

HTH288 History of Christianity II



Pathways

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For the Acadeum Course Sharing Consortium

We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass/Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

Letter Grade	Percentage		GPA
A+	90-100	Excellent	4.0
A	85-89		4.0
A-	80-84		3.7
B+	77-79		3.3
B	73-76	Above Average	3.0
B-	70-72		2.7
C+	67-69		2.3
C	63-66	Average	2.0
C-	60-62		1.7
D+	57-59		1.3
D	53-56		1.0
D-	50-52		0.7
F	< 50	No Credit (Fail)	0

Plagiarism & Academic Misconduct at Rocky Mountain

College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic crimes can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright ©1998 University of Calgary

HTH288 – History of Christianity II
Rocky Mountain College
Credits: 3

I. COURSE DESCRIPTION & PURPOSE:

This course is an examination of the development of the Christian Church from the late medieval period through to the early 21st century. Key topics include: the Protestant and Catholic Reformations; the Great Awakenings and the rise of modern Evangelicalism, Fundamentalism, and the growth of modern missionary movements, along with a consideration of significant individuals, changes in theology, institutions, devotional practices, gender roles, and attempts to engage and shape culture.

II. COURSE OBJECTIVES:

By the end of the course, the student is expect to:

- a.) be able to explain the intellectual, socio-economic, and political setting that shaped Christianity from the Reformation to the present, both East and West;
- b.) recount the key causes and reasons for the ebb and flow of Christianity’s dominance in the Western world from the 16th century to the present;
- c.) identify and describe the various epochs that have divided the history of Christianity along geographical, ethnic, socio-economic, political, and confessional lines up until the present;
- d.) outline key features of the lives of important Christian thinkers who emerged as symbols of their respective intellectual and spiritual trends and understand their continuing legacy on the contours of Christianity and the Western world today;
- e.) be able to interact meaningfully with and describe the relevant and more recent historiographical issues and debates surrounding the study of the history of Christianity and scholarly perspectives on its abiding legacy and implications for society today.

III. REQUIRED TEXTBOOK:

González, Justo L. *The Story of Christianity: The Reformation to the Present*, rev. & upd. New York: HarperCollins, 2010.

Primary Source Readings – available in each module

IV. COURSE OUTLINE:

The course is structured according to the historical development of the major themes, ideas, thinkers, intellectual trends, events, and movements in Christianity's history from immediately before the Reformation to the present.

Module	Topic	Readings / Assignments
Module 1	Course Introduction <ul style="list-style-type: none">• Opening Comments• “Late Medieval Scholasticism, Renaissance Humanism”	González, pp. 7–18. Primary Source Readings: Erasmus – “On Free Will” (1524)

Module 2	“Martin Luther Ignites the Protestant Reformation”	González, pp. 47–56. Primary Source Readings: 2.16 – Martin Luther on Revelation in Christ
Module 3	“The 16 th -Century Reformed Tradition and Calvinism”	González, pp. 77–86. Primary Source Readings: 6.36 – John Calvin on Predestination
Module 4	“The Origins of the 16 th -Century Radical Reformation”	González, pp. 105–113. Primary Source Readings: Anabaptist selection – On Religious Toleration, <i>Anabaptism in Outline</i> , pp. 292-294.
Module 5	“The 16 th -Century Reformation in the British Isles”	González, pp. 115–140; 151–175. Primary Source Readings: 7.18 – Richard Hooker on the Purity of the Church
Module 6	“The Catholic Reformation and the Thirty Years War (1618–48)”	González, pp. 211–235; 249–258. Primary Source Readings: 2.19 – The Council of Trent on Scripture and Tradition
Module 7	“The Puritan Revolution and the Great Awakening in the Thirteen Colonies”	González, pp. 301–317; 319–347. Primary Source Readings: 10.17 – Jonathan Edwards on the Reality of Hell
Module 8	“Enlightenment Deism and the Rise of Pietism”	González, pp. 349–372; 399–415. Primary Source Readings: 2.29 – Philip Jakob Spener on Scripture and the Christian Life
Module 9	“19 th -c. Protestant Theology, Fundamentalism, and NeoOrthodoxy”	González, pp. 495–519. Primary Source Readings: 2.49 – Thomas F. Torrance on Karl Barth’s Criticism of Natural Theology
Module 10	“Eastern Orthodoxy after the Fall of Constantinople (1453), Roman Catholic Christianity in the 20 th century, and Vatican II (1962–65)”	González, pp. 373–383; 520–530. Primary Source Readings: 6.54 – The Second Vatican Council on Human Nature

V. COURSE ASSIGNMENTS:

Weight	Assignment	Date Due
20%	Participation & Prim. Source Reading Resp.	For each module
20%	Midterm Exam	After completing Module 5
30%	Research Paper	Final day of the course
30%	Final Exam	After completing all modules

Course Readings:

The core of the readings for this course is in the Gonzalez textbook. The student is advised to read the selections from the Gonzalez text as they appear in the course outline above. The student must also familiarize her- or himself with all the primary source readings, which will be the selections on which students will complete their Primary Source Reading Responses. These primary source readings will be uploaded beginning in Module 2 for you to either read online or print for yourself.

