

FTH411i Modern Church History

Winter 2021

Course Outline

Class Start Date & End Date

7 Jan. & 19 Apr. (with final exam to follow)

Class Meeting Time, Location, and Room

Online

Instructors Name: Tristan Sharp
Office: N/A
Office Hours: By appointment via phone or Skype
Telephone: 250-380-8469
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Course Description

The church from the end of the fifteenth century until today. Calls for reform. Key reformers: Luther, Zwingli, Calvin, Cramner. Catholic reforms and the Council of Trent. The Enlightenment and its aftermath: liberalism, anti-clericalism, ultra-montanism and Vatican I. Byzantine churches. Missionary movements and North American Protestantism. The church as global: Latin America, Asia, Africa. Modernism, ecumenism, Vatican II and toward the 21st century.

Course Objectives

This course aims to give students a foundational understanding of the history of the Church in the from the start of the Reformation to the present. In successfully completing this course a student will be able to:

1. Demonstrate a basic knowledge of the development of Catholic doctrine and practice since the fifteenth century, and of the doctrine and practice of the ecclesial communities that derive from the Reformation. This objective addresses the following goals:
 - i. **MDiv (a) Intellectual Formation:** "To examine the Christian Tradition and its historical development." **(b) Cultural Context:** To support "ministry [in a] multi-faith (ecumenism and interfaith dialogue)... context."
 - ii. **MRE (a) Theological Instruction:** to "offer students instruction in the major areas of Catholic theology."
 - iii. **MTS (a) Intellectual Formation:** "To examine the Christian Tradition and its historical development."
2. Demonstrate a basic knowledge of the development Catholicism in the Americas, Africa, and Asia. This objective addresses the following goals:

- i. **MDiv (b) Cultural Context:** “To promote students’ engagement with the global character of the church.”
 - ii. **MRE (c) Cultural Context:** “foster a capacity to discern and engage the cultural context.”
 - iii. **MTS (a) Intellectual Formation:** to equip students “to address various cultural realities.”
3. Demonstrate an ability to reflect on the relationship between the Catholic tradition and socio-economic and political developments. This objective addresses the following goals:
- i. **MDiv (b) Cultural Context:** “foster an evangelical discernment of the ‘signs of the times’.”
 - ii. **MRE (c) Cultural Context:** “foster a capacity to discern and engage the cultural context.”
 - iii. **MTS (a) Intellectual Formation:** “To examine the Christian Tradition and its historical development so that students will be equipped to address various cultural realities.”
4. Identify the methods used in historical study, and effectively construct an historical argument using primary and secondary sources. This objective addresses the following goals:
- i. **MDiv (a) Intellectual Formation:** “to equip today’s students [with]... tools to address society’s religious and cultural needs.”
 - ii. **MTS (a) Intellectual Formation:** “To foster competency for advanced graduate work, including an introduction to various methodologies.”

Course Assignments and Evaluation

Participation	5%
Primary Source Analysis	15%
Book Review	15%
Essay plan	5%
Research essay	30%
Final exam	30%

Participation 5%

Length: very brief

Due: weekly (see description)

For each week there will be a discussion form on the Moodle site. For **5 weeks**, students must post a comment or question. This can be a comment about the primary source reading, the textbook, or the lecture. It can also be a response to another student’s question or comment. Students must **post at least twice before reading week**. Each comment or question is worth 1%, and will be evaluated on a complete/incomplete basis. Any question or comment will accepted as long as it is not wildly off topic.

****Charity and civility in participation****

We should never be afraid to ask difficult questions, or to challenge errors. Nonetheless, please remember that your fellow students come from different educational backgrounds and cultures, and are at different points in their lives and their growth in the faith. I ask you to use discernment and charity. **Comments that show contempt for classmates or contain *ad hominem* attacks will not be tolerated.**

Primary Source Analysis 15%

Length: 1000 words

Due: Feb. 11

Students will compare two primary sources (original texts), one from a prominent Reformer, and one from the Council of Trent. More details will be provided on the Moodle site.

