

CH 235: CHURCH HISTORY II
Spring 2008 Wednesdays 2:00-4:45 P.M.
Professor Diane Lobody
Gault 238: office hours by appointment
Phone: 740-362-3444 Email: dlobody@mtso.edu

CH 235: Church History II is a survey of church history from 1000 CE into the twenty-first century. In this course we will explore some of the many ways that Christians have refined, reformed, reshaped, and re-imagined Christian faith in a variety of times, places, and cultures. Building on the work done in Ch 125: Church History I, students will cultivate their abilities as textual interpreters and develop new skills in focused historical research.

TEXTS

Required Texts:

- Monica Furlong. *Visions and Longings: Medieval Women Mystics*. Boston: Shambhala Publications, 1996
- Justo Gonzalez. *The Story of Christianity, Volume 1: The Early Church to the Reformation*. New York: HarperCollins, 1984
- Justo Gonzalez. *The Story of Christianity, Volume 2: The Reformation to the Present Day*. New York: HarperCollins, 1985
- Adrian Hastings, Ed. *A World History of Christianity*. Grand Rapids: William B. Eerdmans Publishing Company, 1999
- Scott Hendrix. *Recultivating the Vineyard: The Reformation Agendas of Christianization*. Louisville: Westminster John Knox Press, 2004
- Nancy Koester. *Fortress Introduction to the History of Christianity in the United States*. Minneapolis: Fortress Press, 2007

Additional Primary Sources for Class Discussions and Papers:

- St. Anselm. *Meditation on Human Redemption*. Translated by Jasper Hopkins and Herbert Richardson. Online at <http://www.cla.umn.edu/sites/jhopkins/MeditationHR.pdf>
- Richard Baxter. *The Reformed Pastor*. Online at Calvin College's Christian Classics Ethereal Library website: <http://www.ccel.org/ccel/baxter/pastor.html>
- Anne Bradstreet. "A Dialogue Between Old England and New." Online at the University of Toronto's Representative Poetry Online website at <http://rpo.library.utoronto.ca/poem/211.html>
- George Herbert. *The Country Parson*. Online at the Anglican Project Canterbury website at <http://anglicanhistory.org/herbert/parson.html>
- Jarena Lee. *Religious Experience and Journal of Mrs. Jarena Lee, Giving an Account of Her Call to Preach the Gospel*. Online at the Umilta website at <http://www.umilta.net/jarena.html>
- Richard McNemar. *Observations on Church Government, by the Presbytery of Springfield. To Which Is Added, the Last Will and Testament of That Reverend Body*. Online at the Restoration Movements Texts website at <http://www.mun.ca/rels/restmov/texts/rmcnemar/ocg/OCG.HTM#Will>

- Isaac Watts. *Divine and Moral Songs for Children*. Online at Calvin College's Christian Classics Ethereal Library website at <http://www.ccel.org/ccel/watts/divsongs.html>
- Charles Wesley. *Hymns for Children*. Online at the Duke University Divinity School website at [http://www.divinity.duke.edu/wesleyan/docs/cworiginal/65_Hymns_for_Children_\(1763\).pdf](http://www.divinity.duke.edu/wesleyan/docs/cworiginal/65_Hymns_for_Children_(1763).pdf)
- John Winthrop. *A Modell of Christian Charity*. Online at Hanover College's Hanover Project website at <http://history.hanover.edu/texts/winthmod.html>

COURSE REQUIREMENTS

Ecclesiolae: Oh mercy! The first course requirement is in *Latin*, for goodness sake! Well, in my defense let me say that I cannot come up with a comparably suitable term in English. For the duration of the semester, your primary conversation partners and collaborators will be a small group which we shall call your "ecclesiola" (the plural in Latin is "ecclesiolae"). It's a nifty theological term that means "a little church" within the universal church. Most of your work for this course will be connected with your ecclesiola. Discussions of historical texts, research projects, and other class activities will, for the most part, take place within this small group. So learn to love these people as sisters and brothers. Pray for one another. Hold each other accountable. Learn from one another. Teach one another. In short, become a little church with these folks who, in God's whimsical mercy, have been given to you for a season.

