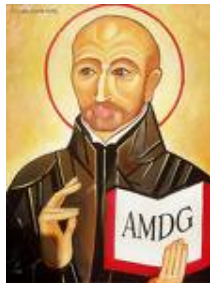


CPRL 352 HISTORY AND DEVELOPMENT OF MODERN CHRISTIAN THOUGHT



CPRL 352

Dr. Jeanette Reedy Solano

Spring 2014

Course Hours: Section-01: 11:30-12:45 T/TH; Section-02: 4:00-6:45pm Tuesdays **Location:** H224

Course website on Titanium-be sure to check often-esp. before class

Office Hours: Tuesday: 2:35-3:50pm & 7:00-7:30; Thursdays:10:05-11:20 am **My Office:** UH 311

Email: jsolano@fullerton.edu (best way to reach me--M-Th)

Phone: 657-278-7554

Course Description:

I love teaching this advanced course and use a global-social-historical approach to traces some highlights of Christian history from 1274 to the present day. As we travel through history, we will pay close attention to cultural context, main movers and shakers, as well as theological and philosophical schools of thought and debates. The course covers Christianity during the Renaissance period, the Protestant and Catholic Reformations, Modernity, Mission, and 20th/ 21st century developments. Both Pentecostalism and Evangelicalism are profiled as we consider both their historical and contemporary forms. Developments in Roman Catholic history are highlighted when we study the Catholic Reformation, Jesuit Activism, Dorothy Day and Vatican II. Clearly not every important development, person, or group in Christian history can be highlighted in one semester, thus certain figures and movements have been selected to offer up a select historical survey of both depth and dynamism.

Course Aims/Objectives:

With over two billion adherents, Christianity is the largest religion in the world, therefore every student will be enriched by gaining a better understanding of the challenges and changes Christianity has faced in the modern and late modern period. The fundamental purpose of this course is to ground the student in Christian history from the Renaissance period to the present day. It complements CPRL 351 which covers the history of the early church until 1274 (the death of Thomas Aquinas). I hope you begin to have a sense of waves of reform within the tradition. The course's main goal is to provide a balanced overview of developments in Christian history while also allowing for intensive focus on select movements, groups, and persons.

Learning Outcomes i.e. *you can expect to exit the course with ...*

- ❖ A mastery of the major movements. & historical turning pts of Christian history from 1274 to 2013.
- ❖ A global vision of how Christianity has spread and grown over the past 7 centuries
- ❖ A basic understanding of the theological ideas at the heart of the Protestant & Catholic Reformations
- ❖ A better ability to articulate your opinions in a classroom setting
- ❖ The ability to read more critically and write a paper with a critical edge
- ❖ An understanding of the history, development, expressions of Evangelicalism & Pentecostalism

Required Course Texts (2) Required by first week!

Book available at Little Professor Bookstore (725 Placentia Blvd; Ph. 996-3133). Maps will be provided on the 1st day of class—it is minutes from campus. You may also buy the textbook online—new or used. You need BOTH the book & the reader the first week of class (do your best)!

1.) Paul Spickard & Kevin R. Cragg, *A Global History of Christians: How Everyday Believers Experienced Their World* (ISBN 0-8010-2249-5)

2.) **352 Course Reader** articles & original documents compiled by Dr. Solano available at **XCOPY**. Reader at **X-Copy** (349 N. State College, Fullerton, CA 92831—a block from Campus at State College & Chapman-CVS mini-mall) Ph:(714) 738-7888; email: xcopyfullerton@gmail.com; Hrs: M-Th 9-7, Fri: 9-6. You need this reader for the first week of class! Reader should be ready the weekend before class begins, but best to call ahead or pre-order online at: <http://www.xcopyfullerton.com/-strse-2939/CPRL-352-SOLANO/Detail.bok>

Learning Assessment:

15%: Participation & Attendance

25%: Dramatic Debate Participation OR Critical Discussion + Game/Quiz

10%: 1 Short Reading Reflection Paper

25%: Midterm

25%: Final Exam

100% / 100 pts.

