

## Associated Canadian Theological Schools

### **HIS 541: History of Christianity II: From the Reformation to the Present**

Prof: Bruce L. Guenther, PhD  
Spring 2018, 3 credit hours  
Tuesday, 8:30am – 11:30am  
Prerequisites: RES 500

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#### **I. Course Description**

A continuation of HIS 540 (“History of Christianity I”), this course brings the chronological survey of important individuals, issues and movements in the history of Christianity into the twentieth century. (Note: the completion of HIS 540 is NOT a prerequisite for this course). It will examine developments from the Reformation until the end of the twentieth century. While some attention will be given to the modern missionary movement, the central focus of the course will be upon the history and theology of the church in the cultural context of Europe and North America. The course explores the major changes and continuities in Roman Catholicism and Protestantism by considering factors such as nationalism, the Enlightenment, and the development of a globally dispersed and diverse Christianity. Attention will be given to theological developments, church-state issues, ministry changes and alternative forms of inter-church relationships. Students will gain an understanding of the various cultural, political and theological influences that have shaped the church’s institutional development as well as an appreciation for the interrelationship between the Christian faith and western culture.

The course will be taught by using lectures, videos and groups discussions augmented by readings from textbooks and primary source documents. While the textbooks will provide a chronological survey of persons, events and movements important during this period, the lectures and discussion of source documents will permit a more detailed and thematic examination of select topics.

**Please Note:** Only students who have taken RES 500 “Research Strategies” prior to registering for this course or who are taking “Research Strategies” concurrently with this course may register.

Students who are unfamiliar with historical study and methods of research and writing will find it enormously beneficial to read a short introductory guide. There are many such guides from which to choose including Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, 3<sup>rd</sup> ed. (Wheeling, IL: Harlan Davidson, 2002); Mary Lynn Rampollo, *A Pocket Guide to Writing History*, 3<sup>rd</sup> ed. (Boston: Bedford/St. Martin's, 2001); Norman F. Cantor and Richard I. Schneider, *How to Study History* (New York: T.Y. Crowell, 1967); and William C. Roberts, *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History* (Armonk, NY: Sharpe, 2003). Helpful also is James Bradley and Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: Eerdmans, 1995).

## **II. Objectives**

The course will:

- \$ provide students with a general knowledge of the history of Christianity. Students will become familiar with enough names, dates and events to construct a chronological sequence of major events in the history of Christianity, and gain a deeper understanding of the variety and complexity that has defined Christianity throughout the centuries.
- \$ introduce students to issues within Christian historiography, and help students develop skills in historical research and writing.
- \$ help students become skilled readers of historical literature who are able to identify and evaluate different historiographical perspectives, and who are able to think historically, developing skills of historical interpretation through, careful, contextual readings of documents and events.
- \$ introduce students to resources used by the church for personal devotional, intellectual and theological development as well as congregational renewal thereby equipping students with knowledge and skills for exploring their own spiritual, theological and denominational roots.
- \$ help students understand the historical backdrop to some of the contemporary issues and challenges facing Christianity.

## **III. Course Textbooks**

Gonzalez, Justo L. *The Story of Christianity (Volume II): The Reformation to the Present Day*. Revised and Updated. New York: HarperCollins, 2010.

Tucker, Ruth A., and Walter Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids: Zondervan, 1987. Students will be required to read approximately one half of this book during this course.

Heath, Gordon L. *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity*. Toronto: Clements Publishing, 2008. (85 pp)

Cross, F. L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. Oxford, New York: Oxford University Press, 2005. **This book is *not* required as a course textbook, but it is good to have access to at least one valuable lifelong quick reference book. This book is included as part of the ACTS Seminaries Logos Software package.**

**Copies of the following items will be placed on reserve in the TWU library so that students can access the assigned primary source readings in them.**

Clyde L. Manschreck, ed. *A History of Christianity: Readings in the History of the Church* (Vol. 2). Grand Rapids: Baker Book House, 1981.