Textual Interpretation Paper and Discussion Leadership: Several texts will serve as foundations for conversations within your ecclesiola. These are all primary sources. That is, these are original writings from some of the historical periods we will be exploring. **You are to choose one of these texts and write a 10-12 page paper (2500-3000 words) based on that text.** The texts are:

For the March 5 class session:

- Richard Baxter, *The Reformed Pastor*
- George Herbert, *The Country Parson*

For the March 12 class session:

- Anne Bradstreet, "A Dialogue Between Old England and New"
- John Winthrop, *A Modell of Christian Charity*

For the March 26 class session:

- Isaac Watts, *Divine and Moral Songs for Children*
- Charles Wesley, *Hymns for Children*

For the April 2 class session:

- Jarena Lee, *Religious Experience and Journal of Mrs. Jarena Lee*
- Richard McNemar. *Observations on Church Government*

You will need to do more for this assignment than simply read the text itself. You must do appropriate scholarly research, drawing on the work of scholars published in academic books, scholarly encyclopedias, and academic journals. In these sources you

will find crucial information about the text, its author, and the world from which this text emerged. And in these sources you will also discover different approaches to the text that will prod you, challenge you, inform you, and inspire you as you engage in your own work of interpretation. The paper needs to include the following:

- A brief biography of the author
- A description of the historical context from which this writing emerges
- An analysis of the text itself, in which you explore a significant theme or idea you have discerned in the text (this is the main analytical and interpretive task of the paper)
- Your personal or professional reflections on the text
- An annotated bibliography in which you comment on all the sources you have looked at or used in your research

Writing standards and guidelines can be found on the “About Assignments” page of the CH 235 SharePoint site.

For these four class sessions, two texts have been assigned each day for a single and unified class discussion. Each text sheds a different light on ways that Christians approached a common issue or concern. ***You are to write a paper about only one of the texts under discussion that day.*** You and whoever else is writing a paper that day are to co-lead the ecclesiola discussion of the two assigned texts. You will need to collaborate in formulating questions that lift up issues the texts have in common. Your papers will serve as reading guides for your ecclesiola members, who will read your papers as well as both of the assigned texts for the day.

Your papers must be posted to the “Submit Assignments” page of the CH 235 SharePoint site by 5 P.M. on the Monday before the text is scheduled to be discussed in class. Due dates are also noted on the syllabus. No late papers will be accepted.

The Textual Interpretation Paper will contribute 35% to your final grade.

Biographical Study and Discussion Leadership: For this assignment, in consultation with me, you are to select one person who was significant in the history of Christianity in the nineteenth and twentieth centuries and find out about that person’s life and work. You are to write a 10-12 page paper (2500-3000 words) based on your research into the life and ministry of the person you have chosen (or that I have chosen for you!). All you need to do is select a general category, and I will do my best to help you identify an historical person who will be meaningful for you. The general categories are linked to topics we will cover in class on specific dates. The list of topics will be circulated within your ecclesiola, and each member is to sign up for one topic. When I have reviewed the sign-up sheet, I will make some recommendations to you. ***Only one member of the ecclesiola may sign up for any given topic.***

The topics are:

For the April 9 class session:

- Mid-19th-century missionaries
- Mid-19th-century evangelists
- Mid-19th-century social reformers

For the April 16 class session:

- Late 19th-early 20th-century Social Gospel leaders
- Late 19th-early 20th-century preachers
- Late 19th-early 20th-century Biblical scholars

For the May 7 class session:

- Mid-late 20th-century theologians
- Mid-late 20th-century leaders of social justice movements
- Mid-late 20th-century spiritual teachers and guides

Your paper will be read by your ecclesiola colleagues, and the papers will serve collectively as the foundation for your ecclesiola discussion on the assigned day. You and whoever else is writing a paper for that day are to co-lead a conversation about the issues you have both raised in your papers.

As with the first paper, you must consult scholarly studies and, where possible, read at least one source written by the person who is the subject of the paper. In this paper, you will need to include the following:

- A summary description of the person's life story
- A description of the historical problems this person was attempting to address
- A detailed analysis and evaluation of the person's ministry or work
- Your personal or professional reflections on that person's life:
 - What did this person do right and where did this person go wrong?
 - How has this person helped you to think differently about your own faith or your work?
 - What can Christians today learn from the witness of this person's life?
- An annotated bibliography

Writing standards and guidelines can be found on the "About Assignments" page of the CH 235 SharePoint site.

Your paper must be posted to the "Submit Assignments" page on the CH 235 SharePoint site by 5 P.M. on the Monday before the scheduled class discussion. No late papers will be accepted.

The Biographical Study will contribute 35% to your final grade.