Explanation of Assessment and Grading:

- A:** 93-100 Outstanding (participation and work consistently distinguished itself)
- A-:** 90-92 Excellent work across the board
- B+:** 89-87 Distinguished work
- B:** 86-83 Above average (high quality work in most areas)
- B-:** 80-82 Solid performance
- C+:** 77-79 Good work, but may have performed poorly in one area
- C:** 73-76 Average (you did all the work adequately and attended class)
- C-:** 70-72 Still a solid passing grade, may have performed poorly in several areas
- D+** 69-67 Still a passing grade in GE, but not for majors
- D:** 63-66 Below average performance in many areas; may have failed to complete some work
- D-:** 60-62 Student did some work but probably did not complete a major assignment
- F:** below 60...well you don't want to go there! This score results in failure of the course.

This scale is firm. A few points can make a big difference.

Your grade will be based upon the following: vital engagement in the class and discussions (15%), writing/research/oral presentation skills (25%), critical analysis expressed in writing (10%), objective recall and reading comprehension: mid-term and final (50%).

Participation & Attendance

You are expected to have read materials thoroughly prior to each class meeting and to be prepared to engage in *every* discussion. Not only should you have read all of the assigned reading, but you should also be able to *initiate discussion* with questions and insights, not solely respond to the instructor's questions. Express your opinion and ideas! The *quality* of your comments is always more important than *quantity*. You may earn up to one participation point each week. **You earn**

these points-they are not granted just by mere attendance which is each session. Perfect attendance (15/15: which demonstrates great dedication) means you will do MUCH better on exams. **VIP NOTE:** All detailed guidelines for these options/assignments are posted on TITANIUM “Course Docs” please print these out and bring with you the first day of class if possible!

Oral Presentation Options *(you get to choose which option best suits you-choose only 1)*

Option 1: The Great Debate (Reformation Figures)

One of the most enjoyable moments in this course occurs as you climb into the skin of one of the figures we profile and engage in a debate with other figures personified by your peers. This exercise requires some historical research and allows you to display your oral skills in a creative way. The Great Debate will occur at the end of our study of the Protestant and Catholic Reformations. Participants should prepare a **2 page (single-spaced) handout** of their figure with a summary of their fundamental ideas and a biographical timeline. This paper will be distributed to the class on the day of your debate. Sample handouts posted on Titanium. This is the only paper involved. The Great Debate finds Protestants and Catholic Reformers facing off against each other and will take place **Week 7**. The debate will last approximately 45 minutes and will be followed by at least 20 minutes of Q & A from the audience. This is a challenge, but trust me, it’s fun & unforgettable. It is my hope that many of you will opt to participate in a Great Debate. You are evaluated (and will receive feedback from) by both your peers and your instructor. The debate is capped at 6 participants. Each debater receives their own individual grade based on their preparation, handout and performance. Please see handout for a list of historical characters and more details.

Sign Ups the debate: 1st meeting of **Week 2** (have a 1st and 2nd choice in mind).

Option 2: Critical Response Paper & Discussion Group Facilitation

If you choose not to participate in the group dramatic debates your oral presentational skills will be challenged and exercised by an oral presentation that critically responds to the day’s reading. You will have approximately 30 minutes to read your 4 page critical response paper aloud and facilitate our group’s discussion. Then we will engage (10 mins) in your creative interactive exercise (a quiz, game, jeopardy of that day’s subject, creativity contest, etc.) You will be graded (by the instructor and peers) on the quality of your critical analysis, your oral communication skills, how skillfully you guide our discussion, and your interactive element. A sign-up sheet will be circulated which lists available class slots. Scan our syllabus for post-midterm dates that have an asterisk and interest you. See handout posted on Titanium for details. These discussions take place post-midterm.

