

# New Orleans Baptist Theological Seminary

## History of Christianity: Reformation - Modern—HIST 5201

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### **NOBTS Mission:**

To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **Course Description (From NOBTS Catalog)**

*HIST 5301 History of Christianity I: Reformation - Modern (3 hours) This course provides a general historical survey of the Christian movement from the Protestant Reformation to the present. Attention is given to significant ideas, individuals, movements, and institutions in the development of Christianity during the Reformation and modern periods.*

### **Student Learning Outcomes:**

*By the end of this course the student should:*

- **Utilize** concepts and arguments related to church history in the discussion of religious topics.
- **Value** church history as it relates to life and Christian Ministry.
- **Develop** sound arguments for and critiques of religious perspectives.

### **Core Values Focus:**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The NOBTS core value focus for 2014-15 is Spiritual Vitality.

### **Curriculum Competencies Addressed**

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Christian Theological Heritage

### **Assignments:**

**Tests:** Each student will complete 4 tests online.

**Reading Report:** Students will turn in a reading report indicating the percentage of the assigned reading they have completed.

**Movie Review:** Students will write a review of the movie *Luther*. Review should be approximately three pages in length.

### **EMBEDDED STATEMENT IN THE SYLLABUS:**

**Book Review:** Each student will write a book review of Mark Noll, *Turning Points*. The review should be between six to eight double-spaced typewritten pages in length and contain:

- (1) a bibliographical entry at the top of the first text page of the review,
- (2) a brief biographical sketch of the author,
- (3) a brief summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of Christianity
- (4) an identification of the impact of these individuals and events on the student's Christian theological heritage,
- (5) a statement of the author's purpose and the extent to which the purpose was realized,
- (6) a statement regarding the book's uniqueness,
- (8) a description of the author's biases,
- (9) an evaluation of the impact of this book on the student's understanding of Christian history.

**All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. Due Date:** *See Course Schedule.*

**Embedded Assignment:** The Book Review serves a dual purpose in the curriculum as the Embedded Assignment that will be used to assess how well students are meeting the standards set by the course objectives of the Church History Department. The rubric for the embedded assignment is attached to this syllabus.

### **Grading:**

All assignments are due at the specified time allowed in Blackboard. Ensure you turn your assignments in before the opportunity to turn it in expires.

**Late work will not be accepted.**

Tests:	50%
Assigned Reading	10%
Movie Review	: 10%
Book Review:	: 30%
Total	100%

Final grades will be assigned according to the NOBTS catalog grading scale.

### **Absences:**

Attendance is required. The absence policy in the NOBTS catalog will be enforced.

### **Required Text**

Justo González, *The Story of Christianity*, One Volume Edition (Peabody, Mass: Prince Press, 1994)..

Bettenson, Henry and Chris Maunder, eds. *Documents of the Early Christian Church*. 4th ed. New York, NY: Oxford University Press, 2011.

Mark A. Noll, *Turning Points: Decisive Moments in the History of Christianity*. 3d ed. (Grand Rapids, Mich.: Baker Academic, 2012).

### Course Schedule

The course schedule is tentative and will be modified as necessary. All reading assignments are to be completed prior to the class session for which they are assigned. All chapters are from *The Story of Christianity* by Justo L. Gonzales. This schedule is ambitious. From time to time topics may have to be “pushed back” to the next session. The final days of the schedule are open to allow for completion of the material.

Date	#	Topics	González Chapters	Bettenson	Assignments Due
01/26	1	Welcome Introduction to the Course			
2/9	2	Reformation	Chapters 1-13	Part II VIII-X	
2/23	3				Test 1
3/9	4	Orthodoxy, Rationalism, and Pietism	Chapters 14-24	Part II XI	Movie Review
3/30	5				Test 2
4/13	6	Nineteenth Century	Chapters 25-30	Part II XII	Book Review
4/27	7				Test 3
5/12	8	Twentieth Century	Chapters 31-35	Part II XIII-XVIII	Test 4 Reading Report

## Competency Assessment Rubric for HIST 5301 History of Christianity: Reformation-Modern

Assessment #: \_\_\_\_\_

Semester & Format: \_\_\_\_\_

### Cognitive Assessment

1. The Student \_\_\_\_ demonstrated and articulated a mature understanding of doctrines taught by differing groups during the History of Christianity  
\_\_\_\_ reflected an awareness of the doctrines taught by differing groups during the History of Christianity but did not address all of the fundamental doctrines or adequately explain each doctrine  
\_\_\_\_ was unable to identify or explain the doctrines taught by differing groups during the History of Christianity
2. The Student \_\_\_\_ demonstrated and articulated a mature understanding of the significant individuals, movements, and institutions in the History of Christianity  
\_\_\_\_ reflected an awareness of some of the significant individuals, movements, and institutions in the History of Christianity but did not address all of the events or adequately explain each event  
\_\_\_\_ was unable to identify or explain the significant individuals, movements, and institutions in the History of Christianity
3. The Student \_\_\_\_ demonstrated and articulated a mature understanding of the formation and development of the Christian movement from its inception to the present  
\_\_\_\_ reflected an awareness of some of the formation and development of the Christian movement but did not address all of these concepts  
\_\_\_\_ was unable to demonstrate an awareness of the formation and development of the Christian movement

