

North Park Theological Seminary
HSTY 5220: Christian History II:
Global Christianity, 16–20 c.
Spring 2021, online, 3 credit hrs



INSTRUCTOR: Ken Sawyer

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COURSE DESCRIPTION

As a continuation of HSTY 5210, Christian History II traces the expansion of the church from Europe into the Americas, Africa, and Asia as well as the division of the church into myriad denominational traditions. Attention is given to the theological, political, and economic contexts that attended this expansion and division, and to the question of unity in diversity. (from Catalog)

COURSE OBJECTIVES

1. **Factual knowledge.** Students will be able to identify and explain key figures, events, and ideas from the breadth of global Christian history, from the early modern period to the mid-twentieth century.
2. **Historical interpretation.** Students will be able to (1) critically read primary texts; (2) evaluate and formulate historical arguments on the basis of original source evidence, for the purpose of
3. **Appropriation** in the life and mission of the church. This includes a growing capacity to (1) understand their faith tradition and ministry in their global, historical contexts (2) interpret contemporary events, discussions, and assumptions in light of the complexity of the Christian past, (3) demonstrate application of historical content and interpretation within Christian ministry.
4. **Virtue formation.** Students will cultivate charity toward Christians of diverse times and places, gratitude to God for preserving and working through an imperfect church, and, in light of this, humility and fidelity in serving God's imperfect church.
5. **Tracing interaction of Judaism and Islam with Christianity.** Students will be introduced to significant developments within Judaism and within Islam in the early modern period.

This course contributes toward the following MDiv learning outcomes: (1) Interpret the Christian historical and theological tradition for appropriation in the life and mission of the church; (2) engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God’s global redemptive work.

REQUIRED TEXTS [abbreviation used in schedule below]

1. [Justo L. González, *The Story of Christianity: The Reformation to the Present Day*](#) (vol 2), rev. and updated San Francisco: HarperOne: 2010. [ISBN: 978-0-06-185589-4] [SC2]
2. Klaus Koschorke, et al, editors, [A History of Christianity in Asia, Africa, and Latin America, 1450-1990: A Documentary Sourcebook](#). Grand Rapids: Eerdmans, 2007. [ISBN-10 : 0802828892] [ISBN-13 : 978-0802828897] [K]
3. Additional primary source readings, video links, and articles will be available on Canvas. [C]

REQUIRED TECHNOLOGY

1. Adobe Acrobat Reader (install [here](#))
2. Microsoft Word
3. Video viewing capacity. To view course materials.
4. Speakers for listening to video lectures
5. Video communication capability. As long as you have video capability, you can gain access to the Wednesday evening class session through ZOOM.

ASSESSMENTS (see pp. 10ff. below for detailed guidelines)

CALENDAR OF ASSESSMENTS (forum discussions listed in schedule):	
Weekly	Readings, lectures, class, and discussion
March 7	Critical Essay 1
March 14	Midterm exam, midterm reading log, peer review of Critical Essay 1
April 21	Critical Essay 2
April 28	peer review due of Critical Essay 2
May 6	Final exam, final reading log

1. **Course reading, preparation, and participation (25% of final grade).** The reading of primary and secondary sources constitutes a key component of this course. Completed reading logs are due at midterm (**March 14**) and end of semester (**May 6**), and will be graded based on percentage of assigned reading completed. Log templates are posted within their respective submission links in Canvas. Page numbers for each reading is noted in the log and below within the weekly schedule. We meet in class week by week, and in this online format, you will need to engage course material, your fellow students, and me. This course presents a wide array of curated sources. You should plan to read about 100 pages per week for this course. Please keep track of your reading. Similarly, I provide lectures throughout the semester, each about 20 minutes, and we meet each week on Wednesday evenings.

