CH 502: CHURCH HISTORY SINCE THE REFORMATION
Spring Semester 2015 (Wednesdays, 6:30 - 9:30 p.m.)
Professor: Carolynne H. Brown, B.M. Ed., M.M., Th.D.
Email: cbrown7@gordonconwell.edu
Phone/Text: 617.733.1962, Available weekdays, 9 a.m. – 5 p.m.

COURSE DESCRIPTION
This course covers the history of the Christian church from the Reformation up to the present, including theological, historical, social, and aesthetic issues in the development of the church. The rise of modernity and questions of religious, philosophical, and sociopolitical change will be addressed. The course fulfills the biblical and theological core church history requirement for all degree programs.

COURSE OBJECTIVES

- Trace the major historical developments in the Christian tradition from the Reformation to the present day in relation to political, social, and cultural contexts. (M.Div. degree goals: 1, 2, 6, 7, 8, 9; MA Urban Ministry degree goals: 1, 2, 4, 5, 6, 7; MA Counseling degree goals: 1, 2, 5, 6)
- Discuss and process important events and movements in the development of Christian theology that indicate major shifts in popular beliefs and practices of the Christian faith. (M.Div. degree goals: 1, 2, 6, 7, 8, 9; MA Urban Ministry degree goals: 1, 2, 4, 5, 6, 7; MA Counseling degree goals: 1, 2, 5, 6)
- Analyze the contributions of some of the major figures of the past five hundred years of Christian church history. (M.Div. degree goals: 2, 5, 7, 8, 9; MA Urban Ministry degree goals: 2, 6, 7; MA Counseling degree goals: 2, 6)
- Consider the significant roles played in the development of Christianity by historically marginalized groups including, but not limited to, women and racial
minorities. (M.Div. degree goals: 1, 2, 3, 5, 6, 7, 8, 9; MA Urban Ministry degree
goals: 1, 2, 3, 4, 5, 6, 7; MA Counseling degree goals: 1, 2, 3, 5, 6)

- Gain a broader perspective on the contemporary Christian tradition through the
  lens of its historical development, with particular emphasis on enduring challenges
to Christian belief and practice. (M.Div. degree goals: 1, 2, 5, 6, 7, 8, 9; MA Urban
  Ministry degree goals: 1, 2, 4, 5, 6, 7; MA Counseling degree goals: 1, 5, 6)
- Understand the pietistic and spiritual movements, as well as the social influences
  that particularly led to the development of evangelical tradition. (M.Div. degree
  goals: 1, 2, 5, 9; MA Urban Ministry degree goals: 1, 2; MA Counseling degree
  goals: 1, 2, 6)
- Develop research and writing skills in the field of Religious Studies. (M.Div.
  degree goals: 3, 7; MA Urban Ministry degree goals: 3, 4, 5; MA Counseling
  degree goals: 3)

REQUIRED TEXTS

- Kee, Howard Clark, Emily Albu, Carter Lindberg, J. William Frost, and Dana L.
- Lindberg, Carter J., ed. *The European Reformations Sourcebook*. Malden:
- Noll, Mark A. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and
  ($10-$25)
  4) ($8-$10)
- Selected articles and essays (available on the course website or on library reserve)

ASSIGNMENTS

*Participation*                              Total: 25 pts

Dialogue and reflection are key to helping you digest and wrestle with information and
materials in class. Remember that meaningful contribution is not just about *how much* you say
but also the kinds of questions you raise, the intelligence and reasonableness of the insights you
provide, the meaningfulness of the contributions you provoke in others, and the manner in
which you handle disagreement. Having the “right” answers is less important than
demonstrating that you are thinking and wrestling with the material. Regular attendance is key.

