

While every effort has been made to be accurate as of 11 January 2022,
syllabi produced before the beginning of class are subject to change.

HIST 502: HISTORY OF CHRISTIANITY II

Bruce Hindmarsh

Winter 2022

Tuesdays and Thursdays, 9:30-10:50 am

3 graduate credit hours

Tutorial TAs: Jerusha Lieow and Andrew Giesbrecht

Special Notes

On Campus and Online: This course is being offered on campus and online in Winter 2022. Students may apply to take this course online when registering for the course through REGIS. Recordings will not be available for this class.

Course Description

The History of Christianity courses are designed as a survey of Christian history. Since most students at Regent College have had little exposure to Christian history, the survey is on an introductory level. These courses provide the best approach to Christian history for the student who is only at Regent for the Diploma; they are required for students enrolled in the MDiv and strongly recommended for those planning to do the MA in Theological Studies. These courses are offered every year and may be taken at any stage during a student's time at Regent, although if a student is planning to take both HIST 501 and HIST 502, they are advised to take them in chronological succession. If a student is planning to proceed to a degree and wishes to take other electives in the historical field or do an historical thesis, then these survey courses are a prerequisite and should be taken as soon as possible.

History of Christianity II is designed as a survey of the history of Christianity from the end of the Sixteenth Century through to the present day. The title History of Christianity, rather than Church History, is designed to suggest that the course is concerned not just with church organization and practice, but with the history of ideas, popular religion, the impact of Christianity upon society, and politics, and of socio-political structure upon Christianity.

Learning Objectives

By the end of the course, through lectures, assigned readings, personal reflection, research and writings, the student should be able to demonstrate:

1. An understanding of the broad sweep of church history by telling the story of the church from A.D. c1500 to the present day.
2. To promote understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. In doing so this course seeks to foster an understanding that the content and methodology of historical investigation is always contestable and that interpretation necessarily involves a toleration of uncertainty and humility.
3. To encourage understanding of the present and the nature, place and mission of the church in our own day through critical reflection on the past.
4. To cultivate the spiritual discipline of listening to cultures other than our own.

Assignments

1. Background Reading and Reading Log

Students are asked to come to lectures having read key sections of Justo Gonzalez, *The Story of Christianity: The Reformation to the Present Day* (Vol. 2). This textbook not only provides a vital backdrop to the lectures, but it also allows students to prepare for the final exam.

Some weeks have more reading assigned than other weeks. Plan ahead!

A Reading Log is provided on Moodle where you can record your reading each week: yes/no, or % read. This is to be handed in on the last day of class, with an honour statement.

2. Reading and Analysis of Original Source Documents: Weekly Tutorials

During the course of the term students will study original documentary material in detail. Primary source documents are to be read in advance of weekly tutorial meetings. Students will be asked to prepare a short but detailed analysis of one section of five of these original texts (approximately 1 page each). Analysis of original source material will allow students to go deeper into the material, to apply their general understanding of each historical period and to learn how to interpret historical texts using the methods of a working historian.

Discussion weekly; Gobbet schedule, see appendix below

3. Book Review and Research Essay

This is a three-part assignment. Students should choose a particular issue or person in the period under review for further research. This can be a subject of your choice. It is advised that you should run the topic by the tutorial TA or Dr. Hindmarsh before proceeding, but you should in any case determine your topic by the first reading week.

Part one: Write a **book review** of an academic monograph related to your subject. Find the best academic study on your subject (a specialist scholarly study, usually published by a university or scholarly press), and read it carefully. Write a book review (1000 words) in which you introduce the author and aims of the book (one paragraph), summarize its argument following the outline of the chapters or sections of the book (approx. two-thirds of your review), and critique its argument (final paragraphs) in terms of insights, strengths, weaknesses, questions raised, or how it contributes to our understanding of the subject.

Due on Moodle, Feb. 21, 2022

Part two: Compile an initial draft **bibliography** with at least twelve entries for your research essay. This should include primary sources and scholarly studies, including articles from journals and/or chapters from edited collections. For your tutorial on the week of March 14, submit two documents for peer review: (1) a bibliography of your items in proper format, conforming strictly to “Turabian” (see below), and (2) a further document entitled “Footnotes,” with examples for each item from your bibliography in footnote format. The tutorial will provide opportunity to get feedback on your sources and to have a peer review your formatting style. Failure to submit the bibliography and footnotes reduces the final paper grade 1/3 of grade.

