

Wake Forest University School of Divinity
Christian History
Professor -- Bill J. Leonard

I will be a better Catholic, not if I can refute every shade of Protestantism, but if I can affirm the truth in it and still go further. So, too, with the, Muslims, the Hindus, the Buddhists, etc. this does not mean syncretism, indifferentism, the vapid and careless friendliness that accepts everything by thinking of nothing. There is much that one cannot “affirm” and “accept,” but first must say “yes” where one really can. If I affirm myself as a Catholic merely by denying all that is Muslim, Jewish, Protestant, Hindu, Buddhist, etc., in the end I will find that there is not much left for me to affirm as a Catholic: and certainly no breath of the Spirit with which to affirm it.

Thomas Merton, *Conjectures of a Guilty Bystander*

In my wanderings up and down . . . preaching according to my ability, I have frequently found families who told me that they had not for several years been to a meeting, and yet, while listening to hear what God would say by his poor coloured female instrument, have believed with trembling—tears rolling down their cheeks, the signs of contrition and repentance towards God. I firmly believe that I have sown seed, in the name of the Lord.

Jarena Lee, *The Life and Experience of Jarena Lee*

I. Goals of the Course:

Through this introductory course, students will:

1. Become familiar with the basic developments in Christian history from the 17th century to the beginning of the 21st century. This includes an examination of Post-Reformation Protestantism, Roman Catholicism from the Council of Trent through Vatican Council II, and representative expressions of Christianity in Africa, Asia, Latin America, and the United States.
2. Explore the impact of modernity/postmodernity on Christian beliefs and institutions as shaped by questions of faith and reason, nature and grace, ecclesiastical authority and denominational development, science and the Enlightenment, religious freedom and religious experience, and fundamentalism/liberalism.
3. Encounter specific information and insights as offered by various “voices” in the modern world, including Sor Juana de la Cruz, Mexican poet and proto-feminist; Dorothy Day, founder of the Catholic Worker Movement; and Martin Luther King, Jr., Baptist preacher and Civil Rights leader.
4. Through lecture, class discussion, and personal research become better analysts of the church’s contemporary context in light of the legacies of its

past.

II. Each student is required to purchase and read selections from the following texts:

1. General Texts for Daily Reading:

- a. Justo Gonzalez, *The Story of Christianity: Reformation to Present Day*. Volume 2 **Second edition**
- b. Alec. R. Vidler, *The Church in an Age of Revolution*, 1990.
- c. Edwin S. Gaustad and Leigh Schmidt, *The Religious History of America*, 2002.
- d. Henry Bettenson and Chris Maunder, *Documents of the Christian Church*, 1999.

2. Reading Response Texts:

- a. Sor Juana De La Cruz, *Poems, Protest and a Dream*.
- b. Dorothy Day, *The Long Loneliness*.
- c. Martin Luther King, Jr., *Stride Toward Freedom: The Montgomery Story*.

III. Requirements: Evaluation of the students will be determined on the basis of daily reading reports, reading responses, two examinations and one research paper.

1. Examinations. There will be two examinations, a mid-term and a final. The first will last one hour and a quarter (regular class time) and will deal with post-Reformation Protestantism and Roman Catholicism. The three-hour final will deal primarily with American and global church history in light of issues examined throughout the course.

The format for examinations includes a section of terms to identify and date, in order to highlight important individuals, treatises, and contexts. The second section involves essay questions that require the use of historical materials in response to contemporary issues and challenges.

A study guide detailing identification terms and topics for the essays will be made available on Sakai approximately 2 weeks before each examination.

2. Research Paper. Each student is required to prepare a research paper dealing with a specific topic relating to the course. Suggested topics and procedures are provided elsewhere in the syllabus. No alternative project to the research paper may be submitted. The paper should include: Thesis/Problem/Issue to be explored; appropriate sources, primary and secondary; clear, a well-written, clearly organized presentation; **proper documentation using Kate Turabian, *A Manual for Writers (Chicago style guide)***; conclusions that give evidence of critical analysis; and an appropriate bibliography. **Papers should be 4000-4500**

words in length.

3. Daily Reading Responses: Students are expected to do the daily readings as assigned in the schedule. A one-page response to the readings is due at the beginning of each class. Responses should include student reaction to particular issues raised by the reading and conclude with 1-3 questions raised by the reading. These papers must be turned in at the beginning of each class. **No late reader-response papers will be received.**
The special reading reports due on February 3, March 19 and April 14 will be received as the daily reading report for those classes. (Readings for the texts are included on the syllabus for those who wish to read them.)