*****Sign Ups for either option : 1st meeting of Week 2 (have a 1st and 2nd choice in mind).**

Written Critical Writing Assignment:

1 Short Reading Reflection Paper

Once throughout the term you will write a short (2 page, double spaced) reflection on that day’s reading. At the close of this reflection paper list **4 critical questions** which arose for you while reading. Your reading reflection paper is worth up to 10 points. These papers will be graded according to the following scale: 6-7 pts-clear summary, but surface treatment-missed several key points; 8 pts-thoughtful analysis with good quality questions; 9-10 pts-excellent critical analyses with thought-provoking questions. Your paper is a written response to *all of that day’s reading*-however you may focus or critique one particular section in more detail. This exercise helps us have better, more in-depth discussions since it guarantees at least of few students have prepared in depth! *Week 2 you may choose the day you want-it cannot be the same day you do your oral*

presentation. Turn in papers at the end of our class session. Don't forget to write your short paper on your specific date. See handout posted on Titanium for details.

Exams

There are two exams. The format of both the mid-term and final will be multiple-choice and short answer ID (identifications). The mid-term will cover all lectures, films, and readings up to the exam and will be held week 8. The final is not cumulative; it will cover material from Weeks 9-15 and will be held during Finals week (see syllabus for your section's date/time). These exams require you take careful class notes as they test your factual recall, critical judgment, and your close reading of the texts. You will be given a *general* study guide to help you prepare for the multiple choice & T/F questions and a list of Persons/Events used for short answer identifications (ids). This same list of ids will be on your exam-no surprises. Samples of great ids are posted on Titanium. We will also go over 10 MC questions together in class the session before each exam in a competition/game. **Beyond this, you must use your own study skills to prepare for the exam. Please carefully consider if this is sufficient guidance for you.**

Extra Credit (optional): Visit Saddleback Church, Pentecostal Historical site: Angelus Temple

What we learn in the classroom is but a mere shadow of lived Christianity. This term I encourage you to augment our study of one of the three Christian groups we are profiling by going on a field trip on your own. These are *optional* and interesting extra credit options. After your visit you will write up a 2 page report by responding to descriptive questions (see handout). The report is worth *up to 5 points* extra credit. The papers will *only* be accepted on the day we discuss the site/group in class-see below for exact dates-your experience will enhance our discussion! Plan ahead: you should read the related readings BEFORE your visit. See Extra Credit Handout for details and site-specific questions. ***I strongly encourage you to go one of these site visits—plan ahead—not only do they connect your learning to the real world, but the points earned often make the difference between an A or B...or a B and C.*** Max extra credit you can earn is 5 pts.

Option 1: Historic Angelus Temple (Aimee Semple McPherson's church in Echo Park, LA)

One of the figures we profile in class, Aimee Semple Mc Pherson, built a church in 1924 that is still alive and well today: Angelus Temple. It has been rented by another Pentecostal denomination (Assemblies of God) and offers Thursday night (7 pm) services as well as a 10:00 am service on Sundays. You can pick a time that works for you; however it must be a full worship service. Visit: <http://www.angelustemple.org/> for more details and directions. Bonnie Brae House (birthplace of modern Pentecostalism) is only 3 blocks away-cool to visit if you have time.

Option 2: Saddleback Community Church: South OC

This paper is due when we discuss Rick Warren and Saddleback. Since we are profiling Saddleback Community Church, a visit to the church to hear Warren preach will enhance our discussion. Start by visiting their web site <http://www.saddleback.com/index.html> or contacting their office to make sure Rick Warren will be preaching during your visit. After your visit, you must write up a 2 page report by responding to a list of specific descriptive questions.

Prerequisite: Completion of GE C.2 Introduction to the Humanities.

General Education:

This course fulfills GE C.3 Explorations in the Humanities *and* GE Z Cultural Diversity. (If you wish to pursue a minor in Religious Studies or a minor in Christian Studies, you can “double count” this course for GE and the minor – up to nine units of GE courses from one department may be used

to meet minor requirements. If you are a major in Religious Studies, this class counts as one course toward your upper division “Development of Western Religious Thought” requirement, but cannot count for GE.)

General Education Learning Goals applied to this Course (UPS 411.201, 6/20/11)

The learning goals for subarea C.3 include the learning goals for area C.2, namely:

- a. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
- b. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
- c. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

In addition, students taking courses in subarea C.3. shall:

- a. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
- b. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
- c. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

This course also fulfills the learning goals for GE Z Cultural Diversity:

- a. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
- b. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
- c. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- d. Recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.

