

HCHR 404 History of Christianity II

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Course Description:

This course will examine the development of the Christian tradition, including the expression of seminal doctrines within the Christian church, from the 15th century to the present day. The course will explore the main trends in the development of the institution and primary doctrines of the church within the larger philosophical, social, and political contexts of the second millennium, paying attention to the ways in which the lived experience of Christian peoples informs and shapes its thinking.

Course Goals:

1. To develop an understanding of the development of the Christian faith through time & culture.
2. To understand the significance of major strands of philosophical and scientific thought that contribute to the articulation of Christian faith and practice.
3. To read theological texts in their historical and cultural contexts and to situate them within a larger synthesis of the Christian faith.
4. To increase one's skill in engaging primary and secondary sources and in theological reasoning as articulated in writing and speaking.
5. To relate historical and systematic theology to contemporary pastoral and spiritual issues.
6. To prepare students for subsequent more in-depth work on particular theological topics, issues and figures in their degree programs.

Course Requirements:

1. Completion of assigned readings and participation in class. (20%)
2. Write 5 disputations on assigned topics during the semester. (25%)
Choose 5 of the 8 options. In the disputations students are expected to demonstrate
 - Familiarity with the assigned sources and their arguments,
 - An ability to disagree with sources in constructive and charitable ways,
 - The ability to construct a short theological argument of their own in dialogue with the sources.Disputations are due in class the day indicated on the syllabus.
Each student will present one disputation orally in class.
3. An essay on the theme of the readings for 2-3 classes of your choosing. It should not include one of the classes for which you write a disputation. (15%) **Due May 14**
4. Midterm (15%)
5. Final examination (25%)

Required Texts:

- Justo L. Gonzalez, *A History of Christian Thought, Volume III*. (Revised Edition. Nashville: Abingdon, 1987). (= Gonzalez)
- Diogenes Allen, *Philosophy for Understanding Theology* (2nd ed.; Louisville: Westminster John Knox, 2007). (= Allen)
- Peter Harrison, *The Territories of Science and Religion* (Chicago: Univ. of Chicago Press, 2015).

Grading

Grades will—be given according to the following scale:

A	—	95-100%	Exceptional	
A-	—	91-92%	Superior	
B+	—	88-90%	Good	
B	—	83-87%	Above Average	
B-	—	80-82%	Average	Grade descriptions from p. 7 of Student Handbook
C+	—	77-79%	Sufficient	
C	—	70-76%	Borderline	
D	—	60-69%	Poor	
F	—	00-59%	Failure	

Academic Misconduct

Our interest in the School of Theology and Seminary, and we assume yours as well, is that we learn and grow in our understanding of theology, the teaching of the church, the meaning of discipleship, and the ways of God in the world and in our lives. The integrity of that work depends on everyone doing their own work. Presenting someone else's work as your own undercuts your efforts and those of the school to foster that growth. It is also, of course, dishonest and inconsistent with a vocation to serve Christ and the people of God.

While this misconduct is rare among our students, when it does happen it is usually in two principal forms (to borrow the description from the [Student Handbook](#)):

- **Cheating:** copying the work of another student, receiving unauthorized assistance during an exam, submitting an assignment from one course for another course or other similar acts
- **Plagiarism:** the act of appropriating and using the ideas, writings, or work of another person as one's own without giving credit to the person who created the work

The one that can be most confusing is plagiarism. A discussion of it can be found in the Student Handbook, beginning on page 26. With that longer discussion as background, a couple comments to help us understand plagiarism.

Most simply put, **plagiarism is the act of presenting someone else's work**, usually something you have read, **as if it is your own**. This is dishonest. While it may, if you are not caught, help your grade, it does not advance your learning or help you grow. Even worse, it can more easily than you might think become part of a pattern of dealing with challenges and difficulties in your life by cheating, taking the easy way out, taking advantage of or even abusing others, and avoiding the consequences of prior actions. We do not need this anywhere, but especially not in the church's priests, religious, ministers, or teachers.

Seeing this behavior in a non-academic context may be helpful. Imagine that a friend makes a cake that the two of you are to take to someone who is celebrating a birthday. At the last minute your friend is not able to go with you. When you arrive, you present the cake as one you made. No mention of your friend. This is cake plagiarism. The recipient thinks you did all the work to make it for her and gives you the credit. Your friend is left out entirely. It's hard to imagine any of our students doing this when it is so personal. But presenting someone else's academic work as your own, plagiarizing it, is effectively the same thing. You just don't know the person who did the work to write whatever it is you are presenting as yours.

