

13-502X: History of Christian Thought and Practice II
Fall 2021
(Draft syllabus as of 04.14.21; subject to tweaking)

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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, there are two days a week (Mondays and Thursdays) when assignments are due, but those assignments can be done at any time throughout the week.

The following tasks should be completed no later than 5 p.m. CST on the date listed on the syllabus for each topic: Doing the assigned reading, listening to the lecture, taking the quiz, and posting to the discussion forum. Discussion questions will be provided 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.
- Albert Raboteau, *Canaan Land: A Religious History of African-Americans* (2001). ISBN: 978-0195145854, \$14.99 at Amazon.com.
- Other required readings, podcasts, and links will be posted on Moodle.

Optional Texts on Course Reserve at Styberg Library

Quick overviews of church history:

- Justo González, *Church History: An Essential Guide* (1996)
- Carter Lindberg, *A Brief History of Christianity* (2005)

Textbooks of major topics:

- R. Ward Holder, *Crisis and Renewal: The Era of the Reformations* (2009)
- Sidney Ahlstrom, *A Religious History of the American People* (2004)
- Adrian Hastings, *A World History of Christianity* (2000)

Reference Books:

- Williston Walker, et al, *A History of the Christian Church* (1985)
- *Oxford Dictionary of the Christian Church* (2005; in General Reserves at BR 95 .O8 2005)

Assignments & Grading

Quizzes (20%)

For each topic, students will take a quiz on Moodle over the main points of the reading(s) and any other assigned materials. Each quiz contains five multiple choice or true/false questions and must be completed within ten minutes. At the end of the ten minutes, the quiz will be submitted with the answers that have been entered. It is open-book and open-note, but you will not be able to complete it successfully if you have not done the reading before beginning the quiz. Only one attempt is allowed. Quizzes are due by 5 p.m. CST on the date listed on the syllabus for that topic. Moodle will be programmed to disallow access to the quiz at that time, so please plan accordingly. The two lowest quiz scores will be dropped.

Participation (20 %)

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 Moodle will be the main avenue for this engagement. The minimum expectation for participation in the online discussion forum is one substantial post per topic (approximately 300 words). 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. Quantity and quality will both be considered when assigning a participation grade.

Essay #1 (20%)

One 5-7 page essay will be due at 5 p.m. CST on **October 7**, responding to a question on the Reformation. Details, guidelines and rubrics for all essays will be posted on Moodle. Please see also the Style Sheet posted on Moodle for an overview of citations and other stylistic issues.

Essay #2 (20%)

One 5-7 page essay will be due at 5 p.m. CST on **November 15**, responding to a question on Early America and Modern Europe.

Essay #3 (20%)

One 5-7 page essay will be due after the semester has ended, at 5 p.m. CST on **December 17**, responding to a question on Modern America and the Post-modern World.

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.

- As always, personal attacks, profanity, and other incivilities will not be tolerated.

2. *Late papers and other assignments* will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergency. 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 Moodle 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. A violation of the plagiarism policy will result in a grade of zero for that assignment and disciplinary action in consultation with the Academic Dean.
4. *For students with special needs or disabilities*, Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of notetaking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods. Accommodation(s) cannot be retroactive. Accommodation(s) begins only after documentation is received and reasonable time for accommodation development has been allowed.

Overview of Garrett-wide Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing:

- Academic integrity and [plagiarism](#): (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation:

- 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)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations:

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

COURSE SCHEDULE

September 9:

Course Introduction

- Read Coates, “Hope and the Historian”
- Read Burkeman, “The Wrong Side of History Has Become a Crowded Place”
- Listen to podcast and review syllabus
- Browse website to make sure you can find course materials
- Take practice quiz
- Introduce yourself to your classmates by posting an introduction to the discussion forum under “Course Introduction”

September 13:

Reform in the Late Middle Ages

- Holder, “The Late Medieval Context,” pp. 17 - 35
- John Wyclif, “On Indulgences,” and Jan Hus, “The Treatise on the Church,” pp. 15 - 16

The Reformation (16th Century)

September 16:

Martin Luther & the Early Reformation

- González, ch. 2 (pp. 19 - 36) & ch. 5 (pp. 57 - 66)
- Luther, Selections from “The Freedom of a Christian,” pp. 487 - 494, 510 - 525

September 20:

The Radical Reformation

- González, ch. 6 (pp. 67 - 76)
- “The Trial and Martyrdom of Michael Sattler,” pp. 136 - 144

September 23:

John Calvin & Calvinism

- González, ch. 7 (pp. 77 - 86)
- Calvin, Selections from “Reply to Sadoletto,” pp. 53 - 75

September 27:

The Reformation in England

- González, ch. 8 (pp. 87 - 104)

- Elizabeth I, The Thirty-Nine Articles, pp. 317 - 323
- Selections from *Foxe's Book of Martyrs*:
<http://www.ccel.org/ccel/foxe/martyrs/files/fox116.htm> (read only the martyrdom story of Ridley & Latimer)

September 30:

The Catholic Reformation

- González, ch. 12 (pp. 135 - 150)
- The Council of Trent, "Session 23, 15 July 1563" (on the priesthood), pp. 742 - 753

October 4:

