



HARDING SCHOOL OF THEOLOGY

History of Christianity II (5602) Harding School of Theology February 26–March 2, 2024

Instructor: Dr. K. Stanglin

Emails: kstanglin@harding.edu keithstanglin@gmail.com

I want you to do well in this course, so let me know if you are having difficulty with the class material.

Course Description:

A survey of the history of Christian theology in its cultural setting from the Protestant Reformation to the early twentieth century. Attention is given to Protestant and Catholic developments in Europe and America.

Course Objectives:

In light of the school's mission and objectives, the student who successfully completes this course will be able to:

- 1) Describe the key figures and movements in the second half of Western church history.
- 2) Conduct basic research in the field of church history.
- 3) Articulate how the past affects the present in general and with regard to specific denominations.

Required Course Textbooks:

Justo L. González, *The Story of Christianity*, vol. 2, rev. ed. (San Francisco: Harper and Row, 2010).

Keith D. Stanglin, *The Reformation to the Modern Church: A Reader in Christian Theology* (Minneapolis: Fortress Press, 2014).

Recommended Texts:

Carlos M. N. Eire, *Reformations: The Early Modern World, 1450–1650* (New Haven: Yale University Press, 2016).

Stanley J. Grenz and Roger E. Olson, *Twentieth-century Theology: God and the World in a Transitional Age* (Downers Grove: IVP Academic, 1992). 0-85364-590-6

Nathan Hatch, *The Democratization of American Christianity* (New Haven: Yale University Press, 1989).

Richard T. Hughes and James L. Gorman, *Reviving the Ancient Faith: The Story of Churches of Christ in America*, 3rd ed. (Grand Rapids: Eerdmans, 2024).

James C. Livingston, *Modern Christian Thought*, 2 vols., 2nd ed. (Minneapolis: Fortress Press, 2006).

Course Requirements:

1. Reading of assigned texts and class participation. You are expected to complete all assigned readings prior to the class meetings. In addition to the textbooks, some readings will be available online or on reserve. Print, read, and bring them to class with you. The lectures, which will not recapitulate the textbooks, will assume that you have read the assignments and know the material. A list of reading questions will be provided that covers many of the reading selections. Be prepared to take notes, discuss, and answer questions about the reading material in class. Completion of reading and level of class participation can positively or negatively affect a student's overall grade.

2. Final exam (100 pts.). The final exam will be a take-home, open-notes exam that should be handwritten and done individually. Completed exams should be scanned and emailed to the professor no later than 5:00 p.m., Monday, March 11. Late exams will be penalized 10% per half-week late.

3. Research paper (100 pts.). The student will submit a research paper on an approved topic. Topics must be approved in writing by Saturday, March 9. Students are also encouraged to submit a prospectus that includes a) a statement of the problem or question to be investigated, b) an outline or some indication of the approach to be adopted, and c) a preliminary bibliography.

The paper should be 10-15 pages in length (double-spaced) and should carefully follow Turabian/HST style. The completed paper should be emailed to the professor (as MS-Word or PDF) by or before Monday, April 8 to be considered on time. Late papers will be penalized 10% per half-week late.

- a. Not optional. A course grade of "F" will be assigned to anyone not turning in a paper.
- b. Use proper, academic English style.
- c. Read the grading rubric and handouts on writing papers. Assessment criteria will include such things as: clearly stated purpose, logical organization, faultless style, evidence of research, and interaction with sources.
- d. No fewer than ten sources are to be used. These sources should include relevant surveys, special monographs, and at least three peer-reviewed journal articles. At least two sources should be primary documents. Do not cite sources in the bibliography unless they are used in the paper.

Grading Scale:

90-100% = A 80-89 = B ("Good") 70-79 = C ("Average") 60-69 = D 0-59 = F

Meeting Times:

Feb. 26–Mar. 1 Morning lectures, 8:00–10:55 AM (with a 10-minute break/ping-pong smackdown)
Chapel, 11:00–11:30 AM
Afternoon lectures, 1:00–4:45 PM (with a 15-minute break/ping-pong smackdown)

Feb. 26 Lunch, 11:45–12:45

March 2 No class (made up with longer, and thus eminently more enjoyable, afternoons)

Course Schedule:

(Gonzalez readings are listed according to chapter numbers. Stanglin readings are listed by selection numbers.)

