

RELS/HIST 222: HISTORY OF CHRISTIANITY, REFORMATION TO PRESENT

Fall 2019
TR 11:10 AM – 12:25 PM
HELD 118

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	Office Hours: TBD

COURSE DESCRIPTION

History of the Christian religion from the era of the Reformation (sixteenth century) to the present, with emphasis on social, cultural, political, and economic history in relation to Christian structures and theological movements. Prerequisites: none.

COURSE READINGS

- Justo L. Gonzalez, *The Story of Christianity, Volume 2: The Reformation to the Present Day* (HarperCollins Publishers, 2010). ISBN-13: 978-0061855894
- The Bible. You may read from any formal equivalence or dynamic equivalence Bible translation (including, but not limited to, the KJV, NKJV, ESV, NASB, NIV, HCSB, CSB, RSV, etc.). Paraphrased-versions that are more interpretive/devotional than directly translational (e.g. The Message, The Voice, The Passion, The Amplified Bible, etc.) are by nature less helpful in analyzing historical-theological topics and debates. If you have questions about which Bible version(s) to use, feel free to ask the professor. If you do not own a Bible, you can find the relevant passages (in virtually any translation) online at www.biblegateway.com.
- Other readings will be available on the class E-Campus page and will be labeled on the syllabus as “E-Campus.”

E-CAMPUS

Course announcements, class documents, additional class readings, students’ grades, and other information will be posted on E-Campus (<http://ecampus.tamu.edu>). It is your responsibility to check the course page regularly to access these important course materials. You may also receive emails through your TAMU email address. It is your responsibility to have a valid email on HOWDY and to read your emails.

STUDENT LEARNING OUTCOMES

By the end of this course, the successful student should be able to:

1. Identify interconnections between religious conviction, historical theology, ecclesiastical history, and numerous other aspects of historical analysis (political, economic, ethnic, social, etc.).
2. Evaluate, analyze, synthesize, and critically engage with substantive historical material, including both primary sources (original documents) and secondary sources (historical monographs).
3. Describe the historical and social contexts that produced the diversity of religious thought and culture we see in studying worldwide Christianity.
4. Express their original ideas and analyses in both written and oral form.
5. Apply their historical knowledge to their personal lives and studies.

RELS/HIST 222 meets the core curriculum Language, Philosophy, and Culture (KLPC) foundational component area. The core curriculum objectives for this course are:

1. **Critical Thinking:** creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. **Communication:** effective development, interpretation and expression of ideas through written, oral, and visual communication
3. **Social Responsibility:** intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility:** ability to connect choices, actions, and consequences to ethical decision-making

Additionally, RELS/HIST 222 meets the International and Cultural Diversity (KICD) graduation requirement. The learning outcomes for KICD courses are that the successful student should be able to:

1. Live and work effectively in a diverse and global society.
2. Articulate the value of a diverse and global perspective.
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural gender, and religious opinions) and consider different points of view.

Texas A&M University has explicated a series of student learning outcomes reflecting the institution's commitment to long-term student education and edification. For a complete list, please see: <http://catalog.tamu.edu/undergraduate/general-information/student-learning-outcomes/#baccalaureate>

COURSE STRUCTURE AND GRADE REQUIREMENTS

This class entails several types of assignments.

Grading Scale: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; 0-599 = F

1. Exam 1 (midterm exam) – 200 points
2. Exam 2 (final exam) – 200 points
3. Paper – 200 points
4. Paper presentation – 100 points
5. Discussion participation – 150 points
6. Attendance – 100 points
7. Social and personal responsibility essay – 50 points

- **EXAMS**: There will be two exams – a midterm and a final. They will include multiple choice questions, ID/short answer questions, and lengthier essay questions.
I will handle all work/examinations related to absences in accordance with TAMU student rule 7 (Student Rule 7: <http://student-rules.tamu.edu/rule07>). See course schedule (below) for exam dates.
(course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2)
- **DISCUSSION**: This class will incorporate regular discussion periods in which we discuss the class readings – most commonly, primary source readings that are assigned throughout the semester. Therefore, be sure to read assigned material as laid out on the course schedule so that you are not only prepared to absorb the lecture material, but also to participate actively and enthusiastically in class discussions. Certain class periods are marked on the course calendar as discussion days, in which the whole class period will be devoted to class discussion. At other times, the professor may include discussion elements in conjunction with a lecture. I suggest that students take notes on the primary source readings to use during class discussions.
Participation in class discussion constitutes 150 points of each student's final course grade, and will take into account both the level of engagement (how often the student participates in the discussion) and quality of engagement (how prepared the student is to analyze the issues/topics in a thoughtful and meaningful way).
(course learning outcomes: 1, 2, 3, 4, 5; core curriculum learning outcomes: 1, 2, 3, 4; international and cultural diversity learning outcomes: 1, 3)
- **PAPER**: By week 5, each student will meet with the professor to select either a historical monograph or a substantial set of primary source materials about which to write a 1200-1500 word paper (~5-6 double-spaced pages). Papers will not simply be summaries, but will be critical/analytical engagements with the material. Further, more detailed instructions will be provided on E-Campus.
(course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2, 3; international and cultural diversity learning outcomes: 3)