When it comes to academic plagiarism, as distinct from cake plagiarism, it can be confusing to know what is and is not plagiarism, particularly since we expect you to learn from others and to make what you learn your own. Sometimes not just ideas but phrasings from authors you have read come out in your writing because you have internalized them. They have become part of your understanding. That's good. That is not plagiarism. Often, even with more extensive borrowings, what looks like plagiarism is done with no intent to deceive your instructor. You will find that we typically regard this as an opportunity for learning, for us to make sure you know what constitutes plagiarism, which is the reason for these paragraphs.

To avoid plagiarizing the work of another, I suggest two practices as you write your papers or exams.

1. Include a citation of the source for ideas you are using from other people. This is obvious when it is a direct, word-for-word quotation. Where it is less obvious is when you are putting what you read in your own words. If you are paraphrasing from another text but not using the exact words, it is standard academic practice to tell the reader that you are doing so. This is both honest and respectful of the person whose ideas you are using. **What you need to keep in mind is that changing a few words does not make it your own work.** Moving a few candles on the birthday cake does not make it your cake. Your comments on or use of these ideas to advance the argument of your paper is where we see your understanding.
2. If in doubt, consider your intention. Are you trying to deceive your instructor? If you are, there is obviously a problem. If not, we will be able to work it out.

In sum, don't stress about plagiarizing if you are not trying to deceive. But then why not use a citation just to be clear?

Schedule of Readings:

Jan. 26 *Overview of Semester and Goals*

REFORMATION: PROTESTANT, CATHOLIC AND MORE

Jan. 28 *The Beginnings of the Modern World*
 Gonzalez, Ch. 1
 Allen, Ch. 7

Feb. 2 *Luther*
 Gonzalez Ch. 2
 Augsburg Confession & Confutation [C]
 Luther: Lectures on Galatians Intro. [C]

Feb. 4 *Luther (cont.), Zwingli, and Calvin*
 Gonzalez, Chs. 3, 5 (102-110), & 6 (133-49)
 Zwingli Excerpts [C]

DISPUTATION 1: Can humans merit anything from God?

 Br. Matthias, Br. Jeremy

Feb. 9 *Calvin*
 Gonzalez, Ch. 6 (149-77)
 Calvin [C]
 Michelle Sanchez, “Dethroning the Idols” [C]

Feb. 11 *The Radical Reformation*
 Gonzalez Ch 4
 Sebastian Franck Excerpt [C]

English Reformation
 Gonzalez Ch. 7

Feb. 16 *The Catholic Reformation & The Council of Trent*
 Gonzalez Ch. 8
 Session 6 of the Council of Trent [C]

DISPUTATION 2: Does the gift of justification change the sinner?

 Jayan, Michelle

Feb. 18 *Reformation Debates Revisited*
 Joint Declaration on the Doctrine of Justification [C]
 Michael Root, “Aquinas, Merit, and Reformation
 Theology after the JDDJ” [C]

Feb. 23 *Post-Reformation Developments*
 Gonzalez Chs. 9–10
 Cavanaugh, “A Fire Strong Enough to Consume the House:
 Wars of Religion and the Rise of the State” [C]

DISPUTATION 3: Is religion inherently dangerous in politics?

 Br. Maximus, Fr. Ninh

MYSTICISM AND PIETISM

- Feb. 25 *Pietism*
 Gonzalez, Ch. 11
 P.J. Spener, “Pious Desires” excerpts [C]
Mysticism: Theresa of Avila
 Teresa of Avila, *Interior Castle*, excerpts [C]

DISPUTATION 4: Is religion all about feelings?

Sr. Hien

- Mar. 2 **MIDTERM**

THE ENLIGHTENMENT & MODERNITY

- Mar. 4 *Rationalism & Empiricism*
 Allen, Ch. 8
Kant,
 Allen, Ch. 9
The Enlightenment
 Kant, “What is Enlightenment?” [C]
 “The Enlightenment and Modern Christianity” [C]
 “Romanticism” *Encyclopedia of Philosophy* [C]
 Recommended: Gonzalez, Ch. 12