"European Expansion": Exploration, Missions and Colonialism

- KALFR Ch. 39, pp. 525 - 542
- "Franciscans in New Mexico," in Gaustad & Noll I, pp. 31 - 33

October 7: Essay #1 Due

17th-19th Centuries: Christianity in the West and Beyond

October 11:

Religion in the North American Colonies

- González, ch. 25 (pp. 275 - 288)
- John Winthrop, "A Model of Christian Charity":
<http://religiousfreedom.lib.virginia.edu/sacred/charity.html>

October 14:

The Enlightenment and Deism

- González, ch. 22 (pp. 237 - 248)
- Locke, Selections from "A Letter Concerning Toleration"

October 18:

Pietists, Moravians and Methodists

- González, ch. 24 (pp. 259 - 274)
- Spener, *Pia Desideria*, pp. 87 - 96
- Selection from *The Journal of John Wesley*

October 21 - 22: Reading Days

October 25:

The Great Awakenings and the American Revolution

- González, pp. 288 - 290; 319 - 332
- “Documents on Religious Liberty,” in Gaustad & Noll I, pp. 225 - 241

October 28:

Slave Christianity and Protest

- Raboteau, Ch. 3, pp. 42 - 60
- Cheryl Kirk-Duggan, “Spirituals and the Quest for Freedom,” pp. 317 - 328
- Recording of spirituals: <http://www.youtube.com/watch?v=IJR0Fx9apo0> (begin watching at 0:57:00, i.e., 57 minutes into the concert)

November 1:

The Debate over Slavery

- González, pp. 332 - 344
- “Varieties of Abolitionism” & “White Apologists” in Gaustad & Noll I, pp. 520 - 543
- Excerpts from David Walker’s *Appeal*: <http://www.pbs.org/wgbh/aia/part4/4h2931t.html>

November 4:

Immigration and Innovation: Catholics, Jews, and New Religious Movements

- Gaustad & Schmidt, “Immigration and Diversity,” pp. 209 - 230
- “Roman Catholicism” in Gaustad & Noll II, pp. 39 - 60

November 8:

The Protestant Missionary Movement

- González, pp. 417 - 438
- Raboteau, Ch. 4, pp. 61 - 81
- 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>

November 11:

Women’s (Missions) Work

- Lucy Rider Meyer, “Deaconesses,” pp. 49 - 68, v - viii
- Frances Willard’s Address to the Women’s National Council:
<http://www.fordham.edu/halsall/mod/1891willard.html>
- “Ann Hasseltine Judson” in S.W. Williams, *Queenly Women*, pp. 57 - 68 or 96 - 107:
<http://books.google.com/books?id=f4XNAAAAMAAJ&printsec=frontcover&dq=queenly+women,+s.w.+williams&hl=en&ei=bRHITTNLvBtXnnQe->

rdTjDw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CCkQ6AEwAA#v=onepage&q&f=false

- 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”)

November 15: Essay #2 Due

20th Century Christianity

November 18:

The Fundamentalist–Modernist Controversy

- González, pp. 473 - 477
- PBS Documentary on the Scopes Trial: *Monkey Trial*

November 22 - 26: Thanksgiving Break

November 29:

Ecumenism and Vatican II

- González, pp. 438 - 455
- Vatican II documents, “Pastoral Constitution on the Church in the Modern World” Part I, Chapter IV: http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_cons_19651207_gaudium-et-spes_en.html
“Decree on Ecumenism”:
http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decree_19641121_unitatis-redintegratio_en.html

December 2:

Religion in the Civil Rights Movement

- Raboteau, Ch. 6, 104 - 123
- Malcolm X, “God’s Judgment of White America,” pp. 285 - 290
- Martin Luther King, Jr., Letter from a Birmingham Jail:
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- John Blake, "Shocking photo created a hero, but not to his family," CNN

December 6:

Liberalism and Pluralism in Modern America

- González, pp. 482 - 490

- González, “The Religious World of Hispanic Americans,” pp. 79 – 90 (Note: This is a chapter from a different book, not part of our González textbook.)
- Bendroth, “Gender and Twentieth-Century Christianity,” pp. 307 – 326

December 9:

Contemporary Evangelicalism

- Podcast from Speaking of Faith, “The Evolution of American Evangelicalism”:
<http://being.publicradio.org/programs/evangelicalevolution/index.shtml>
- Hybels, “Rediscovering Church,” pp. 157 – 181

December 13:

Eastern Orthodoxy and other Eastern Churches

- Gonzalez, ch. 30 (pp. 373 – 383)
- Schmemmann, *For the Life of the World*, pp. 11 – 22

December 14 (Tuesday; make-up day for Thursday’s Reading Day):

World Christianity and the Future of the Church

- González, ch. 37 (pp. 495 – 524)
- Rivera-Pagan, “Pentecostal Transformation in Latin America,” pp. 190 – 210
- Kalu, “Elijah’s Mantle: Pentecostal Re-Evangelization of Africa in the 1990s,” pp. 123 – 146
- National Public Radio, “In the Land of Mao, a Rising Tide of Christianity”:
<http://www.npr.org/templates/story/story.php?storyId=128546334>

December 17: Essay #3 Due