Book review

Length: 1000 words

Due: Mar. 11

Students will review James K.A. Smith, *How (Not) to Be Secular: Reading Charles Taylor* (Grand Rapids, MI: Eerdmans, 2014), 26-60. The text will be provided on the Moodle site, and more detailed instructions will be provided there.

Research essay plan

Length: about 2 pages

Due: Mar. 25

Students will hand in a brief paper outlining:

- 1) the topic they've chosen, which should include a question that needs to be answered, and an initial argument
- 2) 1 primary source that would be valuable to the essay, and an explanation of why it may be valuable.
- 3) 2 books or articles that are essential to the topic. The student should explain why they are essential, and give a brief summary of the argument of the two works. The two works should have significantly differing views on the question.
- 4) 6 other books or articles that are relevant to the essay. These need only be listed. The analysis of the two sources will be the most important consideration.

The essay topic may be on any subject that is relevant to the course, but it must be a primarily historical, rather than theological, topic. For example, the impact of John Paul II's theology of the body on catechesis would be an acceptable topic, but an evaluation of its theological reasoning would not be. Students should talk to me **well ahead of the deadline** if they are struggling to decide on a topic.

Research essay 30%

Due Apr. 15

Length: 15 pages

The research essay will be evaluated on the student's ability to construct an historical argument using primary and secondary sources. The research essay needs to use the bibliography (as noted above) include appropriate primary source(s) relevant to the topic, and have a thesis statement which is effectively argued throughout the essay.

Final exam 30%

Due Apr. 26

Length: 1500-2000 words

The exams will be take-home, open-book essay questions. The essays will concentrate on discussing major themes in the class, and will cover material from the entire course.

Textbooks

Gonzalez, Justo L. *The Story of Christianity, 2: The Reformation to the Present Day*. Rev. ed. New York: HarperOne, 2010.

The textbook is available at the bookstore. Other readings are available online or on the course's Moodle site.

Recommended Reading

See bibliography below.

Course Requirements

Participation	5%
Primary Source Analysis	15%
Book Review	15%
Essay plan	5%
Research essay	30%
Final exam	30%

Performance in this course will be assessed largely on the basis of 30-35 pages of formal written work. All writing should be clear, free from errors in grammar, and in accordance with academic standards. There is no synchronous (real-time) attendance in this course; participation (see "Course Assignments") will be based on less formal written communication. There is no oral component to this course. It requires a reading knowledge of English only.

Assignments and course objectives

Primary source analysis: (1) knowledge of the development of Catholic doctrine, and of the doctrine and practice of the Reformation ecclesial communities (4) understanding historical methodology, especially close reading of original documents

Book review: (3) reflect on the relationship between the Catholic tradition and socio-economic and political developments (4) understanding historical methodology, especially the evaluation of historical arguments

Research essay: (4) Identify the methods used in historical study, and effectively construct an historical argument using primary and secondary sources. Allows students to deepen knowledge objectives (1), (2) and/or (3) in a way connected with their specific program of study and goals.

Final exam: Emphasizes integrating knowledge objectives (1), (2) and (3), and making broad historical arguments (4).

Late Submission Policy.

Late assignments will be penalized 2% for the first day, and 4% for each day thereafter for to a maximum of 8 days total (30% penalty). Students seeking extensions or other accommodation should contact the instructor well before deadlines, except in case of emergency.