Due on Moodle, Mar. 14, 2022

Part three: Write a 2,000-word **research essay** on your topic that argues a clear thesis. In historical research, this usually takes the form of arguing in some way “what happened and why.” For evidence, you should appeal to primary sources. You should engage secondary sources as your interlocutors or conversation partners (with whom you agree or disagree). Your sources should include the primary sources necessary for your investigation, along with at least 4-6 serious critics (think of them as fellow historians). Your secondary sources should include monographs (specialist studies) and journal articles. Textbooks might fill in background for you, but these are not authorities to be used for research or items for your bibliography. This is an opportunity to go deeper.

Essays, notes, and bibliography should conform in format to the latest edition of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*.

Due on Moodle, Monday, April 4, 2022

4. Examination

There is a final exam, reviewing the whole course, on a date following the last lecture, to be announced. It will be two hours, and there will be study questions provided ahead of time.

Evaluation

Reading Log	10%
Book Review	15%
Term Paper	35%
Final Examination	20%
Tutorials (Gobbets & participation)*	20%

* Tutorial participation will be evaluated based on gobbets (15%) and weekly, engaged participation (5%). Gobbets will be graded on a pass/fail basis.

Important Policies

Note that while every effort is made to ensure that assignments do not go missing, students are strongly advised to keep a copy of all course work in the event that resubmission is required.

Course Evaluations are an essential way for the College to measure and improve the effectiveness of its courses. Submitting a course evaluation is considered a requirement of this course. Near the last class session you will receive an e-mail notice with a link to an online course evaluation. Once you have submitted your evaluation you may then view your course grade online.

Extensions for course work are granted only in cases of a demonstrated unforeseeable and unavoidable emergency. See the Extension Policy for details (<http://www.regent-college.edu/current-students/academic-catalogue/course-policies>). The deadline for applying for an extension is the due date of the assignment(s). For Fall and Winter end-of-term assignments, you must first ask your instructor for an extension before applying through the Student Services Office.

Attendance is expected at all classes. If you must miss a class, for whatever reason, you are encouraged to contact your instructor prior to the class. Instructors are at liberty to assign grade penalties for unexcused absences.

Academic Honour is upheld by Regent College, as the highest standards of academic responsibility are part of our commitment to Christ in all of life. Students are required to familiarize themselves especially with the discussion of “Academic Integrity” in the College Catalogue.

Class Outline

This is a provisional outline of lecture topics, and there will likely be some adjustments to the schedule and revision of topics along the way.

Week 1: Background reading: Justo Gonzalez, *The Story of Christianity: The Reformation to the Present Day* (2010), Part II, Chapters 1-5, 7
Tues 18 January: **Martin Luther and the German Reformation**
Thurs 20 January: **Zwingli, Calvin and the Swiss Reformation**
Source reading for Week 1: *A Reformation Debate: Sadoletto's Letter to the Genevans and Calvin's Reply*, ed. John C. Olin (New York: Fordham University Press, 2000). (Weblinks on Moodle).

Week 2: Background reading: Gonzalez, Chapter 6, 12.
Tues 25 January: **The Anabaptists**
Thurs 27 January: **The Catholic Reformation and Missions**
Tutorial Reading for Week 2: Selections from the Council of Trent (Gobbet)

Week 3: Background reading: Gonzalez, Chapters 8-11, 13-18 (note: more reading this week)
Tues 1 February: **The Anglican Reformation**
Thurs 3 February: **The Rise and Progress of Puritanism**
Tutorial Reading for Week 3: Foxe's *Book of Martyrs*.

Week 4: NOTE THE SPECIAL LECTURE TIME THIS WEEK: Wednesday evening to replace Thursday morning

Background reading: Gonzalez, Chapters 19-21

Tues 8 February: **Continental Pietism**

****Wed. 9 Feb.(7pm): Christianity and The Rise of Science (Prof. Peter Harrison)** (by Zoom)**

Thurs 10 February: no class (because of previous evening lecture)

Tutorial Reading for Week 4: P. J. Spener, *The Pia Desideria* (1675), (4 pages), *The Spiritual Priesthood*, (3 pages), A. H. Francke, *Three Practical Discourses* (1716), (3 pages) (Gobbet)

Reading Week – No Classes February 14-18

Week 5: Background reading: Gonzalez, Chapters 22-24

Tues 22 February: **The Enlightenment**

Thurs 24 February: **The First Evangelical Revival in Britain**

Tutorial Reading for Week 5: John Wesley, *Excerpts from his Journal 8th Jan -24th May 1738* (Gobbet)

Week 6: Background Reading: Gonzalez, Chapters 25-27

Tues 1 March: **The Great Awakening in America**

Thurs 3 March: **Case Study: Women’s Spiritual Experience in the Nineteenth Century (Dr. Cynthia Alders)**