Henry Bettenson and Chris Maunder, eds. *Documents of the Christian Church* (3<sup>rd</sup> ed.). Oxford: Oxford University Press, 1999. This edition is available in Ebook full-text format via the TWU library.

Robert E. Van Voorst, ed. *Readings in Christianity*. Wadsworth Publishing Company, 1997.

John G. Stackhouse, Jr., ed. *Evangelical Futures: A Conversation on Theological Method*. Grand Rapids: Baker Books, 2000.

Paul Marshall and Lela Gilbert, *Their Blood Cries Out: The Worldwide Tragedy of Modern Christians Who Are Dying for Their Faith*. Dallas: Word Publishing, 1997.

## **IV. Course Assignments**

Evaluation of student performance is based largely on projects that have been designed to help students build a solid base of historical knowledge as well as develop analytical, application and integrative skills.

### **1. Reading Responses**

The course reading responses is comprised of several components and will be submitted in two stages. Please give careful attention to the following details.

#### **(a) Textbook response (10% of final grade): DUE DATE: 30 January 2018**

Read the Justo L. Gonzalez text, *The Story of Christianity (Volume II)*. Write a 2-3 page response paper based on your reading that identifies and briefly discusses key developments in the changing relationship between Christianity and culture. Be sure to include at least some specific examples. This is not to be a formal research essay (no need to footnote

references to the textbook – page numbers in parentheses will suffice).

The grade will be based largely on the content and organization of your paper rather than on a critical analysis of the text. Some of the criteria that will be used to assess this assignment include evidence of careful reading of the text, ability to summarize material accurately and succinctly, proportionate allocation of space to the five centuries covered by the text, and writing style.

**(b) Reading Journal and Class Participation (20% of final grade): DUE DATE: 3 April 2018**

Short primary source documents will be assigned each day to augment lectures and to illustrate some of the themes highlighted in classroom lectures and discussions. Students should read these prior to class and be prepared to participate in discussions based on the documents. The students' knowledge of the readings will be assessed from class participation, from regular entries in a reading journal.

The journal should have *short* (not more than a page) weekly entries that indicate that you have read the assigned materials. Depending on the type of document, an entry might include a brief description of the reading, some comments or questions that arise, the main argument/theme of an article, significance of this excerpt in the historical development of Christianity, a personal reaction to what you have read, etc. It is advisable that the journal entries be made as soon as possible after the reading is completed in order to capture initial impressions, questions and comments. Footnotes are not necessary unless you are citing an outside text (which is really not necessary for this assignment).

The overall mark for this assignment will include a portion allocated towards a consideration for patterns of class attendance, regular attempts to be involved through contributions to discussions and the raising of questions, the quality of contributions in a weekly reading journal (i.e., indications of careful reading, thought, insight and interest in issues, etc). Try not to get behind in your journal: judging from the experience of students in previous years, it is impossible to catch up at the end of the term if you have not been making regular journal entries during the term. **This assignment will NOT be eligible for an extension.**

**2. Family Religious History Project (30% of final grade): DUE DATE: 13 February 2018**

(a) Develop a "Family Religious History" genealogical chart for 3-4 generations of your family, beginning with yourself. To the extent possible, list the religious affiliations (or lack thereof) of each family member, and briefly note important religious/social data (e.g., the person was part of an immigrant community; she/he was converted during a revival; she/he became alienated from Christianity due to an acrimonious church split, etc.). Then write a short paper (approximately 6-8 pages), placing selected aspects of your religious family history in the context of broader movements and themes in the history of Christianity. For example, you might talk about how the changing denominational affiliations of your family

reflect the “free market” or “voluntary” ethos of North American Christianity. Or, specific ancestors might illustrate the rise of the twentieth-century Pentecostal movement, the fundamentalist/modernist controversy, conflicting views of what it means to be a Christian in America, the changing role of women, etc.

