DESCRIPTION
The History of Christianity II is an overview of church history from the Reformation to the late modern period, right up to the present. The course will be a sketch of the important people, movements, events and ideas which have shaped the church during this period. It will look at some of the contributions Christianity has made to the world, as well as some of the trends in motion that are influencing the church today. A suggested prerequisite for this class is The History of Christianity I (HT 502). If you have not taken that class, it is hoped that the student has read the first half of Shelley or will consult an overview of that period.

PASSION
The course is taught with a passionate belief that all the other institutions of this world will wither away (Microsoft, Apple, AT&T, Disney, and even the US Government), but the church will not because Jesus has been building his church across cultures and centuries. Even though it sometimes appears immensely weak, or becomes considerably wayward, Jesus himself has promised to keep building it and said that the gates of hell will not prevail against it! His Spirit has been at work for 2000 years in this building project. It was at work in the early and medieval period, through the Reformation era, and right up to today. There is much to learn about what He’s been doing. A good grasp of the past will help us as we build the church for His glory in this generation.

ABOUT YOUR INSTRUCTOR
Everyone teaches from a certain vantage point. I am a pastor/educator who happens to love history. Before coming to RTS as president, I was the Senior Pastor of Cherry Creek Presbyterian Church for twelve years in Englewood (Evangelical Presbyterian Church). While in Denver I was teaching at Denver Seminary. Before that I was founding/planting pastor at the Chain of Lakes Community Bible Church in Antioch, Illinois for eleven years. After spending several years at the Moody Bible Institute, I received my B.A. in history from Lawrence University in Wisconsin, my M.A. from Oxford University in England, and my Ph.D. from Trinity Evangelical Divinity School in Illinois. I have four children—three boys ages 20-25, and a daughter age 13. I love history. I love the church. And most of all, I want to be a wholehearted disciple of Jesus Christ who brings glory to God and blessing to our world.

PURPOSES OF THIS COURSE
It is hoped that this course will help prepare you for a more effective leadership role in building the twenty-first century church. It is also hoped that this course will help you see your ministry in its larger context. With this in mind, I want to help you:

- gain an appreciation for the many people and movements which have gone before you
- better understand those influences that have shaped you
- know what Christians have believed through the centuries
- see the good & the bad of the church’s story
- get a better sense of our evangelical and Reformed heritage
- realize the interplay between people, faith, and culture
- learn lessons that will enable you to effectively minister in the 21st century
- help you think through some of the issues that Christians have wrestled with in the past
- impart to you a sense of the wonder of God’s grace and the greatness of the gospel.
- Get a sense of God’s redemptive plan in history

**REQUIREMENTS FOR THIS COURSE**

**Summary**

- Read the assigned readings
- Attend lectures
- Do the papers
- Take midterm and final exam
- Memorize the Ten Commandments, the Lord’s Prayer, and the Apostle’s Creed
- Think! Think about how we can learn from the past to be more effective today

**Required Reading**

Shelley, Bruce L., *Church History in Plain Language*, Dallas, Word, 1995 (Read 215-495) A very readable overview of church history that will help you fit chronological pieces together. We will be reading the second half of the book. (258)

*One Hundred and Thirty One Christians Everyone Should Know*, Christian History Magazine, Nashville, Holman, 2000 (read half the book, approx. 150 pages—entries for the individuals who lived after 1500: Martin Luther - Bonhoeffer.

*Sixty Primary Source Documents*, taken from *120 Primary Source Documents Every Evangelical Student of Church History Should Know*, Unpublished. Compiled by Donald W. Sweeting (233 pages) There are numerous books with primary source documents. Most of them lean in one direction only—ecclesiastical documents, or doctrinal documents, or spirituality documents. This compilation attempts to pull together all three in a way that lets the student encounter primary documents, that are interesting historically, but also assist in our spiritual formation.