*Practical Application Research Proposal*     Total: 50 pts

To assist you in learning to handle primary sources according to historical
methodology, and to provide you with supervised experience using church history in a
practical ministry situation, you will be divided into groups of 2-4 to conduct a research
project at a local church using the church’s historical documents or artifacts. You may
conduct research at your own church (if applicable), or you may contact a local church and request to use their historical sources. The professor will approve each project, and will be available to offer guidance and instruction until the project is completed. After you have identified a research project, you will turn in a 2-3 page proposal that states where the project will be done, what sources will be researched, questions you intend to pursue in your research, and what you hope to discover. Each student will turn in their own proposal, reflective of the group’s goals. This proposal can be informal. I would like you to use it as an opportunity to tell me what you plan to do, and what your personal experience has been thus far. You must plan to use your research to benefit the church you study. Use your creativity to decide how you will do this. For example, you might present your findings to the church through video, an article for their newsletter or bulletin, a presentation, or some other exciting yet-to-be-thought-of idea. You may wish to offer research services for a special event or purpose (anniversary, celebration, concert, etc.). The sky is the limit.

*Practical Application Research Project Report*  
Total: 75 pts

After you and your group have completed the research proposed in your practical application research proposal, you will submit a 5-6 page report describing your discoveries, experience, and any pertinent background information relevant to your findings. You will also include a description and/or sample of what you gave to or did for the church as a result of your research discoveries. Each student will submit his or her own report. Your report should be well organized and more formal than your proposal. Consider using headings for various sections of your report, and be sure to properly footnote and secondary sources you used in your research.

*Major Historical Figure Research Paper*  
Total: 100 pts

Each student will complete an 8-10 page research paper on a major historical figure in Christianity. (A list of options will be provided.) The paper will be primarily biographical but must also include some reflection on the overall significance of the individual to the history of the Christian tradition. The paper must conform to the *Standards for Writing* included in this syllabus.

*Mid-Term Exam*  
Total: 100 pts

The mid-term exam will include both objective and essay components.

*Final Exam*  
Total: 100 pts

The final exam will include both objective and essay components.

**GRADING**

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**STANDARDS FOR WRITING**
All research papers must conform to Chicago (Turabian) style, as found in The Chicago Manual of Style (16th ed) or Kate Turabian's Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers. Papers should adhere to the following: Times New Roman, 12-point font, double-spaced, one-inch margin on all sides, and stapled prior to submission. Include your student ID on all written work.

ACADEMIC CONDUCT

The Seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has a zero tolerance for such behaviors. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially the same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source.

COURSE SCHEDULE

**Week 1**

Wed., Jan 28: Course Introduction; The Study of Church History
- James Hughes: “The Flow of Ideas in Church History” –course website

Reformations of the Sixteenth Century
- Kee, pp. 252-257
- Lindberg, Ch. 1, pp. 1-7 and 1.18
- Steven Ozment: *Population, Money, and Books* and *Religious Culture* from “On the Eve of the Reformation” in *The Age of Reform: 1250-1550* –course website

**Week 2**

Wed., Feb 4: Luther and the German Reformation
- Kee, Ch. 18
- Steven Ozment, *Luther and Scholasticism* from “The Mental World of Martin Luther,” and *Lutheran Social Philosophy* and *The Revolt of the Common Man* from “Society and Politics in the German Reformation” in *The Age of Reform: 1250-1550* –course website
- Lindberg, chapter 2, pp. 25-30, also, 2.10, 2.11, 2.12, 2.14, 2.17, 2.18, 2.19, 2.21; Ch. 3, pp. 46-47 and 3.3, 3.4, 3.6, 3.7, 3.11, 3.12, 3.13, 3.16; Ch. 4, p.
67 and 4.3, 4.4, 4.5, 4.9, 4.12, 4.13; Ch. 5, p. 83, and 5.1, 5.3, 5.5, 5.10, 5.11, 5.16, 5.17, 5.20, 5.21
- Luther, *Smalcald Articles*, preface, part 1; part 2, articles 1, 2, and 4; part 3, articles 2, 4, 6, 8, 9, 11, 12, 14, and 15, available online at: http://bookofconcord.org/smalcald.php