GE Writing Requirement:

The writing assignment discussed below is designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. To encourage each student to advance his/her writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

Department of Comparative Religion Student Learning Goals & Outcomes:

A. Skills

Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.

Outcome 1: Students can analyze written materials related to the study of religion.

Outcome 2: Students have acquired information literacy in the study of religion.

Learning Goal: Students can effectively communicate in written and spoken mediums.

Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.

Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence.

B. Knowledge

Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.

Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.

Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.

Outcome 7: Students can compare key theories and theorists in the study of religion.

Outcome 8: Students can interpret key thinkers and figures within religious traditions.

Academic Honesty & Integrity

Students are to be held to the highest level of integrity. You are expected to be honest in your pursuit of learning. For a further explanation of what constitutes academic dishonesty, including plagiarism, please see UPS 300.021. The penalty for academic dishonesty will include a 0 on that assignment and possible failure of the course. Faculty are required to report all incidents to the Dean of Students Office, Judicial Affairs. The bottom line: don't compromise your career and the ethos of this class. I care more about effort and honesty than perfection!

Learning Special Needs...If You Need Assistance...

Many of us have special challenges when it comes to learning. I want you to know I understand and will try to help you with your needs, but you must get it cleared through: **The Disabled Student Service Office**, UH 101, (714) 278-3117 or as documented at www.fullerton.edu/disabledservices/.

The campus policy is to document the need and then the instructor can work to accommodate your need, whatever that may be: taking the exam in a quiet place with more time, taping lectures, etc.

Do not hesitate to seek the help you need to do your best in college! I am happy to help you in this way.

Emergency Procedures Notice to Students

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines

Before an emergency occurs-

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at <http://www.fullerton.edu>, calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.
3. **Calling for help:** Non-emergency line: (657) 278-2515 Emergency: 911
24-hour recorded emergency information line: (657) 278-0911
(657) 278-4444.

Classroom Policies & Matters of Decorum

The following are a list of my basic policies. These guidelines were developed in response to experiences in the classroom here at CSUF. These policies were created as a sort of contract with you as well as a guide to help you succeed. As courteous and responsible adults, most of it will be already be obvious to you...

Being There: Absence/Tardiness policy

Missing Class: Being in class is vital, but hey, life happens (sicknesses, family emergencies, deaths, etc.) and sometimes we have to miss class. I will take attendance every week-sometimes on a Tuesday, sometimes on a Thursday for a total of 15 times during the semester. You may miss one class session before it will negatively impact your point totals. It is in your own best interest not to miss many sessions because half of your grade is earned through exams and the questions for these exams are drawn equally from **each and every class** session. You can't earn participation points if you are not there.

Tardiness:

Please be on time. We have all had it happen-esp. here at CSUF-you mean to be on time, but you can't find a parking space, traffic was a nightmare, or the elevator was broken, etc. Here is my policy on being late to class. Times refer to minutes past official class start time.

1-3 minutes: The grace period for both professor & students. I am usually setting up A/V or lecture materials during this time.

4-10 minutes: You will be **marked tardy**. One tardy **will not** adversely affect your participation grade, more than one will.

More than 10 minutes: Entering at this point is disruptive and disrespectful. Hopefully this will *not* happen, but if it does, *don't miss class* (I want you here) but please slip in quietly.

PET PEEVES: NOISY WALTZERS, i.e., Students who waltz out in the middle of class and return later. This is very disruptive. The class is only 1 hour and 15 minutes (or we take a break at this point in a once-a-week course). If you must step out for a moment please try to slip out as we begin a video and quickly return. PACKERS (not the Green Bay kind): Another pet peeve of mine involves students who start packing up their bags before class is over. I like to squeeze as much learning into our time together as possible-esp. in 352 because there is so much to cover. **Please do not pack up earlydo this! I do my best to end class right on time.** I know most of you have to dash to another class. THANK YOU.

CLASS ACT: Sometimes you can't avoid a dr's appt or other issue and can't stay for the entire class period. *I understand*, just tell me before class and slip out silently. Thanks for being considerate.