Participation and Primary Source Reading Responses (20%):

It is expected that the student will listen to all recorded lectures and follow along with the PowerPoint slides, view the various video clips, contact the professor with relevant questions for further clarification or elaboration on what is being discussed whenever needed, hand in assignments on time, and participate in online discussions based on question(s) posed by the professor on topics related to the history of Christianity from the 16th century to the present. The amount and quality of the students' completion of these tasks will all be reflected in the Participation score.

As part of the participation score, students are required to access the Primary Source Reading (see Course Outline) that appears in each module and upload a brief response in the Dropbox for that module (approx. 0.5 to 1 page in length, typed, double-spaced, with the reading's discussion question and the student's name at the top) that answers the question that appears directly on the primary source reading selection in each module; students are to upload their Primary Source Reading Responses after they have viewed each module and will receive 1 point for each properly submitted response for a total of 10% of the course (i.e., half of the total Participation score).

Midterm Exam (20%) – After completing Module 5

Students will write a midterm exam after Module 5 that covers the first half of the course. The exam itself will include multiple choice, fill-in-the-blank, and short answer questions taken from class lectures and discussions, textbook readings, and primary source readings. You will receive 1 hour, 15 min. to write it. In preparation for the midterm exam, it is recommended that the student review especially the PowerPoint lectures in each module. The professor has also posted a Midterm Exam Study Guide in Module 5 to ensure students have enough information and time for proper preparation.

Research Paper (30%) – Final day of course

Students are required to hand in a 1,800 to 2,000-word (approx. 6–7 pages) Research Paper (.pdf) in the assignment Dropbox online. This paper will explore a topic of the student's own choosing from the many subjects explored in the course textbook and lectures. If the topic is outside the purview of the textbook and lectures, the student will need to ask permission from the professor. This is an opportunity for the student to investigate a topic of interest and enter the various debates that make scholarship on the history of Christianity so exciting. This assignment is open-ended in its approach to allow students flexibility and a chance for personal expression, only that it should be an argumentative paper with a thesis to defend (see the Research Paper Guide in Module 10 for more information) and that it follows the standards or quality research papers expected of a second-year undergraduate student at Rocky Mountain College.

To give students more precise parameters and clearly outline the expectations of the research paper, the professor has posted a Research Paper Guide in Module 10 for the student to peruse.

*****Please note that students will not have access to the online course after the final day; it is therefore incumbent upon students to hand in their assignments on time.**

Final Exam (30%) – After viewing all modules

Students will be given 2 hours, 15 minutes to write a cumulative final exam that nevertheless focuses mostly on the second half of the course; students will have an opportunity to write the exam online at any point after they have viewed all .ppt lectures and before the final day of the course. The exam itself will include multiple choice, fill-in-the-blank, and short answer questions taken from class lectures and discussions, textbook readings, and primary source readings as well as one essay question at the end. In preparation for the final exam, it is recommended that the student review especially the PowerPoint

lectures in each module. The professor has posted a Final Exam Study Guide in Module 10 to ensure students have enough information and time for proper preparation.

VI. Select Bibliography:

- Brown, Stewart J. and Timothy Tackett. *Christianity: Enlightenment, Reawakening and Revolution, 1660–1815*.
- Bireley, Robert. *The Refashioning of Catholicism, 1450–1700*. Washington, DC: Catholic University of America Press, 1999.
- Chadwick, Owen. *The Reformation*. New York: Penguin, 1990.
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- Massie, Robert K. *Peter the Great: His Life and World*. Toronto: Random House, 2012.
- McGrath, Alister, E. *The Intellectual Origins of the European Reformation*. Malden, MA: Blackwell, 2004.
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- O'Malley, John W. *What Happened at Vatican II*. Cambridge, MA: Harvard University Press, 2010.
- Parker, T.H.L. *John Calvin, A Biography*. Louisville, KY: Westminster John Knox Press, 2007.
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- Roth, John D. "Recent Currents in the Historiography of the Radical Reformation." *Church History* 71, no. 3 (September 2002): 523-536.
- Rummel, Erika. *The Humanist-Scholastic Debate in the Renaissance & Reformation*. Harvard Historical Studies, Vol. 120. Cambridge, MA: Harvard University Press, 1995.
- Snyder, C. Arnold. *Anabaptist History and Theology: An Introduction*. Kitchener, ON: Pandora Press, 1995.
- Spitz, Lewis W. "Humanism and the Protestant Reformation." In *Renaissance Humanism: Foundations, Forms, and Legacy*. ed. Albert Rabil Jr., Vol. 3, 380-411. Philadelphia: University of Pennsylvania Press, 1988.
- Ware, Kallistos. *The Orthodox Church*. New York: Penguin Books, 1997.
- Williams, George H. *The Radical Reformation*. Kirksville, MO. Sixteenth-Century Journal Publishers, 1992.