(b) Use your research for the “Family Religious History” project as the basis for a short in-class presentation. The presentation will be made to a group of 3-4 fellow students and should be about 12-15 minutes in length (it must absolutely not exceed 15 minutes). Use the presentation time to introduce your chart, and then focus on one or two individuals in your family history, highlighting the way in which they illustrate some of the broader movements and themes in the history of Christianity.

### **3. Extended Journal Entry – Reflections on Leadership (5%): DUE DATE: 6 March 2018**

**Extended Journal Entry – Reflections on Leadership (5%).** Familiarize yourself with the seventeenth-century book entitled *The Reformed Pastor* (1656) by Richard Baxter. (For an on-line version see [http://www.reformed.org/books/baxter/reformed\\_pastor](http://www.reformed.org/books/baxter/reformed_pastor)). This book was widely read by those preparing for pastoral ministry, and profoundly shaped the approach towards pastoral care and leadership among Protestants for centuries. Identify and discuss any three (3) specific leadership insights or suggestions made by Baxter in light of your current church and ministry experience (if using your current church experience presents some difficulty, please come and talk to me about alternate arrangements). Include in your discussion specific suggestions for how the three ideas you have selected might effectively be implemented in your church setting. The length of this response should not exceed three (3) single-spaced pages.

### **4. Research essay (35% of final grade): DUE DATE: 27 March 2018**

Write a research essay of approximately 3,000 words on a subject pertinent to the last 500 years of the history of Christianity. The essay must have a title page, followed by a page containing an outline along with a 1-2 sentence thesis statement—essays without such a page may not be accepted for grading.

The essay may feature an individual, institution, movement, document, religious practice or issue, but the subject should be concise enough to be investigated in some detail. The subject must be approved in advance by the professor. In addition to key secondary sources try also to use primary sources in your analysis. Your aim in the essay should be to **analyze and explain** the historical development and significance of your subject. Carefully avoid conducting a theological critique or merely describing a sequence of historical events. Each section of the essay needs to relate to the central argument. This assignment represents a significant proportion of the final grade indicating the level of research and general quality expected. Begin work on this project as soon as possible by selecting a topic and assembling resources. Students may wish to obtain a preliminary assessment of their ideas by submitting a one-page outline along with a proposed thesis statement.

**Please Note:** An essay grading rubric that outlines the specific criteria used for evaluating research essays will be posted on the MyCourses site. The grade for this assignment will be based on the following criteria:

- (1) Clarity and Force of Argument (plausible thesis, sound logic, evidence supports thesis, etc.)
- (2) Quality of Research (depth and breadth, evidence of discerning analysis, etc.)
- (3) Organization (effectively organized, sections support main thesis, smooth transitions, etc)
- (4) Writing style (eloquent, proper grammar, format, etc)

Students who are unfamiliar with writing research essays in history should consult either the guide mentioned in the introduction of the syllabus (*Going to the Sources*) or some of the following websites:

Suggestions on Essay Writing: <http://www.westmont.edu/~work/material/writing.html>

Boston University Guide: [http://www.bu.edu/history/files/2011/01/writing\\_guide.pdf](http://www.bu.edu/history/files/2011/01/writing_guide.pdf)

Writing with Sources (Harvard):

[http://isites.harvard.edu/fs/docs/icb.topic265886.files/Writing\\_With\\_Sources.pdf](http://isites.harvard.edu/fs/docs/icb.topic265886.files/Writing_With_Sources.pdf)

History Commandments: <http://personal2.stthomas.edu/gwschlabach/courses/10commnd.htm>

For suggestions on how to improve one's writing style consult works such as Strunk and White's famous *The Elements of Style*, Joanne Buckley's *Fit to Print*, or Steward and Smelstor's *Writing in the Social Sciences*.