Food and Drink Policy

Our lives are hectic and often you (and I) don't have time to grab sustenance. While I understand this, I also do not want food and drink to be a distraction in the classroom. Just use common sense. Drink: I don't mind if you bring drinks into the classroom as long as they are in a sealed or covered container (i.e. a latte with a lid). **Food: The classroom should not be mistaken for a Carl's Jr. commercial. While a quiet protein bar is fine, please do not come to class with delicious smelling hot food such as a burger and fries or crunchy chips.**

HATS: Hats obscure faces and I like to see your faces when interacting with you. The truth is I am probably having a worse hair day than you. If you must wear your hat inside the classroom please turn it around so I can see your face.

NO LAP TOPS: Yes, Seriously. They are distracting for students next to you. Sorry, this policy applies to note taking as well. YouTube will have to wait-even if you watching videos on religion or augmenting the lecture with fascinating data.

CELL PHONES OFF- Please make it your policy to turn off your cell phone upon entering the classroom and place it in your bag-**no phones on your desk** or in your laps. Having your phone ring or vibrate then sneaking a peek is equally disruptive. Obviously, NO TEXTING or tweeting in class. You are adults who chose to be here and recognize that class time is exclusively for learning, not cell phone use. If I see you using your phone during class I will stop and ask you to put it away as well as make note this on the participation chart--it *will* negatively affect your participation grade totals at the end of the term. Personal note: I KNOW staying connected via phones and technology is our common way of life (it is *really* hard for me too) but during class it is distracting and disrespectful, so please refrain.

Being Considerate While Discussing Religion

At university we are all learning how to engage in intellectual discussions in a lively and respectful manner. Discussing religion, spirituality, beliefs, other people's faiths etc. can get extremely sticky. I hope that, soon enough, you will have made some new friends and feel comfortable sharing your opinion. I do not want you to be silenced by the PC Police. While I want to encourage passionate discussion, I strongly encourage you to be aware of the feelings of those around you. A productive way to respond to a classmate with whom you disagree would be: "While I respect your viewpoint, I strongly disagree with you and this is why....." Please be respectful of both the instructor and fellow students. A cordial classroom is wonderful atmosphere in which to learn and we are all responsible for creating this milieu. Also, Type A Extroverts, *for whom I have much sympathy*, please be conscious of not dominating discussion time.

CPRL 352: Spring 2014 COURSE READING SCHEDULE

Section -02, which only meets Tuesdays, please refer only to first date and do ALL that week's readings; Section-01 please come to class having read everything for that date. I will clarify in person.

I. Reformation, Revolution, or Rebellion?

- Wk 1:** Introduction to the Course & One Another
(1/21) **The Late Medieval Mindset**
Spickard & Craig (S&C): ch. 7: *Transformation & Renaissance*
- (1/23) **Course Reader (CR): *Black Death Inspires Zwingli's Plague Hymn***
Clips from *Nostradamus* film
CR: Thomas a Kempis, *The Imitation of Christ* (selections)