2. **Discussion forums (25% of final grade).** Most weeks, we ask you to engage in group discussion, critically reflecting on course readings and lectures. Unless otherwise indicated within the weekly schedule, initial posts are due Thursday of each week for which discussion is assigned; response posts (to the posts of two other students) are due no later than the Sunday following. Specific questions are posted within each forum on Canvas.
3. **Exams (25% of final grade).** Students will complete objective exams at midterm (**by March 14**) and end of semester (**May 6**), assessing basic knowledge of course material. A beginning list of possible terms is included below. You should add to this list as you encounter new terms.
4. **Critical essays (25% of final grade).** Students will bring course content into conversation with contemporary debates, posting their work to the class forum for peer review. Essays will require both historical and contemporary research as well as careful, critical thinking. Your first critical essay is due March 14 and your second critical essay is due April 21. Your peer review of another student essay *together* with your initial critical essay will comprise the grade. Your first peer response is due by March 21 and your second peer response is due by April 28.

GRADING

Reading logs	25%
Forum participation	25%
Exams	25%
Critical essays	25%

Letter grades will be assigned according to scale printed in the [Seminary Academic Catalog](#), p. 21.

ADDITIONAL COURSE GUIDELINES 1.

Assessment submission.

- Upload listening exercise, essays, and reading logs to Canvas *as Word documents*, including your last name in the file name (e.g., Menendez. Essay 1).
 - All assessments are due by 11:59pm (in your time zone) on the date indicated.
 - All work submitted late without prior arrangement will receive a 1/3 grade reduction each day (e.g., an A grade would receive A- after one day late, B+ after two, etc.). Work submitted over two weeks late will not receive credit. *Forum postings will not receive credit past the week for which they are assigned.*
2. Communication. Please feel free to email me with questions and concerns, and I will respond within 24 hours, M–F. In emailing, do note the following:
 - Before emailing a question, be sure the answer isn't contained in the course syllabus, in assessment guidelines, or within the weekly question forums (i.e., posted by another student)
 - If the answer could serve the class as a whole, consider posting your question within the weekly forum rather than asking via email.
 - When emailing, please exercise professionalism by including a proper salutation and close.
 - If you are a multilingual scholar whose first language is not English, let me know if you need time adjustment in deadlines.
 3. Meeting with instructor. Students are welcome to schedule an appointment to speak by phone or video chat (ZOOM) at any point in the semester. If you are having any difficulties in the course, I encourage you to be in contact in the soonest instant so we can problem-solve together.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For a fuller discussion of academic dishonesty, review the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program’s office as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see [Seminary Academic Catalog](#), pp. 19–20 and “[Disability Resources](#)” provided through North Park’s Office of Student Enrichment Services and Support.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to [North Park’s Safe Community site](#) for contact information and further details.

INSTRUCTOR COMMITMENTS & STUDENT RESPONSIBILITIES

I will...

- Return graded assessments within one week (provided they are submitted on time);
- Post grades in a timely manner so you can monitor your progress;
- Read and participate in every discussion thread in class forums;
- Gladly be available for one-on-one conversation by phone or (ZOOM) video chat. Please do not hesitate to reach out for clarification on course content, expectations, etc.
- Respond to all email inquiries within 24 hours M–F (barring emergency), for items not already covered in the course syllabus or weekly announcement (do check these first);

You are responsible for...

- All information provided in the course syllabus, weekly announcements, and class emails sent to your northpark.edu email address. This includes all assessment deadlines and course policies (grading, assessment submission, late penalties, etc.).
- Remaining up to date regarding your course progress, tracking grades and being apprised of seminary drop deadlines. *Incompletes will not be given except in exceptional circumstances (e.g., hospitalization of you or your child).*
- Weekly and week-to-week time management. The rule of thumb for graduate education is that each hour of classroom time entails a minimum of three hours of weekly work outside the classroom. In an online format, this means that you are expected to dedicate twelve hours to the course each of the sixteen weeks of the semester. Success in the course requires you to manage your time commitments. Note that all assessment deadlines, as well as metrics to help gauge weekly time commitment (i.e., lectures run about 20 minutes, and weekly reading tops out at 150 pages).
- Communicating with instructor in a timely manner as questions and/or difficulties arise. Be sure to take initiative to email questions or schedule a conversation, recognizing that it may be 24–48 hours before a mutually feasible meeting time is available. Last minute communication is not a viable excuse for late or incomplete work.

