HIST-502: History of Christian Thought and Practice II (online)
Fall 2026

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Course Modality: Online asynchronous

Course Description
Welcome to History II. This course will introduce you to the relatively recent history of Christianity, from the late Middle Ages (beginning around 1500) to the present time. In the last 500 years, Christianity has developed a wide range of expressions, most of which still exist today. This course will help you better understand how these varied traditions took shape and how they, in turn, have shaped modern church and society. Special attention will be given to the particular contexts in which Christian thought and practice have developed.

Learning Outcomes
- To appreciate the long history of the Church and its many stories.
- To interpret the dynamics of different times and places.
- To analyze why things happened as they did (and now are as they are);
- To recognize historical trends (and to identify them when they are repeated).
- To interpret the present in light of the past, noting both similarities and differences.
- To articulate aspects of Christian history as they are relevant to particular contemporary contexts, and to interpret those aspects for lay audiences.
- To see "the Church" in all its diversity (of time, place, culture, sub-culture, rank, ordination status, ethnicity, race, gender, class, and so on).
- To employ the best resources from the past to lead the church of the future.
- To be enriched by the stories of those who have gone before.
- To develop broader empathy for people (historical or contemporary) in circumstances that are unfamiliar to us.
- To exercise our abilities to think critically and communicate clearly.

Weekly Schedule

All work for this course will be done asynchronously. That is, there is no one time during the week when students must log on. Instead, all assignments are due by 5pm Chicago time on Thursdays, but those assignments can be done at any time throughout the week.

The following tasks should be completed no later than 5 p.m. Central Time on the date listed on the syllabus: Doing the assigned readings and watching any videos listed, listening to the lectures, and posting to the discussion forum. Students must post a minimum of once a week on the discussion forum.

Required Texts

- Justo González, *The Story of Christianity, Volume II: The Reformation to the Present Day* (2010). ISBN: 978-0061855894, $27.99 at Amazon.com. Available as an e-book at Styberg Library.
- Dale Irvin & Scott Sunquist, *History of the World Christian Movement, Volume II: Modern Christianity from 1454 – 1800* (2012). ISBN: 978-1570759895, $50.00 at Amazon.com. Available as an e-book at Styberg Library.
- Other required readings, podcasts, and links will be posted on Canvas.

Assignments & Grading

Participation (40%)

In order to fully engage this course, it is important that you actively participate so that your classmates can learn from you and you from them. The discussion forum on Canvas will be the main avenue for this engagement. The minimum expectation for participation in the online discussion forum is one substantial post per week (approximately 300 words, or about 3 minutes if you are posting a video or an audio file). All posts should engage the previous posts of other students (unless, of course, you post first) and should not be constructed as stand-alone reports. Posts are due at 5 p.m. CST on the date listed for the topics. See the participation rubric for details on discussion participation and grading.

Essays (30% x 2 = 60%)

Two 5-7 page essays will be required, one as a mid-term and the other as a final. They are due 5 p.m. Central Time on the dates listed below. Details, guidelines and rubrics for all essays will be posted on Canvas. Students who would like to have their papers

proofread by the Writing Center at Garrett before submitting can email the paper to the instructors by the due date, then upload the paper to Canvas once it is returned from the Writing Center. Only changes in grammar, punctuation, and syntax are allowed after the due date.

Final grades for the course are determined by the following scale:

A: 100-93%	C: 73-77%
A-: 90-92%	C-: 70-72%
B+: 88-89%	D+: 68-69%
B: 83-87%	D: 63-67%
B-: 80-82%	D-: 60-62%
C+: 78-79%	F: 59% and below

Policies and Procedures

1. *Careful language* is especially important in an online course. Because online interactions play out differently than face-to-face interactions, some extra guidelines for discussion will be helpful:
    - In an online discussion, you have fewer words with which to make your point. This makes your reflection prior to posting and your choice of words all the more important. Everyone benefits from thoughtful discussion posts, so please take the time to express yourself clearly, and please make sure that your post contributes to the flow of discussion. Also, because your spelling and grammar convey the seriousness that you bring to the task, please proof-read your posts before submitting them.
    - The online discussion is the main collaborative activity of the course, so your classmates are depending on you, and you on them. Please participate regularly, on schedule, and in response to the question and to previous postings.
    - Without the non-verbal clues we have when we talk with someone face-to-face, comments can be misinterpreted. Please make sure your posts are clear, especially when you are making a contentious statement. We will tackle difficult topics, and we will disagree, but we must do this in a respectful and constructive manner.