Monday

Session 1: Backgrounds of Reform

Session 2: First Outbreaks of Reform: Luther, Zwingli, Radicals

- 1) Read Stanglin, “Restorationism and Church History,” *Christian Studies* 26 (2013–14): 21-32 [Canvas]
- 2) Gonzalez 1-6
- 3) Stanglin 1-25, 31-39
- 4) Watch Luther documentary, <https://youtu.be/8QNSzPREln0?feature=shared>
- 5) Keith Stanglin, “Faith Comes from What Is Heard’: The Reformers on the Ministry of the Word and the Holy Spirit,” *Leaven* 12/3 (2004): 161-66. <http://digitalcommons.pepperdine.edu/cgi/viewcontent.cgi?article=1397&context=leaven>

Tuesday

Session 3: Calvin; England

Session 4: Roman Catholic Counter-Reformation; Conflict

- 1) Gonzalez 7-20
- 2) Stanglin 26-30, 40-54

Wednesday

Session 5: Arminian Controversy

Session 6: Enlightenment and Skepticism

- 1) Gonzalez 21-22
- 2) Stanglin 55-68
- 3) Stanglin, “Arminian, Remonstrant, and Early Wesleyan Theologies,” in *The Oxford Handbook of Early Modern Theology, 1600–1800* (Oxford University Press, 2016) [Canvas]

Thursday

Session 7: Pietist and Methodist Revival

Session 8: American Christianity and the Restoration Movement

- 1) Gonzalez 23-30
- 2) Stanglin 69-83
- 3) Mark Noll, "Pietism," available at <http://mb-soft.com/believe/txc/pietism.htm>
- 4) Nathan Hatch, *The Democratization of American Christianity* (New Haven: Yale University Press, 1989), 3-46, 193-219 [Canvas]
- 5) Barton W. Stone, "The Last Will and Testament of the Springfield Presbytery" http://en.wikisource.org/wiki/Last_Will_and_Testament_of_The_Springfield_Presbytery

Friday

Session 9: Liberal Protestantism and Conservative Critiques

Session 10: Twentieth-Century Theology

- 1) Gonzalez 31-37
 - 2) Stanglin 84-99, 104, 112, and four additional selections of your choice from chapter 9
 - 3) David Hollinger, "After Cloven Tongues of Fire," 21-48 [Canvas]
- *Optional reading: Carl Trueman, "The Failure of Evangelical Elites," at <https://www.firstthings.com/article/2021/11/the-failure-of-evangelical-elites>

Due Dates:

Saturday, March 9 Research paper topic and prospectus

Monday, March 11 Final exam

Monday, April 8 Research paper

Reading Guidelines:

Gonzalez, our secondary source, serves as a good introduction for those who have had no exposure to historical theology and as a good refresher for those already familiar with this period of Christian history. It provides a good sense of the major turning points in church history. The *Oxford Concise Dictionary of the Christian Church*, also recommended for the course, is a great resource to have on the shelf for quick reference to (almost) all things theological.

Primary sources, however, are foundational among the course readings. There is no better way to understand the major figures under discussion than to read large chunks of their own writings. Here are some general methodological guidelines. 1) The reader should primarily be attentive to the thesis or central idea of each reading selection. What main point is the author trying to get across? 2) The reader should discern how the author proceeds to support the thesis. How does the author support his case? What are his arguments? If it is readily available in the editorial note or introduction, the reader should keep in mind the occasion for writing and the intended audience, which help to illuminate the main idea and method of argumentation. 3) The reader should always be on the lookout for any relevant presuppositions, beliefs, values, and themes that illustrate the author's contexts and that connect with his larger corpus and that of his

contemporaries. 4) Finally, look for threads of influence that precede the author and for the seeds of theological trajectories that follow him. Whom does the author quote or seem to follow, and who later appeals to the author and seems to follow him?