Tutorial Reading for Week 6: TBD

Week 7: Background Reading: Gonzalez, Chapters 28-30

Tues 8 March: **The Second Evangelical Revival (1785-1830) - Britain and Europe**

Thurs 10 March: **Second Evangelical Awakening - America**

Tutorial reading for week 7: Selection from *The Evangelical Magazine*, 1797

Week 8:

Background Reading: Gonzalez, Chapters 31 and 33

Tues 15 March: **The Birth of Protestant Mission**

Thurs 17 March: **Schleiermacher and the Rise of Liberalism**

Tutorial Reading for Week 8: Selection from Ludwig Feuerbach, *Lectures on the Essence of Religion* (1851)

Part of the tutorial this week will be spent reviewing an exercise in compiling sources for a bibliography, and for footnote and bibliographic formatting. See assignment 3 (part two) above.

Reading Week – No Classes March 21-25

Week 9:

Background reading: Gonzalez, Chapters 32 and 34

Tues 29 March: **Catholic Revivalism – Anglo-Catholicism,
Ultramontanism and Catholic anti-modernism**

Thurs 31 March: **The Rise and Fall of Evangelical Protestantism**

Tutorial Reading for Week 9: *The Syllabus of Errors* (1864), (22 pages),
The Doctrine of Papal Infallibility (1870) (6 pages) (Gobbet)

Week 10:

Background reading: Gonzalez, Chapter 35

Tues 5 April: **The Rise and Fall of the Social Gospel
Movement**

Thurs 7 April: **The Fundamentalist response to Liberalism**

Tutorial reading for Week 10: Fosdick and Machen: Liberals vs
Fundamentalists

Week 11:

Background reading: Gonzalez, Chapters 36

Tues 12 April: **The Church's Response to Hitler: Bonhoeffer
and the Confessing Church (Dr. Jens
Zimmerman)**

Thurs 14 April: **The Chinese Church in the Twentieth
Century (Dr. Grace Liang)**

Tutorial reading for Week 11: *Principles of the Religious Movement of 'German Christians'*, issued in June 1932, (3 pages) A Christmas Sermon 1936, preached in Solingen, (2 pages) Karl Barth, *The Barmen Confession*, (6 pages) Dietrich Bonhoeffer, *The Aryan Clauses* (9 pages) (Gobbet)

Week 12: Background reading: Gonzalez, Chapters 37-38

Tues 19 April: **The African Church in the Twentieth Century (Dr. Paul Kollman)**

Thurs 21 April: **Twentieth Century Pentecostalism – the case of Latin America (Dr. Paul Freston)**

Tutorial for Week 12: Final Exam Review

TBD: **Final Exam**

Bibliography

Required Reading

Gonzalez, Justo. *The Story of Christianity: Volume 2: The Reformation to the Present Day*. NY: HarperCollins, 2010.

Weekly Course Readings

All the readings for the course will be available on the Course Moodle page. Students are asked to print physical copies of their reading to bring to tutorials.

Assigned Gobbets

Gobbets due by the end of the week (Friday).

1) From the *Council of Trent*

"That our Catholic faith, without which it is impossible to please God, may, errors being purged away, continue in its own perfect and spotless integrity, and that the Christian people may not be carried about with every wind of doctrine..."

Assignment: Tuesday, 25 January

2) From P. Spener, *Pia Desideria*

"Every Christian is bound not only to offer himself and what he has, his prayer, thanksgiving, good works, alms, etc., but also industriously to study in the Word of the Lord, with the grace that is given him to teach others, especially those under his own roof, to chastise, exhort, convert, and edify them, to observe their life, pray for all, and insofar as possible be concerned about their salvation."

Assignment: Tuesday, 8 February

3) From J. Wesley, *Journal* (1738)

"When I was about twenty-two my father pressed me to enter into Holy Orders. At the same time, the providence of God directing me to Kempis's *Christian Pattern*, I began to see that true religion was seated in the heart and that God's law extended to all our thoughts as well as words and actions."

Assignment: Tuesday, 22 February

4) From *The Syllabus of Errors* (1864)

"4. All truths of religion proceed from the innate strength of human reason; hence reason is the ultimate standard by which man can and ought to arrive at the knowledge of all truths of every kind"

Assignment: Tuesday, 29 March

5) From *Principles of the Religious Movement of 'German Christians'*

"We see a great danger to our nationality in the Jewish Mission. It promises to allow foreign blood into our nation. It has no right to exist side by side with the Foreign Mission. We object to the Jewish mission in Germany so long as the Jews have the citizenship and so long as there is the danger of racial mixture and bastardization. The Holy Scriptures tell us also about holy wrath and self-denying love. Marriages between Jews and Germans particularly must be prohibited."

Assignment: Tuesday, 12 April