Grades for these papers are calculated as follows:

- A: 28-25 papers submitted
- B: 24-21 papers submitted
- C: 20-17 papers submitted
- D: 16-13 papers submitted
- F: 12 papers or fewer submitted

4. Special Reading Reports: Four additional books are also required. They include:
- a. Sor Juana Inés de la Cruz, *Poems, Protest, and a Dream*. This book, written by a leading Mexican Catholic poet, scientist, playwright, feminist, and nun, provides insights into aspects of Latin American Christianity.
 - b. Dorothy Day, *The Long Loneliness*. The autobiography of one of the founders of the Catholic Worker Movement. Details her spiritual pilgrimage and her work with one of the most important religious-social movements of the 20th century.
 - c. Martin Luther King, Jr., *Stride Toward Freedom: The Montgomery Story*. Martin Luther King, Jr., provides an account of the Montgomery Bus Boycott and his own role in an experience that became a hallmark of the Civil Rights Movement.

If you have read any of these texts previously, please consult with the professor about alternative works.

Special reading reports should be submitted as noted in the schedule. Responses should provide brief bibliographical details, an overview of contents, and a critique/reaction to the author's work. Three **two-page, single-spaced** papers are required during the semester. For example, if the text was not "helpful" then why? Are there critical issues that have contemporary implications? What response might you make to one or two crucial ideas or issues discussed in the text?

5. Class Participation: Attendance will be taken each day; three absences are

permitted but not encouraged. Additional absences will lead to a penalty in grades.

6. Grading Procedures: Grades will be calculated as follows:

Mid-Term Examination

Final Examination

Term Paper

Daily Reading Responses: (grade based on the number of responses submitted.)

“Special Text” response (average of three grades)

[More than 3 absences will also impact overall grade average.]

The grading scale includes:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= Below 60

School of Divinity Grade Points Definition (4 point scale for GPA)

A 4.00 Excellent

A- 3.67

B+ 3.33

B 3.00 Commendable

B- 2.67

C+ 2.33

C 2.00 Satisfactory

C- 1.67

F .00 Failing

I .00 Incomplete

NR .00 Not Reported

P ** Passing

AUD ** Audit

DRP ** Late drop

WD ** Withdrawal

SCHEDULE OF ASSIGNMENTS -- LECTURE TOPICS --

Daily readings: JG2=Gonzalez 2nd edition; B=Bettenson; GS=Gaustad/Schmidt; V=Vidler

Period	Date	Topics/Reading Assignments
1	Jan 13	Modern and Post-modern Christianities-- A search for paradigms

JG2: 177-184

CATHOLICISM AND ORTHODOXY IN THE MODERN WORLD

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|---|--------|---|
| 2 | Jan 15 | Catholic Mystics
Jansenists and Jesuits
JG2: 135-149, 211-219; V: 68-78, 179-89 |
| 3 | Jan 20 | Catholics and Revolution
Liberalism and Modernism
JG2: 349-362; V: 11-32 |
| 4 | Jan 22 | Pio Nono—Vatican I
V: 146-56; JG2:399-415 |
| 5 | Jan 27 | John XXIII and Successors
V: 269-80 |
| 6 | Jan 29 | Vatican Council II
JG2: 441-455 |
| 7 | Feb 3 | Una Católica Feminista: Sor Juana de La Cruz
(JG2: 211-219) |

READER RESPONSE: SOR JUANA--*POEMS, PROTEST AND A DREAM*

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|----|--------|--|
| 8 | Feb 5 | Modern Movements: Liberation and
Spirituality
GS: 3-29; V: 257-68 |
| 9 | Feb 10 | Eastern Orthodox Churches
JG2: 373-384; V: 223-234 |
| 10 | Feb 12 | The Catholic Future: Problems and Possibilities
(Leonard Essay on Thomas Merton on Sakai)
RESEARCH OUTLINES DUE |

POST-REFORMATION PROTESTANTISM

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|----------------|--------|--|
| 11
Pietists | Feb 17 | European Protestantism: Scholastics and
JG2: 221-228, 259-274 |
|----------------|--------|--|