In other words, as in biblical studies, the best way to understand an author is to put one's exegetical skills to work. At the very least, this kind of reading will require annotating one's textbooks and photocopies, and perhaps taking separate notes on the readings. (In a short course, where most of the reading is done in advance, it would be beneficial to review one's notes each evening in preparation for the subsequent class period.)

The goals for reading are threefold. As already stated, the primary proximate goal of the reading is to begin to **understand** the authors on their own terms, before making any judgments about their orthodoxy or heterodoxy. As Herbert Butterfield wrote, "Real historical understanding is not achieved by the subordination of the past to the present, but rather by our making the past our present and attempting to see life with the eyes of another century than our own." Similarly, Etienne Gilson said, "It takes much more cleverness to understand a philosophy than to refute it." Moreover, an understanding of the reading selections will increase the student's grasp of the class lectures, and vice versa. Accurate, descriptive understanding is requisite for and leads to fair **evaluation**, which is the remote goal of the reading. After understanding and basic evaluation, the question of how the material can **inform our own faith and practice** in a positive way should be addressed as the ultimate goal. What can be gained from this historical perspective? What have we learned about ourselves in the process? How does this material impact the theology and controversies of the present day and help the church move forward? Based on our understanding and evaluation, how can we be more faithful disciples, both individually and corporately, leading us to the eternal enjoyment of God?

The more proximate the goal, the more attention will be given to it during class meetings. Nevertheless, each of the three goals, though distinct, should never be pursued in isolation from the others.

Note well that getting a good grade was not listed as a goal for the reading. In an academic institution, however, grades must be assigned, and a good grade, though not a goal *per se*, should rightly flow from and reflect the student's clear understanding of the readings and the concerns therein. In light of this necessity, the professor's assessment of a student's grasp of the readings will be based both on classroom discussion, where students will be required to participate in conversations based on the readings, and on a written examination.

Paper Suggestions:

Research papers should be historical and descriptive in nature, dealing with the time period covered in the course (ca. 1300 to present). As such, they should demonstrate a healthy dose of primary-source research along with secondary sources. The best topic is one that interests you. After doing (or glancing through) the readings, what strikes your fancy?

a) You may examine a particular thinker, idea, or event of church history. Of course, you will need to make sure your topic's scope fits the desired length of the paper. Combine a group or thinker with a doctrine or event. The following topic suggestions are not meant to limit your selection, but to get the intellectual juices flowing. Other suggestions are welcome.

Some **groups** to consider: Roman Catholic, Eastern Orthodox, Lutheran, Anabaptist, Reformed, Arminian, Socinian, Pietist, Methodist, Evangelical.

For individual **figures**, see primary readings and textbook indices.

Ideas, doctrines, events:

Canon of Scripture
Biblical interpretation
Religious Authority
Theology proper
Sin and anthropology
Christology
Economic factors in Reformations
Church organization
Missions
Persecution
Society of Jesus
The state church
Church councils
Identification and treatment of heretics
Baptismal theology and practice
Eucharistic theology and practice
Popes
Predestination
Early reform efforts
Radical Reformation
Confessionalization
Thirty-Years' War
Enlightenment
First or Second Great Awakening
Indian Conversions
Impact of philosophy on theology
Sectarianism and ecumenism
Christian interaction with other religions
Modern ecumenical movement

b) Or... You may discuss the impact of church history on a particular area of life, church, art, family, worship, or confessions and catechisms, etc. You may trace the influence of a particular thinker, event, or doctrine. I want to know how church history impacted a particular area of life of interest to you.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (by Zoom or phone):

Emails: kstanglin@harding.edu keithstanglin@gmail.com

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Textbooks

Textbooks can now be ordered through a link on the [HST website](#). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and [Religious and Theological Abstracts](#). Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

TECHNOLOGY

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system, although it is best to email directly to lhawley2@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

HST LIVE via ZOOM

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The Zoom ID for this class can be accessed in Canvas.

Students new to HST LIVE should watch the HST LIVE orientation video before the first day of class. The video can be found at <https://hst.edu/students/canvas-online-learning/>.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

History of Christianity II Select Bibliography

I. Reformation/Post-Reformation:

Diles, R. Allen. *Let Truth Prevail: An Introduction to European Christian Renewal Movements*. Abilene: ACU Press, 2021.