COURSE SCHEDULE

SC=Story of Christianity, vol. 2 (SC1=vol. 1); SC numbers reference chapters

K=Koschorke

C=Canvas

PRELIMINARY MATTERS

WEEK 1 | week of January 11-17 Class session Wednesday, January 13

Getting started: Introduction to course, goals, and process

- Reading: Course syllabus; “Global Christianity – A Report on the Size and Distribution of the World’s Christian Population” (Pew Forum, 2011) [C] and at: <https://www.pewforum.org/2011/12/19/global-christianity-exec/>
- Reading : Chris Gehrz, “5 Reasons Why Christians Should Study History” at: <https://www.patheos.com/blogs/anxiousbench/2017/03/5-reasons-christians-study-history/>
- Reading: Howard Zinn, “Why Students Should Study History” at: <https://www.zinnedproject.org/why/why-students-should-study-history/>
- Interview with Kerry James Marshall at: <https://americanart.si.edu/artwork/sob-sob-78744> (scroll down to the video “Meet Kerry James Marshall”)
- Clip of Jon Oliver, “This Week Tonight,” episode on U.S. history at: <https://www.youtube.com/watch?v=hxxukOPEdgg> [warning—profane language]
- “Chicago-Area Leaders Call for Illinois to Abolish History Classes,” as reported by local Chicago news station at: <https://www.nbcchicago.com/news/local/chicago-area-leaders-call-for-illinois-to-eliminate-history-classes/2315752/>

In addition:

- Complete course checklist to ensure you are prepared for the semester
- “Introduce yourself to the class” post (by Wednesday night) and responses (by Friday night)

Optional essays for your consideration: especially those interested in teaching method:

- Reading: T. Andrews and F. Burke, “What Does It Mean to Think Historically?” at: <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically>
- “How Students Do the Work of Historians...” at: https://community.oerproject.com/b/blog/posts/how-students-do-the-work-of-historians-in-the-early-units-of-bhp?WT.mc_id=20201014_CCBHP_bhpfb&WT.tsrc=BHPFacebook

WEEK 2 | Week of January 18-24 **Midwinter Break** No class session January 20

use this week to establish a reading schedule and routine by starting in on January 27th readings

Jews, Christians, Muslims, and indigenous peoples in 1500 – approaches to complex communities

Worlds and worldviews: Iberian Expansion

- Reading: González, SC1, 35-38 [56 pp.] [C]
- Reading: González, SC2, 1
- Reading: MacCulloch, “A Worldwide Faith, 1500–1800” [27 pp.] [C]

Christianity in Latin America: Justifications & Challenges

- Reading: Koschorke, #218-#240 [35 pp.]

Discussion post (by Friday night) and responses (by Sunday night)

Video: Charles C. Mann, “1492 Before and After,” at: <https://www.youtube.com/watch?v=bghLhJ-c8os>

Video: Jane Landers, “The Missing Century in African history in the Americas.”

<https://www.youtube.com/watch?v=EmLI6tuq22Y>

SIXTEENTH & SEVENTEENTH CENTURIES

WEEK 3 | Week of January 25-31 Class session Wednesday January 27

Jews, Christians, Muslims, and indigenous peoples in 1500 – approaches to complex communities

Discussion post (by Thursday night) and responses (by Sunday night)

WEEK 4 | Week of February 1-7 Class session Wednesday, February 3
Catholic Colonialism and mission

Christian Communities in Africa

Christian Communities in Asia

Background reading: **review** of earlier González readings [SC1: 37 and 38]