Class Presentation: On the first day of class, you will sign up for one small group class presentation. The presentation is to center on the historical issue defined in the assigned topic and is to be based on substantive historical research. Working with your colleagues can often present problems, so let me be clear about what you are responsible for doing:

- Everyone in the group must do a fair share of the historical research.
- Everyone in the group must contribute to the planning process.
- Everyone in the group must take and fulfill a fair share of responsibility for organizing and preparing for the presentation.
- Everyone in the group must take some kind of role in the presentation itself.

In order to assure a fair evaluation of individual contributions to the research and the planning, you will need to do the following:

- Use the designated Wiki on the CH 235 SharePoint site to post all information about your research findings. If research findings do not show up under your name on the Wiki, I will assume that you have not done the work.
- Copy Professor Lobody on all group emails.
- Submit, on the day of the presentation, your own individual annotated bibliography of all the sources you personally have consulted.

The topics for presentations (and due dates) are:

- For the February 13 class session (yes, it's early, but to compensate for this I will be more merciful in my grading):
 - 11th-Century Europe and North Africa: The First Crusade
- For the February 20 class session:
 - 12th-14th-Century Europe: Medieval Devotion to the Virgin Mary
- For the March 5 class session:
 - 16th-Century Europe: Catholic and Protestant Understandings of the Sacrament of Holy Communion
- For the March 12 class session:
 - 16th-century Mexico: The Spanish and the Indians in Colonial Mexico
- For the April 9 class session:
 - 19th-Century India: Protestant Missions to India
- For the April 16 class session:
 - 19th-20th Century Russia: Russian Orthodox Liturgy and Music
- For the April 30 class session:
 - 20th-Century Korea: Christians Under Japanese Occupation
- For the May 7 class session:
 - 20th-Century South Africa: The Churches, Apartheid, and the Truth and Reconciliation Commission

All of these topics are large, and some of them are vast. Your group will have to determine how to narrow the topic by deciding to focus on one or more specific issues, events, people, practices, or ideas. The Class Presentation will be graded on an individual basis and will contribute 20% to your final grade.

Pilgrimage Project: On the second day of class, we will use the entire session to walk through some parts of medieval religious life. Think of this as a pilgrimage through a cathedral and a monastery. Each ecclesiola will have responsibility for researching several carefully defined and limited topics related to cathedral structure and monastic experience. You are then to create one interactive display or learning center for each of the topics assigned to your ecclesiola. Detailed instructions are on the assignment handout.

The Pilgrimage Project will be graded as a group project and will contribute 10% to your final grade.

CLASS SCHEDULE

- 1/30** Introductions and Organization
The Spirituality of History
- 2/6** A Medieval Pilgrimage (of sorts): Cathedrals and Monasteries
Assignment for today: Prepare stations on designated topics
Background Reading Assignment:
Gonzalez, *Story of Christianity, Vol. 1*, pp. 278-91
Hastings, *World History*, pp. 110-146
- 2/13** Medieval Cultures: Intersections of Christian, Muslim, and Jewish Worlds
Class Presentation: The First Crusade
Discussion Reading Assignment:
St. Anselm. *Meditation on Human Redemption* at
<http://www.cla.umn.edu/sites/jhopkins/MeditationHR.pdf>
Background Reading Assignment:
Gonzalez, *Story of Christianity, Volume, 1*, pp. 292-323
Hastings, *World History*, pp. 66-109
- 2/20** Spirituality in the Middle Ages: Mystics and Religious Communities
Class Presentation: Medieval Devotion to the Virgin Mary
Discussion Reading Assignment:
Furlong, *Visions and Longings*: Parcel out the chapters among ecclesiola members so that no one has to read the entire book (unless of course you want to!). But each person must read three chapters--- you will therefore have several sets of eyes on each of these mystics.
Background Reading Assignment:
Gonzalez, *Story of Christianity, Volume 1*, pp. 324-374
- 2/27** European Reformations: Luther, Calvin, and All the Rest of the Trouble-Makers
Discussion Reading Assignment:
Scott Hendrix. *Recultivating the Vineyard*
Background Reading Assignment:
Gonzalez, *Story of Christianity, Volume 2*, pp. 6-125
- 3/5** Reformations in England: Anglicanism, Puritanism, and Dissent
Class Presentation: Catholic and Protestant Understandings of the Sacrament of Holy Communion
Discussion Reading Assignment:
Richard Baxter. *The Reformed Pastor* at
<http://www.ccel.org/ccel/baxter/pastor.html>
George Herbert. *The Country Parson* at
<http://anglicanhistory.org/herbert/parson.html>
Ecclesiola colleagues' papers on Baxter and Herbert
Background Reading Assignment:
Gonzalez, *Story of Christianity, Volume 2*, pp. 132-184