### **MISCELLANEOUS NOTES/POLICIES (The fine print)**

**1. Assignment Format.** All written work must be type-written, ***double-spaced*** and submitted on clear print on white paper. Font size of the body of the paper must not be less than 11 pt. Page-bottom footnotes are preferred (but not mandatory). Bibliographies with complete citations must be attached at the end of each paper. The style guide of choice at ACTS Seminaries is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 8<sup>th</sup> ed. ***Grades will be reduced if the Turabian style format is not used*** (take special care with bibliographies and footnotes). Students may find the following website helpful:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**2. E-file Assignment Submission.** Assignments may be submitted electronically either directly to the professor or uploaded to the MyCourses site. When submitting assignments in electronic form, please be sure to include your last name and the assignment in the file name (e.g., Guenther - Research Essay.docx).

**3. Inclusive Language.** Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.

**4. Plagiarism and Academic Dishonesty.** Students are expected to be familiar with the ACTS policy concerning plagiarism and academic dishonesty. Plagiarism will be treated as a serious offense and will result in the failure of the specific assignment and possibly also in a failing grade in the course. Every instance of plagiarism without exception (even minimal plagiarism) will be reported both to the registrar and the Academic Success Committee of ACTS Seminaries, and will result in a letter included in your permanent student record. Further details about this subject can be found in the ACTS Seminaries Student Handbook.

5. Students who use the **assistance of tutors** must indicate that they have done so, must describe the nature of the assistance, and must include full contact information of the tutor. Failure to disclose the assistance of a tutor will result in the rejection of assignment, and may also result in having the assignment categorized as plagiarism. Students will be exempt from this disclosure requirement if they use the TWU Writing Centre.

**6. One due date extension may be requested without penalty on eligible assignments, IF requests are submitted (a) in advance of the due date, and (b) with an alternative due date.** The marks for assignments that are submitted late will be reduced by one letter grade, and will not be accepted if more than seven days late except in the case of extenuating circumstances.

**MEANING of LETTER GRADES**

Letter Grade	Definition	Grade Point
A+	Outstanding Excellent	4.30
A		4.00
A-		3.70
B+	Proficient Good Average	3.30
B		3.00
B-		2.70
C+	Adequate Acceptable Marginal	2.30
C		2.00
C-		1.70
F	Inadequate	0.00

**TENTATIVE CLASS LECTURE and READING SCHEDULE**

**Week #1 - Tuesday, 9 January 2018**

**\* Introduction to the Course – Syllabus and Assignments**

**(1) Prelude to the Reformation**

*Readings:*

§ “Engaging the Great Tradition,” by Alister McGrath, in *Evangelical Futures: A Conversation on Theological Method (Grand Rapids: Baker, 2000)*, 139-159.

## **Week #2 - Tuesday, 16 January 2018**

- (2) **The Medieval Roots of the Protestant Reformation**
- (3) **Martin Luther & The German Reformation**
- (4) **Huldrych Zwingli, John Calvin, and The Swiss Reformation**

*Readings:*

- § *Documents related to the Lutheran Reformation, Section VII.1. a-c, Bettenson & Maunder, 202-212.*
- § “Confession of Augsburg, 1530,” Section VII.1.h, Bettenson & Maunder, 233-236.
- § *Excerpt from Calvin’s Institutes of the Christian Religion, Section VII.11, Bettenson & Maunder, 236-238.*
- § “Geneva Confession,” full text at <http://64.33.81.65/reformed/gnvconf.htm>
- § “Calvinistic Ordinances,” Manschreck, 93-95.