- Reading: SC 12, 19 (20 pp.)
- Koschorke, Documents #108-#131 [25 pp]
- Koschorke, Documents #1-#28 [37 pp]

Video: The Long Protestant Reformation and Christians of Color 1500-1700 at:
<https://www.youtube.com/watch?v=tENdq7Ry9qM>

Discussion post (by Thursday night) and responses (by Sunday night)

WEEK 5 | Week of February 8-14 Class session Wednesday February 10
Reformation traditions and trajectories I: Humanism, reformers, Luther, “Radical Reform,”

González readings [SC 1, 2, 3, 4 5, 6]

“Radical” reformers

- Letter of Sebastian Franck to John Campanus (1531):

http://wadsworth.com/history_d/special_features/ilrn_legacy/wawc1c01c/content/wciv1/readings/campanus.html

- Twelve Articles of the Peasants at: <http://cat.xula.edu/tpr/works/peasants/>
- [Schleitheim Confession](#) (1527) at: <https://courses.washington.edu/hist112/SCHLEITHEIM%20CONFESSION%20OF%20FAITH.htm>
- Marian Hillar, “Laelius and Faustus Socini: Founders of Socinianism, their lives and theology” in *The Journal from the Radical Reformation* (Spring, 2002): 1-30), <http://www.socinian.org/files/FaustusSocini.pdf>
- Michael Servetus sources and links [8 pp.]

Reformed Christianity

- Charles E. Hambrick-Stowe, “[Ulrich Zwingli: Prophet of the Modern World](#)” *Christian Century* April 4, 1984, at: <http://www.religion-online.org/article/ulrich-zwingli-prophet-of-the-modern-world/>
- Argulla von Grumbach’s Letter to the U. of I. faculty [15 pp.]
- Koschorke, #233: Jean de Lery: The Mission of the Huguenots in Brazil (1557)[2 pp]

WEEK 6 | Week of February 15-21 Class session Wednesday February 17
Reformation traditions and trajectories II: Reformation of exiles, England, second generation

- Reading: González, SC 7–8, 11, 18 [49 pp.]

- John Calvin & Swiss Reformation; reformation in Great Britain & France
- Randall C. Zachman, "[Theologian in the Service of Piety: A New Portrait of Calvin](http://www.religion-online.org/article/theologian-in-the-service-of-piety-a-new-portrait-of-calvin/)" *Christian Century*, April 23-30, 1997, pp. 413-418. At: <http://www.religion-online.org/article/theologian-in-the-service-of-piety-a-new-portrait-of-calvin/>
[5 pp.]
- John Calvin, *Institutes*. Readings from the 1536 edition and the 1559 edition. [25 pp.]

Discussion post (by Thursday night) and responses (by Sunday night)

WEEK 7 | Week of February 22-28 Class session Wednesday February 24

Catholic Reform, Confessionalism, Conflict

Wars of Religion

Catholic Reformation

- Background reading: González, SC 20- (20 pp.)
- Primary source reading (all Canvas): Cajetan, *On Faith and Works* (1532) [21 pp.]; *Canons and Decrees of the Council of Trent, 1545–1563* (on Justification and the Eucharist) [26 pp.]

Confessionalization & Wars of Religion

González, SC 9, 14–16, 20–21 (33 pp.)

- Kongo, slavery, and the Thirty Years War

Discussion post (by Thursday night) and responses (by Sunday night)

WEEK 8 | Week of March 1-7 Class session Wednesday March 3

Critical Essay 1 (due March 7)

Experiencing the Holy

Reading: SC 21-24 [25 pp.]

Hasidism

The Baal Shem Tov and the emergence of Hasidic traditions

Readings: excerpts from *The Pillar of Wisdom* [20 pp.]

Popular Sufism: stories of the Friends of God [20 pp.]

Puritanism [30 pp.]