March 8-12 **SPRING BREAK – NO CLASS**

- Mar. 16 *Scientific Method & What it Means to be Rational*
 Allen, Ch. 7, pp. 113-120
 “Scientific Method,” *Stanford Encyclopedia of Philosophy* (can skip § 4)
 Peter Harrison, *The Territories of Science and Religion*, pp. ix-19
 McGrath, *Calvinism & Science* [C]
 Katherine Park & Lorraine Daston, “Introduction: The Age of the New,” *The Cambridge History of Science*, pp. 1 & 12-17.
 Guy Consolmagno & Christopher Graney, “What the story of Galileo gets wrong about the church and science,” *America*, Sept. 18, 2020.
 Guy Consolmagno & Abbot John Klassen, “Are faith and science compatible?” *The Central Minnesota Catholic*, July 2020, pp. 20-23.
- Mar. 18 *Science, Knowing, & Faith* **Class meets at 4:00 with Peter Harrison**
 Peter Harrison, *The Territories of Science and Religion*, pp. 145-98.
 Lecture by Peter Harrison 8:00
- Mar. 23 *Science, Knowing, & Faith*
 C.S. Lewis, “Funeral of a Great Myth,” *Christian Reflections*, pp. 82-93.
 C.S. Lewis, “On Obstinacy in Belief,” *The World’s Last Night*, pp 13-30.
 John Shea, “Myths Create Worlds,” *Stories of God: An Unauthorized Biography*, pp. 52-55.

DISPUTATION 5: Can one be committed to scientific reasoning and believe in God?

Br. Charles, Philip

MODERN THEOLOGY

- Mar. 25 *Protestant Theology in the 19th Century*
 Gonzalez, Ch. 13 (347-64)
 Hegel
 Allen, Ch. 10
 Schleiermacher Religion as Feeling II
 “Friedrich Schleiermacher” Pelikan, *Melody of Theology* [C]
 Friedrich Schleiermacher, *On Religion: Speeches to its Cultured Despisers*
 excerpts [C]
- Mar. 30 *Feuerbach*
 Ludwig Feuerbach, *The Essence of Christianity*, excerpts [C]
- DISPUTATION 6: **Is God a human projection?**
 Br. Marcos, Sr. Cuc
- Apr. 1 **EASTER BREAK – NO CLASS**
- Apr. 6 *Kierkegaard*
 Gonzalez, Ch. 13 (364-86)
 Allen, 187-90
 Søren Kierkegaard, *Practice in Christianity*, III:5, pp. 201-32 [C]
- Apr. 8 *19th Century Roman Catholic Theology I*
 Gonzalez, Ch. 14
 Syllabus of Errors [C]
 Vatican I, Dei Filius, On the Catholic Faith [C]
- Apr. 13 *19th Century Roman Catholic Theology II*
 Newman
 “Newman and English Roman Catholicism,” [C]
 “Faith & Reason Contrasted as Habits of Mind,” *University Sermons*, 10 [C]
 Bernard Lonergan, “The Transition from a Classicist World-View to Historical-
 Mindedness,” *Second Collection* [C]
- Apr. 15 *Theology in the 20th Century – Protestant I*
 Gonzalez, Chapter 16 (428-459)
 Recent Trends, McGrath [C]
- Apr. 20 *Theology in the 20th Century – Protestant II*
 Karl Barth, *Dogmatics in Outline*, excerpts [C]
 Paul Tillich, *Dynamics of Faith*, excerpts [C]
- DISPUTATION 7: **Can humans know God apart from (special) revelation?**
 Marie, Adan

- Apr. 22 *Theology in the 20th Century – Catholic I*
 Gonzalez, Chapter 16 (460-71)
 Catholic Social Teaching
 Rerum Novarum [C]
 Charles Curran, “Introduction,” *Catholic Social Teaching 1891-Present: A Historical, Theological, and Ethical Analysis*
- Apr. 27 *Theology in the 20th Century – Catholic II*
 Liturgical Movement
 Virgil Funk, “The Liturgical Movement 1830-1969.” *New Dictionary of Sacramental Worship* [C]
 Orate Fratres, miscellaneous articles
- Apr. 29 *Theology in the 20th Century – Catholic III*
 Ressourcement & Nouvelle Theologie
 McGrath, *Ressourcement* [C]
 Susan Wood, SCL, *Henri de Lubac, SJ (1896-1991): Theologian of the Church* [C]
- May 4 *Theology in the 20th Century – Catholic IV*
 Karl Rahner
 Bernard McCool, “Introduction: Rahner’s Philosophical Theology,” in *A Rahner Reader* [C]
 Karl Rahner “The Concept of Mystery in Catholic Theology” abridged [C]
 Bernard Lonergan
 “Revolution in Catholic Theology,” *Second Collection* [C]
 “Theology in its New Context,” *Second Collection* [C]
- DISPUTATION 8: Does the study of theology reduce the mystery of God?**
 Samantha, Fr. Dinh
- May 6 *Vatican II*
 Opening Address, Pope John XXIII [C]
 Richard Galliardetz, *An Unfinished Council*, Chs. 1-3
- May 11 *Vatican II*
 Lumen Gentium, chapters 1-3 [C]
 Gaudium et spes, ¶ 1-11 [C]
- May 13 **Final Exam** (due date to be determined)