2. *Late papers and other assignments* will be accepted without penalty only in severe and documented situations. Please plan your work so that an acute emergency (e.g. brief illness, computer problems, pastoral emergency) does not interfere

with submitting your work on time. Unexcused late assignments will be docked a full letter grade (i.e., 10 percentage points) for every day they are late. Any portion of a day late counts as a full day, so if a paper is due at 5 p.m. and you submit it at 5.30 p.m., your grade will be docked by one full letter grade (e.g., 90% becomes 80%). *Quizzes* must be completed according to schedule as Canvas is programmed to make them unavailable after the due date. Any quizzes not taken on time will receive a score of zero.

3. *Regarding plagiarism*, please familiarize yourself with Garrett-Evangelical policies as found in the Academic Handbook. It is especially important to make sure you understand what constitutes plagiarism so that you do not inadvertently violate the policy. All written work will undergo an online plagiarism check.

AI Policy

Students may use AI in this course in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
• Generative AI help with papers (generating topics, ideas, outlines, arguments) • Generative AI help with writing (paraphrasing, summarizing, generating language for assignments) • Generative AI help with reading (summarizing or outlining reading assignments) • Editing, polishing, or revising paper drafts • Full-text language translation	• Proofreading paper drafts for grammar and typos • Research and term searches • Note-taking	• Language assistance (i.e., searching vocabulary words) • Presentation design • Citation generation
You must consult the professor(s) for uses not mentioned above.		

To properly cite the use of AI in Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.

Garrett-wide Academic Policies

This course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link: https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.jnz

A couple of these policies that I want to highlight:

• Inclusivity & Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed…. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.
(See 19-20 Handbook, 9)

• Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)

COURSE SCHEDULE

Week 1: Course Introduction and Late Medieval Background (due September 10)
Note: This week only, you will post on two Discussion Forums, one to introduce yourself, and another on the Late Middle Ages.

Course Introduction

- Listen to course introduction lecture and review the syllabus
- Browse website to make sure you can find course materials
- Introduce yourself to your classmates by posting an introduction to the discussion forum under "Course Introduction"

Reform in the Late Middle Ages

- Holder, "The Late Medieval Context"
- Smart History video on the Late Middle Ages:

https://smarthistory.org/protestant-reformation-part-1-of-4/?tl=protestant-reformation-part-1-of-4&sidebar=europe-1500-1600

- John Wyclif, "On Indulgences," and Jan Hus, "The Treatise on the Church"

16th & 17th Centuries

Week 2: Introduction to the 16th Century Reformation (due September 17)
*A reminder: Each week, you will 1) do the readings/videos/podcasts listed, 2) listen to the lecture, and 3) choose **one** of the questions to respond to in the Discussion Forum.*

Reformation Overview: People, Places, and Confessions

- Tait, "Martin Luther's *Ninety-Five Theses* (1517)" (& other Reformation movements)
- View Smart History video series (parts 2, 3, and 4):
  https://smarthistory.org/protestant-reformation-part-2-of-4/
  https://smarthistory.org/protestant-reformation-part-3-of-4/
  https://smarthistory.org/protestant-reformation-part-4-of-4/

The Reformation & Christian Practice

- Mentzer, "The Piety of Townspeople and City Folk"
- View slides and listen to hymns in the Powerpoint: "The Reformation in Architecture and Music"
- The Trial & Martyrdom of Michael Sattler:
  https://www.worldhistory.org/article/2044/the-trial--martyrdom-of-michael-sattler/

Week 3: The Reformation, continued (due September 24)

Reformation Theology

- McGrath, "The Reformation and Post-Reformation Periods"
- Elizabeth I, *The Thirty-Nine Articles*

Reformation Social Ethics

- Butler Bass, "Ethics: Walking the Talk"
- Lindberg, "Luther and the Common Chest"

Week 4: Sixteenth-century Christianity in Asia & Africa (due February 19)

Christianity in Asia in the 16th century

- Irvin & Sundquist, chapter 3: "Christianity Re-encounters Asia"
- India: "St. Thomas Christians and the Portuguese before 1599"

Christianity in Africa in the 16th century

- Irvin & Sundquist, chapter 2: "African Christianity in the 16th Century"
- "African Catholicism in the Congo"

Week 5: Sixteenth-century Christianity in the Americas (due October 1)