- 12 Feb 19 Puritanism, Part I 1603-1641
JG2: 7-90
- 13 Feb 24 Puritanism, Part II 1641-1689
JG2: 91-166; 193-210
- 14 Feb 26 Arminians and Calvinists
JG2: 229-249
Believers' Church: The Baptists
B. Leonard, "Baptists 400th Anniversary" (Sakai

Resources)

- 15 Mar 3* **MID-SEMESTER EXAMINATION**

- 16 Mar 5 British Dissent
George Fox and the Quakers
V: 33-55; JG: 185-195; JG2:249-258

SPRING BREAK MARCH 7-15, 2015

- 17 Mar 17 The Age of Experience: John Wesley and Methodism
JG2: 264-273
- 18 Mar 19 Age of Reason: John Locke and the Deists
JG2: 237-248

READER RESPONSE: DOROTHY DAY, *THE LONG LONELINESS*

GLOBAL CHRISTIANITY

- 19 Mar 24* The Church and the Challenge of Science
Guests: Dr. Paul Anderson, WFU Dept. of Physics
Dr. Kevin Jung, Christian Ethics, Divinity School
- 20 Mar 26 The Church's Mission: Men and Women
V: 246-56

21	Mar 31	Christianity in the Americas: The Church in the New World JG2 : 275-292 ;GS: 3-29
22	Apr 2	Christianity in Asia: Conversion and Conflict GS: 255-276
23*	Apr 7	Christianity in Africa Guest Lecturer: Dr. Simeon Ilesamni WFU Religion Department JG2: 417-440
24	Apr 9	The USA: Awakenings GS: 49-118; JG2: 319-348
25	Apr 14	The USA: Frontier Churches GS: 121-183

READER RESPONSE: MARTIN LUTHER KING, JR., *STRIDE TOWARD FREEDOM*

26	Apr 16	The USA: Slavery, Abolition and Civil Rights GS: 184-230
27	Apr 21	Religious Experience: Individual and Corporate GS: 231-254 RESEARCH PAPERS DUE
28	Apr 23	Pluralism: Religious Liberty and Liberation GS: 329-373, 398-431; JG2:495-424
29	Apr 28	Liberalism/Conservatism: Theological Debates JG2: 373-494; GS: 374-397

FINAL EXAMINATIONS: May 1-7, 2014

FINAL EXAMINATION—MAY 7, 9:00 AM TO 12:00PM

Possible Term Paper Topics

- I. Post-Reformation Protestantism

1. Pietism: Spener, Franck, Halle
2. Zinzendorf and the Moravians
3. Wesley and Methodism
4. George Whitefield
5. English Puritanism: Independents, Separatists
6. George Fox and the Quakers
7. The Age of Reason: Latitudinarians, Deists
8. Modern Philosophers: Locke, Kant, Schleiermacher, et al.
9. Modern Missions
10. The Ecumenical Movement: Leaders and developments
11. John Henry Newman -- The Oxford Movement
13. English Dissent: Levellers, Ranters, etc.
14. Denominational Beginnings—Congregationalists, Presbyterians, Baptists, Methodists
15. Christian movements in Africa, Asia, Latin America
16. Women and Christian missions
17. Women's "sphere" in Protestant churches
18. Baptists: issues, individuals, movements

II. Roman Catholicism

1. The Catholic Revival: St. John of the Cross, Teresa of Avila
2. Liberal Catholicism
3. Catholic Modernists: Tyrrell, Loisy
4. The Popes: Pius VII, Pius IX, Leo XIII
5. The Encyclicals: Syllabus of Errors, Rerum Novarum
6. Vatican I: Papal infallibility, etc.
7. Mariology: The dogmas
8. Vatican II, John XXIII
9. Catholicism in America: parochial schools, leaders, schools, controversies
10. Catholicism and Revolution: France, Italy, and America
11. John Paul II—anti-communism, dogma,
12. Catholics and Jews
13. Dorothy Day and the Catholic Worker Movement
14. Thomas Merton, Henri Nouwen, Catholic Spirituality
15. Women "religious" in Catholic life
16. "Modern" saints, male and female
17. Mother Teresa of Calcutta
18. Liberation Theology—Beginnings, leaders, ideas/approaches