- **CLASS PRESENTATION:** In addition to writing this paper, each student will give a brief (~10 minute) oral presentation to the class during the final week of the semester, explaining the content and argument(s) of their monograph/source, its significance, and situating it within the themes/ideas we have discussed throughout the semester. (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2, 3; international and cultural diversity learning outcome: 3)
- **ATTENDANCE:** Attendance is required in this class. Because it is a small, seminar-style class which includes substantial discussion time (see “Discussion” section, above), it is important that students attend class in order to make the course as beneficial as possible for everyone involved. Students will be allowed one “free” unexcused absence that will not impact their grades; after that, each unexcused absence will result in a 10-point reduction in attendance grade. Hence, two unexcused absences for the semester would equate to an attendance grade of 90, three unexcused absences would equate to an attendance grade of 80, four unexcused absences would equate to an attendance grade of 70, and so on.
 Also keep in mind that if you miss a class discussion period (see above), that will also adversely impact your discussion/participation grade, in addition to your attendance grade.
 For an explanation of university-excused absences, and how to make up work related to them, see TAMU student rule 7 (Student Rule 7: <http://student-rules.tamu.edu/rule07>). Students are responsible for reading and understanding all aspects of Student Rule 7. (core curriculum learning outcome: 4)
- **SOCIAL AND PERSONAL RESPONSIBILITY ESSAY:** The goal of this assignment is for students to reflect on how the course material, the discussion that they have engaged in, and the paper writing and presentation process has illuminated their roles and responsibilities in the modern world. Students will write a short reflection paper on how this course will influence their choices as an informed citizen of Texas, the United States, and America (i.e., social responsibility) and their ethical interactions with others in every day life (i.e., personal responsibility). Specific guidelines are on ecampus. (course learning outcomes: 2, 3, 4, 5; core curriculum learning outcomes: 1, 2, 3, 4; international and cultural diversity learning outcome: 1, 2, 3)

ABSENCES

All absences, and work/examinations related to them, will be handled in accordance with TAMU student rule 7 (Student Rule 7: <http://student-rules.tamu.edu/rule07>). Students are responsible for reading and understanding all aspects of Student Rule 7.

ADA: STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit <http://disability.tamu.edu/>

ACADEMIC INTEGRITY

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Students are expected to understand and abide by the Aggie Honor Council Rules and Procedures, available at <http://aggiehonor.tamu.edu>

Title IX and Statement on Limits to Confidentiality

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

PLANNED COURSE SCHEDULE

****NOTE:** Readings should be completed BEFORE class.

Week 1: Course Introduction, roots of the Reformation, and Luther

Tu – Lecture: class introduction and the background to the Reformation

Th – Lecture: Gonzalez chapter 4 (pp. 47-56)

Week 2: Lutherans, Radicals, and Reformed

Tu – lecture: Gonzalez chapter 7 (pp. 77-86)

Th – **class discussion:** Readings on ecampus

Week 3: The Reformation in England, and the Catholic Counter-Reformation

Tu – lecture: Gonzalez ch. 8 (pp. 87-104)

Th – lecture: Gonzalez ch. 12 (pp. 135-149)

Week 4: Beyond the West: Eastern Christianity in the 16th century

Tu – lecture

Th – **class discussion:** Readings on ecampus

Week 5: 17th/18th Century: Divisions in Europe/England, the Enlightenment, and Rationalism

Tu – lecture: Gonzalez ch. 19, 20, & 21 (pp. 211-235)

Th – lecture: Gonzalez ch. 22 (pp. 237-248)

Week 6: Midterm Exam week

Tu – abbreviated lecture/discussion and exam prep

Th – **Midterm Exam**

Week 7: Christianity in Colonial America

Tu – lecture: Gonzalez ch. 25 (pp. 275-290)

Th – lecture: Gonzalez ch. 27 (pp. 319-347)

Week 8: Revivals and the Age of Revolutions

Tu – lecture

Th – **class discussion:** Readings on ecampus

Week 9: 19th Century Liberalism, Romanticism, and responses to modernity

Tu – lecture: Gonzalez ch. 31 (pp. 385-397)

Th – lecture: Gonzalez ch. 32 (pp. 399-415)

Week 10: Non-Western Christianity in the 18th and 19th centuries

Tu – lecture

Th – **class discussion:** Readings on ecampus

Week 11: Christianity in America – 19th-20th century

Tu – Lecture: Fundamentalism & Modernism; Neo-Evangelicals & “Mainline” Protestants
(Readings on ecampus)

Th – Lecture: Christianity amidst 20th century social upheaval: Gonzalez ch. 36 (pp. 473-493)

Week 12: Global Christianity – 20th century

Tu– Lecture: Global developments

Th– **class discussion**: Readings on ecampus

Week 13: Writing/paper prep and presentations

Tu – Writing work/prep

Th – **Presentations**

*All papers due (uploaded to TurnItIn) by the beginning of class on 11/27.

Week 14: Historical reflections

Tu – **Presentations**.

Th – historical reflections

***Social and personal responsibility essay due (uploaded to TurnItIn) by 11:59 pm.**

FINAL EXAM: per final exam schedule