*The Next Christendom: The Coming of Global Christianity*, Philip Jenkins, New York, Oxford University Press, 2002 A recent overview of the dramatic shifts taking place in the world with a focus on non-Western, global Christianity. (220 pages)

*The Book That Made Your world: How the Bible Created the Soul of Western Civilization*, Vishal Mangalwadi, (Thomas Nelson, 2011), (464 pages). A Christian Indian philosopher, takes a non-Western look on the influence the Bible had on the West
in fields as divergent as politics to technology. He offers broad strokes on how Biblical principles shaped civilization. This is an important book.

Books covered in the course should be on reserve in the library

Additional handouts given in class by the instructor

Recommended But Not Required Reading—Want to go further?

_A Concise History of Christian Thought_, Tony Lane, Grand Rapids, Baker, 2006, (pp. 148-336)
This book is a great resource to have and provides a comprehensive view of the broad sweep of Christian theology.

*Here I Stand: A Life of Martin Luther*, Roland H. Bainton, Nashville, Abingdon, 1950
This is the classic biography of Luther which aptly describes his life, struggles and theology (302 pages).

*John Calvin: Pilgrim and Pastor*, W. Robert Godfrey, Wheaton, Crossway, 2009. (208 pages). There are many biographies of Calvin out there. This is a good introduction to his life and thought that is relatively short.

*History of Christianity*, by Timothy George, (DVD series)
It is highly recommended, but not required, for those students who have not taken CH 504 and who have little background in church history, that you watch half of the six part video overview of the history of the Christian church called _History of Christianity_, by Timothy George. Watch the half that corresponds to this class. Actually, the entire series is quick to watch, and very helpful. A copy will be on reserve in the library. This overview is especially important for those students who have no background in church history.

Lectures
In each lecture you will be given notes. Lectures will be accompanied by images, photographs, charts and historical illustrations. They will cover the people, movements, ideas, theology and issues that arise in this period, as well as the sense of what God is doing in history and what forces shaped us. They will rapidly survey the 1500 years from the Reformation to the present and end by looking briefly at what might be ahead of us.

Etiquette
During class lectures cell phones will be off and there will be no texting. Laptop screens will be focused on class notes only. Some profs are not allowing any computers in their classes. I do not take this approach, but I ask each student to focus their attention on the course and not elsewhere.

Paper
Write a paper, pick one of the following two options:

Paper #1 Autobiographical-Historical Influences Essay 8-10 pages
Write an essay on your own Christian heritage exploring in a bit of depth the historical movements and people
who have shaped your faith. For example, if you have a Lutheran background, but were effected by the charismatic movement, then you might take both of those and explore what they were and how they effected your life. If one of your parents became a Christian through a Billy Graham crusade then you would describe that influence. Identify 2-4 historical strands that formed you as a Christian. Show how church history from this period intersects with your own life. You may have to do some “family history digging” (talking to your parents or exploring the background of your own church) as well as traditional research. This is a short paper. Be concise. But it is also meant to be a helpful paper for you.

OR

Paper #2

Thematic Essay 8-10 pages
Take one of the following themes and do a short paper focusing on 2-3 examples of how it played out in this time period (1500-2012). End it by discussing the relevance of the theme for the church today.

- spirituality or spiritual formation,
- church and state,
- the flawed people of God,
- persecution and the cost of discipleship,
- evangelism and social responsibility,
- God works through leadership,
- preaching,
- philosophy and Christianity,
- the authority and power of the Bible,
- prayer,
- the missionary impulse of Christianity,
- truth claims in a pluralistic world,
- Christian worship,
- Jews and Christians,
- the pursuit of holiness,
- longing for the return of Christ,
- Christ and culture,
- the structure of the church,
- the role of tradition in the church,
- the power of small groups

I am open to essays on other substantial themes. These will have to be approved on an individual basis.

Length

Stick to the limits of each paper. Remember 10 pages of quality is more important than 13 pages of fluff.

Grading

In grading I look for papers which are the prescribed length, proper format, and clear in thought and expression,
and have been carefully proofread. In addition, for the autobiographical paper, I look for a good description of movements and some critical interaction. For the thematic paper, I look for an adequate tracing out of the theme through the Reformation-Modern period, as well as some discussion of the relevance of this theme to us today.