- Lewis Bayly [The Practice of Piety](#) at:
https://www.monergism.com/thethreshold/sdg/bayly/piety_p.pdf
- Richard Sibbes [The Spiritual Jubilee](#) at: <https://www.apuritansmind.com/puritan-favorites/puritan-favorites-richard-sibbes-1577-1635/spiritual-jubilee-by-richard-sibbes/>
- Anne Bradstreet [Poems](#) at:
http://thatwasi.com/AmStud/resources/from_the_tenth_muse_and_other_poems.pdf
- George Whitefield. Selections.
- Jonathan Edwards. Selections.

Spener and Pietism and beyond [25 pp.]

- Philipp Jakob Spener, *Pious Hopes* (excerpts from Part 3, section 4) (1675)
- K142d: Ghana: C. Protten's letter of application to the Moravian Brotherhood (1735)
- K242: Mexico: The cult of the Virgin of Guadalupe (1649)
- K245: Andes: Morning Prayer of the Christian Quechua

Please provide (anonymous) feedback on this course through link in week 8.

Discussion post (by Thursday night) and responses (by Sunday night)

EIGHTEENTH and NINETEENTH CENTURIES

WEEK 9 | Week of March 8-14 Spring Reading Week No Class session

Midterm, midterm reading log, peer review of Critical essay (to be complete by March 14)

WEEK 10 | Week of March 15-21 Class session Wednesday March 17

Enlightenment, Pietism & Evangelicalism

- Background reading: González, SC 22–24, 26, 28-32 [110 pp.]
- Primary source reading: John Toland, *Christianity Not Mysterious* (1696) [C, 4 pp.; Spener, *Pia Desideria* (1675) [C, 13 pp.)
- Thomas Paine. Selections. <http://socserv.mcmaster.ca/econ/ugcm/3ll3/paine/index.html>
 - John Wesley, *A Plain Account of Christian Perfection*, Sections 1-19, 26-28
- Olaudah Equiano, *The Interesting Narrative of the Life* (1789) , chapter two
- Friedrich Schleiermacher, *On Religion: Speeches to Its Cultured Despisers* (1799) [7 pp.];

Discussion post (Thursday 11/1) and responses (Sunday 11/4)

WEEK 11 | Week of March 22-28 Class session Wednesday March 24

Christianity & Colonialism & mission:

whose stories are most important? Whose stories do we tell?

- Background reading: González, SC 33 (19 pp.); K10: Jesuits in India (1542)
- K# 10, #11, #12, #13, #33 Asian Christian forms
- K #121, #122, #132 African Christian forms
- K #241, #250, #251, #252, #272 Spanish New World Christian forms
- K255: Brazil: African protests in Rome (1684 and 1686)
- K256: West Indies: Jean Labat on African slave religion (ca. 1700)

Discussion post (Thursday) and responses (Sunday)

WEEK 12 | Week of March 29- April 4 Wednesday, March 31

Easter in Pilsen, in Potsdam, in Peru, in Pandemic, in Palestine, in post-Christendom

Discussion post (by Thursday night) and responses (by Sunday night)

WEEK 13 | Week of April 5-11 Class session Wednesday April 7

Islam and the modern era

Three powers: Safavid, Ottoman, and Moghul empires

Discussion post (by Thursday night) and responses (by Sunday night)

WEEK 14 | Week of April 12-18 Class session Wednesday April 14

The Long 19th Century

Reading: Gonzalez 25,26,28,29, 34,35

K145: William Wilberforce: abolitionist speech at parliament (1789)

K146: Olaudah Equiano and his enslavement (1789)

K148: Sierra Leone: Freed Slaves from Canada (1792)

K259: Mexico: Creole protest to Spanish King (1771)

K260: Peru: Uprising of Túpac Amaru II (1780-1781)

K266: Colombia: Political Catechism (1814)

K267: Cuba: Afro-Caribbean religion (ca. 1880)