## **Week #3 - Tuesday, 23 January 2018**

- (5) **The Radical Reformation**
- (6) **Catholic Reformation**

*Readings:*

- § “Schleitheim Confession,” full text at <http://www.gameo.org/encyclopedia/contents/S345.html> .
- § *The Trial and Martyrdom of Michael Sattler, The Legacy of Michael Sattler, 66-85. A slightly shorter version is at <http://www.anabaptists.org/history/sattler.html>*
- § *Luther “Against the Robbing and Murdering Hordes of Peasants,” full text at [http://zimmer.csufresno.edu/~mariterel/against\\_the\\_robbing\\_and\\_murderin.htm](http://zimmer.csufresno.edu/~mariterel/against_the_robbing_and_murderin.htm)*
- § “Council of Trent,” Section X.11.a-h, Bettenson & Maunder, 275-281.
- § *Chapter 5, Tucker & Liefeld, Daughters of the Church*

## **Week #4 - Tuesday, 30 January 2018 -- Textbook Reading Assignment Due**

- (7) **The Reformation in France**
- (8) **The Tudor Reformation**

*Readings:*

- § “The Supremacy Act,” & “Abjuration of Papal Supremacy by the Clergy,” Section IX.1.d-e, Bettenson & Maunder, 252-254.
- § “The Pope’s Condemnation of Henry,” Section IX.1.f, Bettenson & Maunder, 254-255.

## **Week #5 - Tuesday, 6 February 2018**

- (9) **Anglicanism, Puritanism and Non-Conformity**
- (10) **The Enlightenment and Its Impact**



**Readings:**

- \$ "Westminster Confession of Faith," Section XI.IV, Bettenson & Maunder, 319-323.
- \$ "Baptist Confessions of Faith," Section XI.V, Bettenson & Maunder, 323-325.
- \$ William Perkins, *The Six Principles of the Christian Religion*, full text at <http://www5.webng.com/perkins/SixPrin.htm> (Read the first part and the Six Principles; skim the rest.)
- \$ David Hume, "On Miracles," full text at <http://www.fordham.edu/halsall/mod/hume-miracles.html>
- \$ Chapter 6, Tucker & Liefeld, *Daughters of the Church*.

## **Week #6 - Tuesday, 13 February 2018 -- Family Religious History Assignment Due**

### **\* Student "Family Religious History" Presentations**

#### **(11) Pietism and the Renewed Moravian Brethren**

**Readings:**

- \$ Excerpts from Spener and Francke, *Manschreck*, 271-278.
- \$ "The Moravians and Their Hymns," Christianity Today Library, full text at <http://www.ctlibrary.com/ch/1982/issue1/127.html>
- \$ Liturgy and Hymns of the Moravian Church (hymns 85, 100, 278, 335, 342, 609, 626, 631), full text at <http://www.archive.org/details/liturgyandhymns00unknuoft> (Choose reading format on left of page.)

## **Week #7 - Tuesday, 20 February 2018**

#### **(12) The Evangelical Protestant Movement: Origins**

#### **(13) Christianity in the "New World"**

**Readings:**

- \$ Jonathan Edwards, *A Faithful Narrative of the Surprising Work of God (Sections I & III)*, full text at <http://www.iclnet.org/pub/resources/text/ipb-e/epl-10/web/edwards-narrative.html>
- \$ Sections from Chapter 1, "Memorable Atlantic Storms," and "Wesley Arrives in Georgia, and the section from Chapter 2, "I Felt My Heart Strangely Warmed," from John Wesley's Journal, full text at <http://www.ccel.org/ccel/wesley/journal.html>
- \$ "Free Grace, a sermon by John Wesley, full text at [http://wesley.nnu.edu/john\\_wesley/sermons/128.htm](http://wesley.nnu.edu/john_wesley/sermons/128.htm)

## **Tuesday, 27 February 2018 – Reading Break – Enjoy**

## **Week #8 - Tuesday, 6 March 2018 – Extended Journal Entry Due**

- (14) The Second Evangelical Awakening - England & Europe**
- (15) Revivalism & Evangelicalism in America**

**Readings:**

- \$ Chapter 2 Section I (p.p. 25-39) from William Wilberforce, *A Practical View of the Prevailing Religious System of Professed Christians, in the Higher and Middle Classes in This Country Contrasted with Real Christianity*, full text at <http://www.gutenberg.org/ebooks/25709>
- \$ Excerpt (pages 34-35, 43-47, 54-57) from Thornton Stringfellow, *Scriptural and Statistical Views in Favor of Slavery*, full text at <http://docsouth.unc.edu/church/string/string.html>
- \$ Excerpt (Chapters II, IV, VI) from C.G. Finney, *Memoirs*, full text at <http://www.gospeltruth.net/1868Memoirs/memoirsindex.htm>
- \$ Chapter 7, Tucker & Liefeld, *Daughters of the Church*.