III. American Religion

1. Colonial Religion
2. American denominational beginnings
3. Religion and the Revolution

4. Great Awakenings
5. Puritan Issues: Halfway Covenant, Salem, etc.
6. Colonial Religious Leaders: J. Edwards, R. Williams, Gilbert Tennent, Mary Dyer, and Ann Hutchinson
7. The Communitarians: Shakers, Oneida, etc.
8. The Sects: Jehovah's Witnesses, Mormons, Adventists (a specific issue/focus)
9. Religion and Slavery
10. Fundamentalism/Modernism
11. Social Gospel
12. "Electronic Church"—media religion—mega-churches
13. The Missionary Movement
14. Evangelical Feminism
15. The church and the Civil Rights Movement
16. African American women: Sojourner Truth, Nannie Helen Burroughs, Harriet Tubman
17. Abolitionism
18. Denominations: contemporary controversies
19. Religious liberty/Protestant privilege

IV. Global Christianity

1. Colonialism and Christianity
2. The Missionary Enterprise
3. Christianity in South Africa
4. Missionary Women
5. Specific regions, leaders
6. Eastern Orthodoxy, before and after the fall of the USSR
7. Christians in Japan
8. Chinese Christianity, pre/post Communism
9. African Christian Leaders: Bishop Tutu, etc
10. World Council of Churches-Ecumenical Movements
11. New Christian Movements: S. M. Moon, Pastor Cho (Korea), South American Pentecostalism
12. Religious Conflicts: Ireland, Indonesia, India, Africa
13. Global Spirituality
14. Evangelicalism: Influences in developing countries
15. Millennialism and Globalism
16. Pluralism and Christian Particularism
17. Christianity and Global Social Concerns: Sexism, Ecology, Economics

RESEARCH PAPERS

Each student is required to prepare a research paper based on his or her own concentrated investigation of a specific topic relevant to the course. Papers used for other courses will not be acceptable. The purpose of the research paper is to allow the student opportunity to become familiar with materials and details relating to specific aspects of church history. The following criteria shall be used in preparation and evaluation of such

research endeavors.

1. Primary Source Material: It is necessary to utilize and cite material of a primary source nature. These are sources that testify directly to the author's personal knowledge of the matter reported and include journals, letters, sermons, books and autobiographies written by the individual in question or by individuals living during the time of the issue under investigation. For instance, what do specific church fathers say about the Trinity or the virgin birth, etc.? Careful evaluation will be given to the use of such materials.
2. Secondary Source Material: Appropriate reference sources and evaluatory materials may be used to supplement primary sources. Primary materials cited from secondary sources are not appropriate if primary materials are available.
3. Content: papers are to be typewritten, 15-20 pages in length, double-spaced. None should exceed 20 pages. Careful attention should be given to documentation and all citations should follow proper footnote form. Footnotes may be placed at the bottom of the appropriate page or in a separate section in the back of the report. Evaluation of content will involve the student's presentation of the topic and/or problem, facts relating to the topic and critical conclusions.
4. Conclusions: This section of the paper is extremely important and involves the student's own evaluation of the major aspects of the topic on the basis of his or her interpretation of appropriate documents and research materials. It also involves the student's own perspective of the topic in question. Evaluation will give particular attention to this aspect of the research paper. Conclusions might involve your own evaluation of the positive or negative contributions of your topic to the overall development of the church. Did you agree with the way the issue was resolved? How does that particular topic relate to the church today?
5. Bibliography: The bibliography must be representative of the proper balance in primary and secondary materials. Sufficient and appropriate sources should be used.
6. Form: Careful consideration should also be given to the proper form of presentation. Kate Turabian, A Manual for Writers is preferred.
7. Preliminary Outline: A preliminary outline or suggested topic for the paper should be presented to the professor at the time indicated on the syllabus. It should contain the proposed topic, a brief outline and a preliminary bibliography. A list of possible topics is also provided in this syllabus. However, the possibilities for investigation are endless.

8. General suggestions:

- a. Begin early. The study will be easier and better if you do not have to rush.
- b. Consult the class bibliography and the bibliographies in the textbooks for sources. Seek help in the library as to possible sources. The professor will also make suggestions if desired and place books on reserve if necessary.
- c. This work is not a Master's thesis but a general study of a specific area of ecclesiastic history using basic sources.
- d. Some research papers might be suitable for publication and should be prepared with that in mind.
- e. The research paper will count as one fourth of the semester's grade.
- f. Papers will be due on or before the date listed in the syllabus.
- g. Be sure to save a copy of the term paper or make a hard copy before submitting it to the professor.