Eire, Carlos M. N. *Reformations: The Early Modern World, 1450–1650*. New Haven: Yale University Press, 2016.

Gordon, Bruce. *Calvin*. New Haven: Yale University Press, 2009.

Gregory, Brad S. *The Unintended Reformation: How a Religious Revolution Secularized Society*. Cambridge, Mass.: The Belknap Press of Harvard University Press, 2012.

Hendrix, Scott H. *Martin Luther: Visionary Reformer*. New Haven: Yale University Press, 2015.

Hillerbrand, Hans J., ed. *The Oxford Encyclopedia of the Reformation*. 4 vols. New York: Oxford University Press, 1996.

Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.

Muller, Richard A. *Post-Reformation Reformed Dogmatics*. 4 volumes. Grand Rapids: Baker Book House, 2003.

Oberman, Heiko A. *Luther: Man between God and the Devil*. New Haven: Yale University Press, 1989.

O'Malley, John W., ed. *Catholicism in Early Modern Europe: A Guide to Research*. St. Louis: Center for Reformation Research, 1988.

Ozment, Steven. *Age of Reform: 1250–1550*. Yale University Press, 1980.

Rublack, Ulinka, ed. *The Oxford Handbook of the Protestant Reformations*. Oxford: Oxford University Press, 2017.

Stanglin, Keith D. and Thomas H. McCall. *Jacob Arminius, Theologian of Grace*. New York/Oxford: Oxford University Press, 2012.

Stjerna, Kirsi. *Women and the Reformation*. Oxford: Blackwell, 2009.

Terpstra, Nicholas. *Religious Refugees in the Early Modern World: An Alternative History of the Reformation*. Cambridge, Eng.: Cambridge University Press, 2015.

Whitford, David, ed. *Reformation and Early Modern Europe: A Guide to Research*. Kirksville: Truman State University Press, 2008.

Williams, George Huntston. *The Radical Reformation*. 3rd ed. Sixteenth Century Essays and Studies, 15.

Kirksville, MO: Truman State University Press, 2000.

II. Modern:

Ahlstrom, Sydney E. *A Religious History of the American People*. 2nd ed. New Haven: Yale University Press, 2004.

Davies, Horton. *Worship and Theology in England: From Watts and Wesley to Martineau, 1690–1900*. Grand Rapids: Eerdmans, 1996.

Grenz, Stanley J. and Roger E. Olson. *Twentieth-Century Theology: God and World in a Transitional Age*. Downers Grove: IVP Academic, 1992.

Hammond, Geordan. *Wesley in America: Restoring Primitive Christianity*. New York: Oxford University Press, 2014.

Hatch, Nathan. *The Democratization of American Christianity*. New Haven: Yale University Press, 1989.

Hughes, Richard T., and James L. Gorman. *Reviving the Ancient Faith: The Story of Churches of Christ in America*. 3rd ed. Grand Rapids: Eerdmans, 2024.

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press, 2002.

Kidd, Thomas S. *George Whitefield: America's Spiritual Founding Father*. New Haven: Yale University Press, 2014.

Lehner, Ulrich, Richard A. Muller, and A. G. Roeber, eds. *The Oxford Handbook of Early Modern Theology, 1600–1800*. New York/Oxford: Oxford University Press, 2016.

Livingston, James C. *Modern Christian Thought*. 2 vols. 2nd ed. Minneapolis: Fortress Press, 2006.

Noll, Mark A. *The New Shape of World Christianity: How American Experience Reflects Global Faith*. Downers Grove: IVP Academic, 2009.

Pearse, Meic. *The Age of Reason: From the Wars of Religion to the French Revolution*. The Baker History of the Church. Grand Rapids: Baker Books, 2006.

Porterfield, Amanda, ed. *Modern Christianity to 1900*. A People's History of Christianity, vol. 6. Minneapolis: Fortress Press, 2007.

Reid, Daniel G., ed. *Dictionary of Christianity in America*. Downers Grove: InterVarsity Press, 1990.

Taylor, Charles. *A Secular Age*. Cambridge, Mass.: Belknap Press, 2007.