**Week #9 - Tuesday, 13 March 2018****(16) Doubt & Disbelief****(17) Christianity and 19<sup>th</sup> Century Social Reform****(18) Roman Catholicism's Response to Modernity****Readings:**

- \$ Excerpt from *Second Speech from Schleiermacher, On Religion* (PDF p.p. 40-48), full text at <http://www.ccel.org/ccel/schleiermach/religion.html>
- \$ Excerpts from William Booth, see video clip at <http://www.youtube.com/watch?v=AA0pCYKGbYI>; sermon transcript (and others) at <http://www.sermonindex.net/modules/mydownloads/viewcat.php?cid=16>
- \$ Excerpt from *Christianity and the Social Crisis* by Walter Rauschenbusch, full text at <http://www.fordham.edu/halsall/mod/rausch-socialgospel.html>
- \$ Various Roman Catholic documents, Section X.VII-XI.b, Bettenson & Maunder, 286-296.
- \$ Documents from the Second Vatican Council, Section XIII.I-VII.a-e, Bettenson & Maunder, 359-369.

**Week #10 - Tuesday, 20 March 2018****(19) Missions in the Modern Era****(20) Fundamentalism & Neo-Evangelicalism****Readings:**

- \$ Excerpt (Section I, Section III (esp. p.p. 62-66), Section IV) from William Carey, *An Enquiry into the Obligations of Christians*, full text at <http://www.wmcarey.edu/carey/enquiry/anenquiry.pdf>.
- \$ "Watchcry of the Student Volunteer Movement," Manschreck, 479-481.
- \$ "World Missionary Conference, 1910," Manschreck, 481-485.
- \$ The Doctrinal Deliverance of 1910, full text at <http://www.pcahistory.org/documents/deliverance.html>
- \$ "Shall the Fundamentalists Win?" by Harry Emerson Fosdick, full text at <http://historymatters.gmu.edu/d/5070/>
- \$ Excerpt (Introduction) from *Christianity and Liberalism*, by J. Gresham Machen, full text at [http://www.reformed.org/books/chr\\_and\\_lib/](http://www.reformed.org/books/chr_and_lib/)
- \$ "What Baptists Stand For," by T. T. Shields, full text at [http://www.gw.ca/documents/samples/04sep\\_p4-](http://www.gw.ca/documents/samples/04sep_p4-)

[7.pdf](#)

§ Chapter 8, Tucker & Liefeld, *Daughters of the Church*.

## **Week #11 - Tuesday, 27 March 2018 – Research Essay Due**

### **(21) Christianity in the Twentieth Century**

**Readings:**

§ Chapter 10, Tucker & Liefeld, *Daughters of the Church*.

§ Collection of excerpts from *Readings in Christianity*, ed. Robert Van Voorst, 274-77, 295-97, 300-2, 311-17.

## **Week #12 - Tuesday, 3 April 2018 -- Reading Journal Due**

### **(22) Current Trends & Challenges**

**Readings:**

§ Chapter 11, Tucker & Liefeld, *Daughters of the Church*.

§ Lesslie Newbigin, "Can the West be Converted?" *International Bulletin of Missionary Research* 11, No. 1 (January 1987): 2-7. This article is available in the ATLA database, accessed through the TWU Library web site. Also available at <http://www.newbigin.net/assets/pdf/85cwbc.pdf>.

§ Excerpt from Paul Marshall, *Their Blood Cries Out: The Worldwide Tragedy of Modern Christians Who Are Dying for Their Faith*, 15-39