**Book Review**  Write a critical book review of Mangalwadi’s book, 4-6 pages double-spaced. This review is short, but it needs to be quality. Instructions for writing a good critical book review will be posted first day of class.

**Exams**  There will be a midterm and a final exam that will cover the readings and the lectures. A study sheet will be given out in the class period before each exam to help you focus your study.

**Attendance**  Attendance will be taken promptly at the beginning of each class and counted toward your final grade. It will be tallied hourly, i.e. total number of hours of class, minus hours you missed.

**GRADES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid Term</td>
<td>100</td>
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<td>Final Exam</td>
<td>100</td>
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<td>Book Review</td>
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<tr>
<td>Paper</td>
<td>100</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Readings</td>
<td>100</td>
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<td>Total Possible</td>
<td>600</td>
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**GENERAL COURSE SCHEDULE AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Feb 6</td>
<td>Introduction to this course</td>
</tr>
<tr>
<td></td>
<td>Age of Reformation: A River With Many Tributaries</td>
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<td>The Fuse is Lit: Martin Luther</td>
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<td>Feb 13</td>
<td>Calvin and the Holy Commonwealth of Geneva</td>
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<td></td>
<td>The Reformation Goes South: Zwingli and the Radical Reformers</td>
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<td>Feb 19</td>
<td>The Reformation Goes North: Germany, Holland, England and Scotland</td>
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<td></td>
<td>Catholic and Counter Reformation</td>
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<td>Feb 26</td>
<td>English Puritans, Scottish Covenanters, Dutch Calvinists</td>
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<td>John Bunyan and Brother Lawrence—a sampling of two spiritual writers</td>
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<td>Mar 5</td>
<td>Explorers, Missionaries, Pilgrims and the New World</td>
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<td></td>
<td>Enlightenment and the Age of Reason</td>
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<td></td>
<td>Book Review Due</td>
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<td>Mar 12</td>
<td>Pietism and the Evangelical Awakening</td>
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<td></td>
<td>The First Great Awakening</td>
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<td>Mar 19</td>
<td>The Benevolent Empire</td>
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<td>The Church in a Revolutionary Age</td>
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<td>Mar 26</td>
<td><strong>Class during Reading Week!!!</strong></td>
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<td></td>
<td><strong>William Carey and the Age of Protestant Missions</strong></td>
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<td>Apr 2</td>
<td>The Second Great Awakening</td>
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<td></td>
<td>Optimism, Ideology and the Industrial Revolution</td>
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<tr>
<td>Apr 9</td>
<td><strong>Gospel Coalition, no class</strong></td>
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</tbody>
</table>

5
Apr 17  Theological Liberalism: Reshaping the Faith
                  Late 19th Century Missions
Apr 23  19th Century Tensions
                  The Optimism Unravels: World War I and Karl Barth
Apr 30  The Fundamentalists-Modernist Controversy
                  Christianity and the Hostile State
May 7   Post War Period and the Evangelical Resurgence
                  Pentecostalism, African Americans and the Mainline Decline
May 14  Catholic Updating and the Evangelical Resurgence, Part 2
                  Worldwide Christianity
                  Trends in the 21st Century Church

Hand out take-home finals (due by the end of the exam period)

Schedule of readings and class sessions to come...

WHERE DO I GO FROM HERE
It has been said that readers are leaders. Hopefully, seminary will be a launching pad for your continued learning and not the ending point.

Choose One Theologian to Become Best Friends With

Choose Two Great Christians to Become Good Friends With

Choose Three Christian Classics to Read After Seminary
<table>
<thead>
<tr>
<th><em><em>MDiv</em> Student Learning Outcomes</em>*</th>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Articulation</strong> (oral &amp; written)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Moderate</td>
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<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Moderate</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Strong</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Strong</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Strong</td>
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<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Minimal</td>
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<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
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<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Strong</td>
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</table>
and the modern church.