**Week 3**
Wed., Feb 11: Calvin and International Reformation
- Kee, Ch. 20
- Lindberg, Ch. 9, pp. 163-171, and 9.7, 9.8, and Ch. 10, pp. 184-185, 10.10, 10.11, 10.14, 10.16, 10.17, 10.19, 10.20, 10.22

The Anabaptists & Radical Reformation
- Kee, Ch. 19
- Lindberg, Ch. 6, pp. 103-106 and 6.9, 6.10, 6.12, 6.14, 6.21, 6.22, 6.23; Ch. 7, pp. 124-132
- Sharayah Colter, “Anabaptist Womanhood,”—course website

**Week 4 – February 16-20, 2015, Reading Week, no class meetings**

**Week 5**
Wed., Feb 25: English and Scottish Reformation
- Kee, Ch. 21
- Lindberg, Ch. 12, pp. 217-218, and 12.6, 12.7, 12.10, 12.11, 12.19, 12.21, 12.24, 12.25
- John Bunyan, *Pilgrim’s Progress*, Part 1
- Stephen J. Nichols, “The Scottish Reformation”—course website

Catholic Renewal and the Counter-Reformation
- Kee, Ch. 22
- Documents from the Chinese Rites Controversy available online at: http://www.fordham.edu/halsall/mod/1715chineserites.asp

*Practical Application Research Project Proposals Due*

**Week 6**
Wed., March 4: *MID-TERM EXAM*
Week 7
Wed., March 11: Religion in the Americas and an Introduction to “Lived Religion”

- Kee, Ch. 27 and 28
- Raboteau, Preface and Ch. 1
- David D. Hall, Worlds of Wonder, Days of Judgment, “Introduction” – course website
- John Saillant, Black Puritan, Black Republican: The Life and Thought of Lemuel Haynes, 1753-1833, pp. 3-22 –course website

Week 8
Wed., March 18: Orthodoxy, Pietism, and the Enlightenment

- Kee, Ch. 23 and 24

Week 9 – March 23-27, Reading week, no class meetings

Week 10
Wed., April 1: Transatlantic Revival and the Rise of Evangelicalism

- Noll, Introduction, Ch. 1-3 and 6
- Nathan O. Hatch, “Introduction” from The Democratization of American Christianity –course website
- Sylvia R. Frey and Betty Wood, “The First Awakening,” in Come Shouting to Zion –course website
- The Life and Religious Experience of Jarena Lee –available online at: http://www.umilta.net/jarena.html
**Week 11**

Wed., April 8: *The Church in the Nineteenth Century*

- Kee, Ch. 25 and 31-34
- Noll, Ch. 8; Raboteau, Ch. 2-4
- James Cone, *The Spirituals and the Blues*, pp. 1-31 –course website;
- Stephen A. Marini, “Introduction,” in *Radical Sects of Revolutionary New England* –course website
- Interview with Clara C. Young at her home in Monroe County Mississippi from *Praying to Be Set Free* –available online at: http://msgw.org/slaves/young-clara-xslave.htm

*Practical Application Research Project Final Papers Due*

**Week 12**

Wed., April 15: *Twentieth-Century Developments and Response to the City*

- Kee, Ch. 35
- Raboteau, Chs. 5, 6, 7
- Walter Rauschenbusch, excerpts (TBD) from *Theology for the Social Gospel* –available online at: https://archive.org/details/theologyforsoc00raus

Modern Missions

- Kee, Chs. 40 and 41
- *Barmen Declaration* available online at: http://www.westpresa2.org/docs/adulted/Barmen.pdf
- H. Richard Niebuhr, “The Enduring Problem” in *Christ and Culture* – course website

**Week 13**

Wed., April 22: *FINAL EXAM*

Wed., April 25: *RESEARCH PAPER DUE, 11:59 P.M.*

*Electronic submissions only.*