Course Schedule

Jan. 7 Introductory week

- Jan.14 The Late Medieval Church
Readings: Gonzalez, Chp. 1, pp. 1-7
- Jan. 21 Reform and Division, c.1515- c.1550
Readings: Gonzalez, Chp. 2-6, pp. 8-76
- Jan. 28 Confessional Protestantism and the “Second Refomation”, c.1500-c.1600
Readings: Gonzalez, Chp. 7-11, 13, pp. 77-134, 151-160
- Feb. 4 Trent and Catholic Reformations to c.1600
Readings: Gonzalez, Chp. 12, pp. 135-150
- Feb. 11 The Seventeenth Century: c. 1600 – c. 1685
Readings: Readings: Gonzalez, Chp. 15-21, pp. 167-236
- Feb. 18 Reading break
- Feb. 25 New Worlds, 1492-c.1700
Readings: McGonigle and Quigley, A History of the Christian Tradition (on Moodle site)
- Mar. 4 The Eighteenth Century: c. 1685-1789
Readings: Readings: Gonzalez, Chp. 22-25, pp. 237-290
- Mar. 11 The Eastern Churches to c. 1789
Readings: Readings: Gonzalez, Chp. 30a, pp. 373-380
- Mar. 18 From the French Revolution to Vatican I
Readings: Gonzalez, Chp. 26, 27a, 28-29, 31, 32a, pp. 326-335, 349-372, 385-404
- Mar. 25 From Vatican I to the Second Vatican Council
Readings: Gonzalez, Chp. 32b, 35a, 36a pp. 405-416, 457-465, 473-481
- Apr. 1 Holy Thursday (No Class)
- Apr. 8 The West: The 1960s to the Early 21st Century
Readings: Gonzalez, Chp. 34, 36b, pp. 441-456, 482-495
- Apr. 15 Global Christianity
Readings: Gonzalez, Chp. 33, 37, pp. 417-440, 495-525
- Apr. 27 Final exam due

General Academic Information

Course Attendance

No credit will be given for a course if the student has been absent, for any reason whatever, from one-third or more of the lectures and/or seminars scheduled for the term. Likewise, no credit will be given if term assignments or other assignments are or remain incomplete.

Leave of Absence and Policy for Incompletes

Extensions to an incomplete grade may be granted in extenuating circumstances, but may not exceed 16 weeks following the end of the course. Students who fail to complete course work by the agreed deadline will have a grade assigned which is based on work completed.

Academic Integrity

Acts of academic dishonesty (plagiarism, cheating, etc.) are subject to an appropriate penalty. The grade "F" may be assigned to a student guilty of such acts by the professor of the course in which the infraction occurred. A second offense against academic integrity renders the student liable to automatic dismissal from NTC. Further details are available in the Student Handbook in the Academic Misconduct Policy.

Academic Grievances

Students may appeal grades received; the procedure is outlined in the Student Handbook in the Grade Appeal Policy. For other grievances, students will refer to the Student Grievances Policy also outlined in the Student Handbook.

NOTE: The GPA is computed on the basis of cumulative grade point (letter) values, not percentage values. All courses are included in this calculation except those exceeding degree requirements and/or received as transfer credits from other recognized institutions.

Grading System

Undergraduate Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Adequate	C+	2.3
	C	2.0
	C-	1.7
Marginal	D+	1.3
	D	1.0
Fail	F	0.0

Graduate Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Adequate	C+	2.3
	C	2.0
	C-	1.7
Fail	D+	1.3
	D	1.0
	F	0.0

Written Assignments - Style and Format

Newman Theological College requires that all written work be submitted in acceptable academic format and style. Please note the following regulations:

Regulations

Research papers, book reports, article summaries, reflection papers, and essays should be double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper.

A standard type style, such as Times New Roman, with a 12-point font size, must be used. The instructor will specify the most recent edition of the style manual to be used:

1. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).
2. Joseph Gibaldi & William Ahters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
3. American Psychological Association "Publication Manual of the American Psychological Association" (Washington: APA Publications).

Copies of these standard references may be purchased in the NTC bookstore.

Ignorance of standard form is not considered an acceptable excuse for deviation from required standards of format and style.