- Syllabus of Errors
- First Vatican Council
- Warfield and Hodge define/defend scripture
- David Walker, *Appeal* (1829)(read article II) in <http://docsouth.unc.edu/nc/walker/walker.html>
- Charles Finney. Selections from *Lectures on Revivals*. lecture XIV
- Phoebe Palmer. *The Way of Holiness* (read a few chapters)
- Amanda Berry Smith. *Autobiography* chapter 7 "[The Blessing](#)"

Discussion post (Thursday) and responses (Sunday)

WEEK 15 | Week of April 19-25 Class session Wednesday April 21

Collapse of the Old Order: World War I and the end of the Ottoman Empire

- Background reading: González, SC 35 (14 pp.)
- Primary source reading (all Canvas): *Principles of the Religious Movement of 'German Christians'* (1932) [4 pp.]; *The Barmen Declaration* (1934) [5 pp.]

Global Pentecostalism

- González, SC 38 (5 pp.); Allan Anderson, "The Pentecostal and Charismatic Movements" [C, 18 pp.]

Passing of the Old

- Koschorke #167-#180 [23 pp.]
- Koschorke #194-#211 [16 pp.]

Discussion post (by Thursday night) and responses (by Sunday night)
Second Critical Essay due

WEEK 16 | Week of April 26-May 2 One Last Class Session: Wednesday April 28

Peer review of critical essay #2 due today

The last half-century. Shifting centers of Christianity. A look around and a look ahead

- Background reading: González, SC 34, 37 p. 503 to end (33 pp.)
 - Latin American Bishops' Conference at Medellín (1968), excerpts on justice and peace [15 pp.]; Congregation for the Doctrine of Faith, "Instruction on Certain Aspects of the 'Theology of Liberation'" (1984) [16 pp.]

The Churches and the struggle against apartheid

- Koschorke #212, #213, #214 [8 pp.]
- Kairos Document [6 pp.]

- Re-reading “Global Christianity – A Report on the Size and Distribution of the World’s Christian Population” (Pew Forum, 2011) [C]

Final discussion post (by Tuesday night) and responses (by Thursday night)

Final Exam & final reading log due May 6

DETAILED ASSESSMENT GUIDELINES

GRADING CRITERIA

Each assessment below, with the exception of exams, includes a set of questions that I will use in grading your work. In each case, the following scale will be used in response:

A= Yes!, exceptional

B= Yes, good

C= adequate

D= No, not good

F= No!, exceptional

Note that written submissions with pervasive errors in spelling and grammar will be downgraded and/or returned for revision and resubmission.

WEEKLY DISCUSSIONS

You are to post responses in ten class discussion forums over the course of the semester, answering specific questions found within Canvas discussion threads. These questions should require you to engage the week's class materials and ideas critically, empathically, and prudently. As in the other assignments, these ten discussion threads provide opportunities to develop your historical method and to engage with others. Feedback from and discussion with peers can promote critical thinking, occasional insight, charitable dialog, and creative, wise application. These weekly discussions seek to meet course objectives 2, 3, and 4: historical interpretation, appropriation, and virtue formation.

GUIDELINES

Initial post

- Your initial post should be at least 500 words.
- Very brief quotation of sources is acceptable, but this must *support* your description rather than *replace* it. Since responses are engaging a limited set of sources, parenthetical citations including author name and page number are adequate.
- Do number your answers, according to the question numbers; do not copy and paste the questions themselves at the start of your answer.

Response

- After posting your initial response you will be able to view those of your classmates. After reading these, interact with at least two.
- Quality of response is more important than quantity. Responses must be more than repetition or simple affirmation of what was written but must further the conversation by (1) expanding on the point made, (2) raising an alternate viewpoint, and/or (3) drawing attention to gaps, bias, or anachronism.

GRADING CRITERIA

Initial post

1. Does the post address questions fully and avoid irrelevant discussion?
2. Does the post describe and evaluate texts in fair, contextually appropriate ways?
3. Are all descriptions, claims, and evaluations grounded in identifiable textual evidence?