- 3/12** Christianity in the New World: Colonialism, Evangelism, and the City Upon a Hill
 Class Presentation: The Spanish and the Indians in Colonial Mexico
 Discussion Reading Assignment:
 Anne Bradstreet. "A Dialogue Between Old England and New" at <http://rpo.library.utoronto.ca/poem/211.html>
 John Winthrop. *A Modell of Christian Charity* at <http://history.hanover.edu/texts/winthmod.html>
 Ecclesiola colleagues' papers on Bradstreet and Winthrop
 Background Reading Assignment:
 Gonzalez, *Story of Christianity, Volume 1*, pp. 379-411
 Gonzalez, *Story of Christianity, Volume 2*, pp. 217-230
 Hastings, *World History*, pp. 328-368; 416-422
 Koestler, *Fortress Introduction*, pp. 1-26
- 3/19** Holy Week--- No Class
- 3/26** Enlightenment, Evangelicalism, and Revolution: Wesley and the Methodists
 Discussion Reading Assignment:
 Isaac Watts. *Divine and Moral Songs for Children* at <http://www.ccel.org/ccel/watts/divsongs.html> (Note: the person writing a paper on this text should assign the specific hymns for the ecclesiola)
 Charles Wesley. *Hymns for Children* at [http://www.divinity.duke.edu/wesleyan/docs/cworiginal/65_Hymns_for_Children_\(1763\).pdf](http://www.divinity.duke.edu/wesleyan/docs/cworiginal/65_Hymns_for_Children_(1763).pdf) (Note: the person writing a paper on this text should assign the specific hymns for the ecclesiola)
 Ecclesiola colleagues' papers on Watts and Wesley
 Background Reading Assignment:
 Gonzalez, *Story of Christianity, Volume 2*, pp. 185-216
 Hastings, *World History*, pp. 458-505
- 4/2** Christianity in the Early U.S. Republic: Democratizing the Churches
 Discussion Reading Assignment:
 Jarena Lee. *Religious Experience and Journal of Mrs. Jarena Lee* at <http://www.umilta.net/jarena.html>
 Richard McNemar. *Observations on Church Government* at <http://www.mun.ca/rels/restmov/texts/rmcnemar/ocg/OCG.HTM#Will>
 Ecclesiola colleagues' papers on McNemar and Lee
 Background Reading Assignment:
 Gonzalez, *Story of Christianity, Volume 2*, pp. 238-246
 Hastings, *World History*, pp. 422-436
 Koestler, *Fortress Introduction*, pp. 27-78
- 4/9** Envisioning a Christian Society: Revivalism and Reform
 Class Presentation: Protestant Missions to India
 Discussion Reading Assignment:
 Ecclesiola colleagues' papers on mid-19th-century missionaries, evangelists, and social reformers
 Background Reading Assignment:
 Gonzalez, *Story of Christianity, Volume 2*, pp. 246-323
 Hastings, *World History*, pp. 147-191; 436-442
 Koestler, *Fortress Introduction*, pp. 79-123

- 4/16** The Progressive Era: Modernists, Fundamentalists, and Christian Socialists
 Class Presentation: Liturgy and Music of the Russian Orthodox Church
 Discussion Reading Assignment:
 Ecclesiola colleagues' papers on late 19th- and early 20th-century Social Gospel leaders, preachers, and Biblical scholars
 Background Reading Assignment:
 Gonzalez, *Story of Christianity, Volume 2*, pp. 330-344
 Hastings, *World History*, pp. 282-327; 443-448
 Koestler, *Fortress Introduction*, pp. 124-146
- 4/23** **Mid-Term Recess--- No Class**
- 4/30** Christianity and the World Wars
 Class Presentation: Korean Christians Under Japanese Occupation
 Background Reading Assignment:
 Gonzalez, *Story of Christianity, Volume 2*, pp. 345-379
 Hastings, *World History*, pp. 369-415
 Koestler, *Fortress Introduction*, pp. 147-170
- 5/7** Always Reformed, Always Reforming: Liberation Theologies and Movements
 Class Presentation: South African Churches, Apartheid, and the Truth and Reconciliation Commission
 Discussion Reading Assignment:
 Ecclesiola colleagues' papers on 20th-century theologians, leaders of movements for social justice, and spiritual teachers
- 5/14** **Final Week--- no class**
- 5/16** **Last day of the spring semester**