### Affective Assessment

1. The Student \_\_\_\_ demonstrated a valuing and embracing of the ideas, individuals, movements, and institutions in the History of Christianity  
\_\_\_\_ reflected an appreciation of ideas, individuals, movements, and institutions in the History of Christianity but did not fully embrace these concepts  
\_\_\_\_ rejected the study of the ideas, individuals, movements, and institutions in the History of Christianity and saw no value in it
2. The Student \_\_\_\_ demonstrated a valuing and embracing of the study of the History of Christianity  
\_\_\_\_ reflected an appreciation of the History of Christianity but did not fully embrace the need to study this subject  
\_\_\_\_ rejected the study of the History of Christianity and saw no value in it

### Psychomotor Assessment

1. The Student \_\_\_\_ fully identified concepts of Christian theological heritage  
\_\_\_\_ identified some concepts of Christian theological heritage but did not address all of the fundamental concepts or did not adequately define each concept  
\_\_\_\_ was unable to identify or define concepts of Christian theological heritage
2. The Student \_\_\_\_ placed individuals, movements, and ideas within their proper historical context  
\_\_\_\_ placed some individuals, movements, and ideas within their proper historical context but not all of these concepts nor all the contexts.  
\_\_\_\_ was unable to place individuals, movements, and ideas within their proper historical context

## Selected Bibliography

### General History

Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody, MA: Hendrickson, 1998.

*The Cambridge History of Christianity*. New York / Cambridge: Cambridge University Press, 2005- .

Cross, Frank and E. Livingstone. *Oxford Dictionary of the Christian Church*. 3d ed. Oxford University Press, 2005.

Duffy, Eamon. *Saints and Sinners: A History of the Popes*. 2d ed. New Haven: Yale University Press, 2001.

Ferguson, Everett. *Church History*. 2 volumes. Zondervan, 2005-2006.

Gonzalez, Justo. *A History of Christian Thought*. 3 volumes.

Latourette, Kenneth Scott. *A History of Christianity*. 2 volumes.

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine From the Bible to the Present*. 3d ed. Louisville: John Knox Press, 1982.

*Library of Christian Classics*. Edited by John Baillie, John T. McNeill, and Henry P. Van Dusen. Philadelphia: Westminster, 1950s.

Neill, Stephen. *A History of Christian Missions*. 2d ed. Penguin, 1991.

Olson, Roger. *The Story of Christian Theology*. InterVarsity Press, 1999.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 volumes. Chicago: University of Chicago Press, 1971-1989.

Walker, Williston, et al. *A History of the Christian Church*, 4<sup>th</sup> ed. Scribner's, 1985.

### Early Church

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, AD 200-1000*. 2d ed. Blackwell, 2002.

Chadwick, Henry. *The Church in Ancient Society*. Oxford: Oxford University Press, 2002.

\_\_\_\_\_. *The Early Church*. Baltimore: Penguin Books, 1967.

Di Berardino, Angelo, ed. *Encyclopedia of the Early Church*. 2 volumes. Oxford University Press, 1992.

Drobner, Hubertus. *The Fathers of the Church*. Peabody, MA: Hendrickson, 2005.

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Frend, W. H. C. *The Rise of Christianity*. Philadelphia: Fortress Press, 1986.

Holmes, Michael. *The Apostolic Fathers: Greek Texts and English Translations*. 3d ed. Grand Rapids: Baker Academic, 2007.

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Jefford, Clayton. *Reading the Apostolic Fathers*. Peabody, MA: Hendrickson, 1996.

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McKechnie, Paul. *The First Christian Centuries*. InterVarsity Press, 2002.

Wilken, Robert L. *The Spirit of Early Christian Thought: Seeking the Face of God*. New Haven: Yale University Press, 2003.

### Medieval Christianity

*Early Medieval Christianity, c. 600-c. 1100*. Edited by Thomas F.X. Noble & Julia M.H. Smith. Cambridge History of Christianity. New York: Cambridge University Press, 2008.

Hussey, J. M. *The Orthodox Church in the Byzantine Empire*. Oxford: Oxford University Press, 1986.

Morris, Colin. *The Papal Monarchy: The Western Church from 1050 to 1250*. Oxford History of the Christian Church. New York: Oxford University Press, 1991.

Riley-Smith, Jonathan. *The Crusades: A History*. 2d ed. New Haven: Yale University Press, 2005.

\_\_\_\_\_. *The Oxford Illustrated History of the Crusades*. Oxford: Oxford University Press, 2002.

Southern, R. W. *Western Society and the Church in the Middle Ages*. Penguin, 1990.

*The Medieval Theologians*. Edited by G. R. Evans. Blackwell, 2004.

Ware, Timothy. *The Orthodox Church*. Rev. ed. Penguin, 1993.