The Protestant Reformation

- Wk 2:** Forerunners of the Reformation: Wycliffe & Erasmus...Luther
(1/28) ***Decide which Oral Presentation Option you would like to do and sign up today
S & C ch. 8 (to p. 194): *The Reformation*
CR: Donald Roberts: *John Wycliffe and the Dawn of the Reformation*
- (1/30) **Catholic Reformer: Desiderius Erasmus & The Renaissance**
CR: Article on Erasmus
CR: Erasmus: selections from *The Free Will*
CR: short articles on Luther, his Life and Works from *Christian History* (CH)
CR: Luther: selections from *The Bondage of the Will*
****Erasmus' *In Praise of Folly*:**
<http://www.gutenberg.org/files/30201/30201-h/30201-h.htm>
- Wk 3:** Wild Boar or Heroic Man of Faith? Focus on Luther the Man and Theologian
(2/4) **CR: Alistar McGrath: "The Accidental Revolutionary: Martin Luther"**
CR: Paul Thigpen: *A Gallery of Friends and Enemies* (be sure to read before film)
Feature Film: *Luther* (2003) 1st half
- (2/6) **CR: Selections from Luther's *Commentary on Galatians* (on Grace, Faith, Works)**
CR: An Interview with Martin Marty, *Luther's Living Legacy*
Feature Film: *Luther* (2003) 2nd half
- Wk 4:** Beyond Wittenburg: Calvin, Zwingli & Other Protestant Reformers
(2/11) **CR: T.H.L. Parker: *The Life and Times of John Calvin***
CR: John Calvin: Selections from his *Institutes of Christian Religion* (Bk II:3)
CR: Dr. Solano: Notes comparing Luther & Calvin on key Theological Points
CR: Franks A. James: *It Was Both a Horrible Decree and a very Sweet Fruit*
- (2/13) **Zwingli and the Anabaptists**
CR: Huldrieich Zwingli: Selection from *Commentary on True and False Religion*
CR: John Payne: *Zwingli and Luther: The Giant vs. Hercules*
CR: Anabaptist Readings (Selection of short articles from *Christian History*)
- **These links are not required reading, but I hope you will venture there to read a bit of the author in their own words. Now many of these classics are available online-esp. helpful for Great Debaters.

The Catholic Reformation

Wk 5: The Catholic Reformation in Action: Focus on the Jesuits

(2/18) **S&C, ch. 8** (pp194-199): *The Reformation*

S&C, ch. 9: *European Expansion 1500-1800*

CR: St. Ignatius: Selections from *The Spiritual Exercises*

Feature Film: *The Mission* (1st half)

(2/20) **CR: Anker, Roy** “The Laughter Beyond Tears: Love’s Redemptive Call in *The Mission*” from *Catching Light: Looking For God in the Movies*

Feature Film: *The Mission* (finish film and discuss)

Wk 6: The Catholic Reformation: Luther’s Shrewdest Foe: Johann Eck & The Council of Trent

(2/25) **CR:** *Johann Eck (Eckius)* biographical article

CR: John Eck: selections from *The Enchiridion*

****Link to read Eck's 404 Theses against Luther:**

<http://bookofconcord.org/eck404-theses.php>

(2/27) **The Council of Trent**

CR: *The Council of Trent Begins*

CR: Selections from The Council of Trent Documents

Recapping the Reformation & Its Ripple Effect

Wk. 7: THE GREAT DEBATE : The Reformation



(3/4) ***** Rebellion or Return? Catholic & Protestant Historical Figures Face off**
Catch up on all your Reformation reading so you can be a great audience member!

(3/6) **S&C, ch.10:** *European Christianity After the Reformation 1600-1900*

Wesley, Revivalism, Review and Midterm

CR: “John & Charles Wesley” & “John Wesley’s Last Letter”

Video: Clips from *The Man from Aldersgate* (John Wesley) &
A Heart Set Free (Charles Wesley)

Review for Midterm: Battle of the Sexes Trivia-MC questions

Week 8: MIDTERM & Intro to Modern Era

(3/11) **Midterm Exam (Covers week 1-7)**

(Please bring a large unmarked Greenbook, a pen, 2 no. 2 pencils, & an 882 scantron)

II. The Modern Period: Expansion, Mission, and Social Justice

Week 8 (cont) *Global Growth in the Modern Era: Focus on Asia

- (3/13) **S&C, ch. 13** (pp. 303-4; 319-340 only): *Christianity as a Worldwide Phenomena*
CR: Select articles on Christianity in China
Video: *Faith in Hiding* video on Contemporary Underground Churches in China

Week 9 Mid-20th Century Challenges for Christians: Evil, War, Poverty

- (3/18) **S&C: ch. 15:** Twentieth-Century Europe: The Church in Decline
CR: Select *CH* articles on Dietrich Bonhoeffer

(3/20) The Roman Catholic Church and the Modern World

S&C, ch. 16: *Twentieth Century America*

CR: Joseph A. Komonchak: *The Second Vatican Council*

CR: Excerpts from Vat II Docs: *Gaudium et Spes & Pacem em Terris*

CR: Jim Forest: excerpts from *Love is the Measure: A Biography of Dorothy Day*

Wk. 10 Christian Social Conscience in the 20th Century: Protestant & Catholic examples