4. Is the work consistently formatted and clearly written, avoiding misspellings or grammatical errors?

Response

1. Does the response describe and evaluate texts in fair, contextually appropriate ways?
2. Are all descriptions, claims, and evaluations grounded in identifiable textual evidence?
3. Is the work consistently formatted and clearly written, avoiding misspellings or grammatical errors?

Note: All responses must further the dialog by (1) providing an alternative interpretation, (2) raising a critical question, (3) pointing out weakness(es) of argumentation, or (4) contributing additional evidence or argumentation. *No credit will be awarded to responses that simply repeat or affirm the initial post.*

CRITICAL ESSAYS

Detailed content guides and grading rubrics for both essays will be posted independently in due course.

EXAMS

RATIONALE. Objective exams are given at midterm (due March 14) and end of semester (May 6) in order to promote and assure your basic knowledge of central figures, events, ideas, locations, and movements in the material covered. This assessment fulfills course objective 1, factual knowledge.

CONTENT

- Study terms for each exam are provided below. It is assumed that students are creating and reviewing a study guide as these terms are encountered across the semester. You are welcome to send me your guide for review prior to the exam.
- In each exam, you will be given twenty-eight terms (figures, events, movements, documents, etc.). You will offer four substantive points for twenty-five of these terms. Your answers should both describe the term and identify its significance within Christian history.

GUIDELINES

- When you are ready to complete the exam, open the exam page and enter your answers directly into the fields provided by **11:59 p.m.**
- At the end of the exam, you will be asked to affirm the following statement: *I confirm that I have completed this exam (1) within three hours after opening the exam, (2) without recourse to any resource besides my memory, and (3) without having conferred with any classmate who has already completed the exam.*

1. *Inter Caetera*

5.

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|-----|---------------------------|---|-------------------------|
| | Bartolome de la Casas | | 9. Jesuits |
| 2. | Natural Law | | 10. Theresa of Àvila |
| 3. | Reconquista | 6. Requerimiento | 11. Council of Trent |
| 4. | Antonio de Montesinos | 7. Encomienda system | 12. Afonso I of Kongo |
| | | 8. Catholic Reformation | 13. Ethiopian Church |
| 14. | King Galawdewos | 21. Chinese Rites Controversy | 27. Confessionalization |
| 15. | Transatlantic slave trade | 22. John Calvin | 28. Formula of Concord |
| 16. | The Parava | 23. <i>Institutes of the Christian Religion</i> | 29. Synod of Dort |
| 17. | Thomas Christians | 24. Geneva Academy | 30. George Calixtus |
| 18. | Synod of Diamper | 25. Elizabeth I | 31. Wars of Religion |
| 19. | Francis Xavier | 26. Thirty-nine Articles | |
| 20. | Matteo Ricci | | |

FINAL EXAM STUDY TERMS

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|-------------------------------|--------------------------|
| 1. Pietism | |
| 2. Philip Jakob Spener | 20. Karl Barth |
| 3. Herman August Francke | 21. Dietrich Bonhoeffer |
| 4. Count Zinzendorf | 22. Christian Manifesto |
| 5. John Wesley | 23. Wu Yaozong / Y.T. Wu |
| 6. Enlightenment | 24. Three-Self Church |
| 7. Deism | 25. Decolonization |
| 8. William Carey | 26. Pentecostalism |
| 9. Friedrich Schleiermacher | 27. Vatican II |
| 10. Adolf von Harnack | 28. Dei Verbum |
| | 29. CELAM |
| | 30. Gustavo Gutierrez |
| | 31. Liberation Theology |
| 11. <i>Syllabus of Errors</i> | |
| 12. Nationalism | |
| 13. David Livingstone | |
| 14. Samuel Ajayi Crowther | |
| 15. Berlin/Congo Conference | |
| 16. Mussolini | |
| 17. Aryan Clause | |
| 18. German Christians | |
| 19. Barmen Declaration | |