Academic Regulations

The following Academic Regulations are located in the Academic Calendar for your reference:

- Changes in Registration: Add/Drop/Withdraw Notice
- Course Work
- Final Examination Schedule
- Incomplete Grade Policy
- Inclusive Language

Related Academic Matters

The following Related Academic Matters are located in the Academic Calendar for your reference:

- Grade Reports & Posting
- Glossary of Academic Terms

Other Related Policies

The following policies are located in the Student Handbook for your reference:

- Academic Misconduct Policy
- Grade Appeal Policy

Recording of Lectures

Audio or video recording of lectures, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Student Accessibility Services:

A student with special needs that could affect their performance in class should contact their professor during the first week of the term so that appropriate arrangements can be made. They should also register with Student Services by contacting Sr. Zoe Bernatsky at 780-392-2450 ext. 2213; email zoe.bernatsky@newman.edu

Bibliography

The following bibliography covers some of the more important introductory resources for the study of Christian history since the Reformation. Students should also consult the readings list at the end of Gonzalez's textbook.

A note: For some Catholics, online versions of the *Catholic Encyclopedia* are a first point of reference. Although a good work of scholarship in its time, it is serious out-of-date, and not recommended for academic use.

Basic introductions

McGonigle, Thomas D., and James F. Quigley. *A History of the Christian Tradition*, 2 vols. Mahwah, NJ: Paulist Press, 1996.

MacCulloch, Diarmaid. *Christianity: The First Three Thousand Years*. New York: Viking Publishing, 2009.

Marty, Martin. *The Christian World: A Global History*. New York: Modern Library, 2007.

Vidmar, John. *The Catholic Church through the Ages*. Mahwah, NJ: Paulist Press, 2005.

Multi-volume histories

Evans, G.R., gen. ed. *The I.B. Tauris History of the Christian Church*. 7 vols. London: I.B. Tauris, 2007-2011.

The Cambridge History of Christianity of Christianity. Various editors. 9 vols. Cambridge: Cambridge University Press, 2005-2009.

History of Theology

A huge topic, but here are three recent multi-author surveys and a classic.

Bagchi, David, and David C. Steinmetz, eds. *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.

Lehner, Ulrich, Richard A. Mueller, and A.G. Roeber, eds. *The Oxford Handbook of Early Modern Theology, 1600-1800*. Oxford: Oxford University Press, 2014.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 vols. Chicago: University of Chicago Press, 1973-1990.

Whitford, David M., ed. *The T&T Clark Companion to Reformation Theology*. New York: T&T Clark, 2012.

Reformation History

Bedouelle, Guy. *The Reform of Catholicism, 1480-1620*. Toronto: Pontifical Institute of Mediaeval Studies, 2008.

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

Hsia, R. Po-chia. *The World of Catholic Renewal 1500-1770*. Cambridge: Cambridge University Press, 2005.

Hsia, R. Po-chia, ed. *A Companion to the Reformation World*. Malden, MA: Blackwell Publishing, 2006.

MacCulloch, Diarmaid. *The Reformation: A History*. New York, Penguin, 2003.

Church Councils

An accessible starting point for recent scholarship on Trent, Vatican I, and Vatican II is the trilogy by John O'Malley:

O'Malley, John W. Vatican I. *The Council and the Making of the Ultramontane Church*. Cambridge, MA: The Belknap Press, 2019.

O'Malley, John W. *Trent: What Happened at the Council*. Cambridge, MA: The Belknap Press, 2013.

O'Malley, John W. *What Happened at Vatican II?* Cambridge, MA: The Belknap Press, 2008.

The Papacy

Duffy, Eamon, *Saints and Sinners: A History of the Popes*. 4th ed. New Haven, CT: Yale University Press, 2015.

Christianity in North America

Fay, Terence J., *A History of Canadian Catholics*. Montreal and Kingston, ON: McGill-Queen's University Press, 2002.

Murphy, Terence, ed., with Roberto Perin and Gilles Chause. *A Concise History of Christianity in Canada*. Oxford: Oxford University Press, 1996.

Tentler, Leslie Woodcock. *American Catholics: A History*. New Haven, CT: Yale University Press, 2020