(3/25) * Martin Luther King as Christian Prophet

CR: Russel Moldovan, *Martin Luther King Jr.*

CR: Martin Luther King: *Letter from a Birmingham Jail, I Have a Dream, & The Drum Major Instinct*

(3/27) *Father Greg and Homeboys Industries

CR: Fr. Gregory Boyle: Selections from *Tattoos on the Heart: The Power of Boundless Compassion*

Videos: *Out of the Fire* (Dr. Solano's short film with HBI) & *G-dog* (documentary).

III. Profiles in Modern Christianity

Profile I: Pentecostalism

Wk. 11 Pentecostalism: From Acts 2 to Today

(4/8) **CR: Chris Armstrong:** *Did You Know?: Interesting facts about the Am. Holiness Revival*

CR: Vinson Synan: *The Azusa Street Revival: The Pentecostal Movement Begins in America*

(4/10) *Spirit-Filled Women: Focus on Aimee Semple Mc Pherson

CR: Aimee Semple McPherson, excerpt from Autobiography

CR: Edith Blumhoffer, *Angelus Temple*

*****Optional Extra credit paper on Angelus Temple due TODAY only, 4/10**

* All dates (11 slots) with an asterisk indicate that the class session is designated as a student-led discussion session. See handout for details. Sign up Week 2 to lead discussion if you are NOT doing the Great Debate.

Profile II: Evangelicalism

Wk. 12 Who/What are Evangelicals and Where did They Come From?

(4/15) **CR: Jeffery Sheler:** *Prologue* and Chpt. 2: *Roots and Branches*

(4/17) ***CR: Don Thorsen and Steve Wilkens:** Excerpts from *Everything You Know About Evangelicals is Wrong: An Insider's Look at Myths and Realities*

Wk 13: Evangelicals: Megachurches

(4/22) ***Rick Warren/Saddleback**

CR: Tim Stafford: *A Regular Purpose-Driven Guy*

CR: Shayne Lee & Phillip Luke Sinitiere: *Surfing Spiritual Waves: Rick Warren and the Purpose-Driven Church*

CR: Timothy C. Morgan: *Purpose-Driven in Rwanda*

** **Extra Credit Paper** on your visit to Saddleback may be turned in **TODAY only:** 4/22

(4/24) ***Evangelicals and Televangelism**

Focus: Joel Osteen/Lakewood Church (Texas)

CR: Shayne Lee & Phillip Luke Sinitiere: *The Smiling Preacher: Joel Osteen and the Happy Church*

IV. 21st Century Christendom: What Changes will the Future Bring?

Week 14: 21st Century Trends & Profile of New Monasticism

(4/29) ***CR: Phillis Tickle:** Excerpts from *Emergence Christianity: What It Is, Where It Is Going, and Why It Matters*

CR: Shane Claiborne: Select Readings

(5/1) ***21st Century Theological Discontent/Developments: Profile: Rob Bell**

CR: Excerpts from *Loves Wins & What we Talk About When We Talk about God*

http://www.youtube.com/watch?v=rG1CDec4qkg&feature=player_embedded

Week 15: The Future of Christendom Around the World

(5/6) **Global Christian Powerbases in the 21st Century: Africa and Asia**

S & C –Chpt 13: Focus on Africa and Missions pp. 307-318.

Clips from doc film 1040: Christianity in the New Asia

(5/8) ***CR: Wesley Granberg-Michaelson:** Selections from *From Times Square to Timbuktu: The Post-Christian West Meets the Non-Western Church*

*****review for Final Exam-last 15 minutes of class**

Wk 16: Final Exam Week: (Please bring an 882 scantron, large greenbook, pen & 2 # 2 pencils).

Section 01 (t/th): **Thursday, May 15th, Noon-1:50** (please note day & time)

Section 02 (Tues): **Tuesday, May 13th, 5:00-6:50** (please note day & time)