bettenson and Maunder, *Documents of the Christian Church*

González, *The Story of Christianity*

Noll, *Turning Points*

*Note: Noll and González readings are listed as chapters; Bettenson and Maunder readings are listed as pages. *If you need Kindle references, please email me.*

DATE TOPIC READINGS

The Reformation

Jan 24	Prelude to Reformation	González, chapter 1
Jan 31	Luther and the Reformation	González, chapters 2-4, 9 Bettenson, pp. 194-226 Noll, chapter 7
Feb 7	Zwingli, Calvin and Reformed Christianity	González, chapters 5, 7, 11 Bettenson, pp. 226-31
Feb 14	The Church of England Film: “Anne Boleyn”	González, chapter 8 Bettenson, pp. 232-61 Noll, chapter 8
Feb 21	Radical and Catholic Reformation	González, chapters 6, 10, 13 Bettenson, pp. 261-73 Noll, chapter 9

Orthodoxy, Rationalism and Pietism

Feb 28	Puritanism, and Religious Wars	González, chapters 12, 14 Bettenson, pp. 231, 286-329
Mar 7	Orthodoxy and Rationalism	González, chapters 15-21 Bettenson, pp. 282-86; 345-49
Mar 14	Pietism and Revival	González, chapters 23-25 Bettenson, pp. 337-41; 349-51 Noll, chapter 10

The Nineteenth Century

Mar 21	Colonialism and Modern Mission	González, chapters 26-27, 29, 33 Noll, chapter 12
Mar 28	Reading Days (no class)	No reading
Apr 4	Theology, Modernity, and Skepticism	González, chapters 22, 28, 31-32 Bettenson, pp. 330-40 Noll, chapter 11

The Twentieth Century

Apr 11	Eastern Orthodoxy, Catholicism and Liberation Theology	González, chapters 30, 34-35 Bettenson, pp. 344-75 Noll, chapter 13
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Apr 18	Fundamentalism and Pentecostalism	González, chapter 36
	Evangelicalism, Two-thirds world Christianity, and the Future	González, chapters 37-38 Bettenson, pp. 375-506
Apr 25	Final Exam: 9-11 am	

BIBLIOGRAPHY

Reformation and Scholasticism (1500-1750)

Asselt, Willem J. van and Eef Dekker. *Reformation and Scholasticism*. Grand Rapids, MI: Baker Academic, 2001.

Bainton, Roland. *Here I Stand: A Life of Martin Luther*. London: Abingdon, 1950.

Bouwsma, William. *John Calvin: A Sixteenth Century Portrait*. Oxford: Oxford University Press, 1988.

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Durnbaugh, Donald. *The Believer's Church: The History and Character of Radical Protestantism*. London: Macmillan, 1968.

Gäbler, Ulrich. *Huldrych Zwingli: His Life and Work*. Trans. Ruth Gritsch. Philadelphia: Fortress, 1986.

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Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.

Luebke, David Martin. *The Counter-Reformation: The Essential Readings*. Oxford: Blackwell, 1999.

McGrath, Alister. *The Intellectual Origins of the European Reformation*. Oxford: Blackwell, 1993.

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Oberman, Heiko. *The Dawn of the Reformation: Essays in Late Medieval and Early Reformation Thought*. Grand Rapids, MI: Eerdmans, 1992.

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Enlightenment to Today (1751-1900)

Brooke, John Hedly. *Science and Religion: Some Historical Perspectives*. Cambridge: Cambridge University Press, 1991.

Carpenter, Joel A. *Revive Us Again: The Reawakening of American Fundamentalism*. New York: Oxford University Press, 1997.

Hart, D.G. *That Old-Time Religion in Modern America: Evangelical Protestantism in the Twentieth Century*. NP: Ivan R. Dee, 2002.

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_____. *The Old Religion in a New World: The History of North American Christianity*. Grand Rapids, MI: Eerdmans, 2001.

Stackhouse, John. *Canadian Evangelicalism in the Twentieth Century: An Introduction to Its Character*. Toronto: University of Toronto Press, 1993.

Synan, Vinson. *The Holiness-Pentecostal Tradition: Charismatic Movements in the Twentieth Century*. Grand Rapids, MI: Eerdmans, 1997.