Christianity in Latin America in the 16th century

- Irvin & Sundquist, chapter 1: "Christian Beginnings in the Americas"
- Cooper, "A Cloak in Mexico Illumines the History of Christianity in Latin America"

Christianity in the North American Colonies in the 16th & 17th centuries

- Gonzalez, chapter 25: "The Thirteen Colonies"
- Winthrop, selections from *A Model of Christian Charity*

18th & 19th Centuries

Week 6: Enlightenment and Revolutions (due October 8)

The Enlightenment and Deism

- González, ch. 22: "The Rationalist Option"
- Locke, Selections from "A Letter Concerning Toleration"

The Age of Revolutions

- González, pp. 319 – 326: "The Independence of the Colonies" & "Early Immigration"

- Irvin & Sundquist, chapter 18: "South America and the Caribbean in the Age of Revolution"
- "Documents on Religious Liberty"

Week 7: **Mid-term Essay** *& Great Awakenings (due October 15)*

Instructions for the mid-term essay will be posted on Canvas at least two weeks before it is due. Please submit your essay via the link there.

The Great Awakenings

- González, pp. 288 – 290 & 326 – 328: "The Great Awakening" & "The Second Great Awakening"
- "The Religious Experience and Journal of Mrs. Jarena Lee"

October 22 – 23: Reading Days, no assignments due

Week 8: Slavery & Religion in North America (due October 29)

Christianity and Enslaved Peoples

- Raboteau, chapter 3: "The Invisible Institution: Religion among the Slaves"
- Cheryl Kirk-Duggan, "Spirituals and the Quest for Freedom"
- Recording of spirituals: http://www.youtube.com/watch?v=lJR0Fx9apo0 (begin watching at 0:57:00, i.e., 57 minutes into the concert)

The Debate over Slavery

- González, pp. 332 – 344: "Slavery and Civil War" & "From the Civil War to World War I"
- "Varieties of Abolitionism" & "White Apologists"

Week 9: The Protestant Missionary Movements (November 5)

The International Missionary Movement

- González, pp. 417 – 438: "The Missionary Enterprise in the Age of Colonialism," "Asia & Oceana," "Africa and the Muslim World," & "Latin America"
- William Carey, "An Enquiry into the Obligations of Christians to Use Means for the Conversion of the Heathens," (1792) Sect. IV & V, pp. 67 – 87: http://www.wmcarey.edu/carey/enquiry/anenquiry.pdf

Home Missions & Women's Roles

- Brown, "Protestant Women and Social Reform"
- Audio Clip of James Morone, "Dried Up," on Backstory: http://backstoryradio.org/shows/cheers-and-jeers-alcohol-in-america/ (Scroll half-way down the webpage, click on "Segments," then on "Dried Up")
- Lucy Rider Meyer, "Deaconesses," pp. 49 – 68, v – viii

20th Century

Week 10: Early 20th century Opposites: Fundamentalism & Ecumenism (due November 12)

The Fundamentalist—Modernist Controversy

- González, ch. 36 pp. 473 – 477: "From World War I to the Great Depression"
- PBS Documentary on the Scopes Trial: *Monkey Trial*

Ecumenism and Vatican II

- González, pp. 438 – 455: "The Ecumenical Movement" & all of Chapter 34, "Roman Catholic Christianity"
- Vatican II document, "Decree on Ecumenism": http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decree_19641121_unitatis-redintegratio_en.html

Week 11: Mid-20th century Human Rights Movements (due November 19)

Anti-colonial & Nationalist Movements

- Roberts, "Christianity and Nationalism" & "Missionary, Go Home!"
- "Korea: Christians and the Independence Movement"

- "All-Africa Conference of Churches"

Religion in the Civil Rights Movement

- Martin Luther King, Jr., Letter from a Birmingham Jail: http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

November 23 – 27: Thanksgiving Break, no assignments due

Week 12: Late 20th century North America (due December 3)

Liberalism and Pluralism in Modern America

- González, pp. 482 – 490: "The Postwar Decades"
- Betz, "Beyond the Judeo-Christian Tradition: Restoring Native American Religion to Twentieth-Century U.S. History"
- Brown, "Women and Ordination"

Contemporary Evangelicalism

- Podcast from Speaking of Faith, "The Evolution of American Evangelicalism": http://being.publicradio.org/programs/evangelicalevolution/index.shtml
- Hybels, "Rediscovering Church"

Week 13: Final Essay (due December 8)