

**University of Calgary
Faculty of Arts
Department of Religious Studies
Course Outline, Winter 2012**

Logistics

Course: RELS 389 L01 “Modern Christianity: 1600 - Present”

Time: TR 11:00am – 12:15pm

Class Location: SH 284

Instructor: Dr. Douglas H. Shantz

Office Hours: W 11:00am-12:00pm or by appt. **Office:** SS 1326

Telephone: 403-220-3283

E-mail: dshantz@ucalgary.ca

Textbooks

Bunyan, John. *Grace Abounding with Other Spiritual Autobiographies*. Ed. by John Stachniewski and Anita Pacheco. Oxford World’s Classics. Oxford University Press, 1998.

Gonzalez, Justo L. *The Story of Christianity, Volume 2 The Reformation to the Present Day*. 2nd updated edition. HarperCollins, 2010.

Brown, Callum G. *The Death of Christian Britain: Understanding Secularisation, 1800-2000*. 2nd edition. Routledge, 2009.

Noll, Mark A. *The Old Religion in a New World*. Eerdmans, 2002.

Shantz, Douglas. *Course Pack Reading Assignments: “RELS 389, Modern Christianity: 1600 - Present,”* 2012. Available at the University of Calgary Copy Centre.

Course Description

The course surveys Christianity’s response to Modernity from the Early Modern and Enlightenment periods through to the Contemporary period. Classes will be devoted to lectures and discussion of assigned readings in the textbooks and in the Course Pack.

Core Competencies

- 1) The student should gain basic historical literacy in understanding important issues, individuals, texts and movements in western Christianity during the Modern age.
- 2) Students will gain historical perspective on some key religious issues and problems in our day through examining the rise of critical Biblical scholarship, Christian responses to modern science and evolution, conflicts between liberal and fundamentalist forms of Christianity, and Christian responses to other world religions and philosophies.
- 3) The student will develop skills in critical thought, reading, writing and oral discussion of ideas.

Self-Directed Study

Students are responsible for independent learning from the assigned readings.

Students are expected to come to class prepared to discuss the assigned reading.

Learning Assessment

1. **Class Preparation** in doing assigned reading in the texts and Course Pack and **Participation** in Thursday class discussions are essential. (20%)

Five weeks during the term students should bring to class a one page (300 words) *Reading Summary* that includes: one or two important themes in the reading and one or two questions for clarification (something the student found hard to understand or confusing in the reading). These should be handed in after class.

Marks for participation will be based upon regular attendance, reading summaries, and participation in Thursday discussions.

2. Write a **1,500 word Historical Analysis paper**: Compare John Bunyan’s *Grace Abounding to the Chief of Sinners* with the account of Richard Norwood or Lawrence Clarkson using the *Guide* provided in this syllabus. Students should properly cite all references to the two accounts. Due in class on Thursday, January 26; no late papers accepted. (20%)

3. Write a **2,500 word Essay** on a significant issue, movement or individual from the time period covered in this course. The paper should offer a clear, well-supported thesis. The research bibliography should include pertinent primary source evidence, and inter-act with at least three scholarly journal articles and five scholarly books. The essay should follow scholarly standards of composition, citation and bibliography. Pages should be numbered. Due: Tuesday, April 3 (30%)

Late assignments or essays will not be accepted unless prior arrangements have been made or a valid medical certificate is submitted. Any incomplete assignment or essay will be awarded a mark of F for that component of the course.

4. **A Registrar administered Final Exam** based on the whole course. (30%)

Grading Scale

A numerical grade is assigned for each course requirement. Following the final piece of work, a letter grade is assigned using the departmentally approved table of equivalencies:

| | | | | | |
|----|----------|---|---------|----|----------|
| A+ | 100 - 96 | A | 95 - 90 | A- | 89 - 85 |
| B+ | 84 - 80 | B | 79 - 75 | B- | 74 - 70 |
| C+ | 69 - 65 | C | 64 - 60 | C- | 59 - 55 |
| D+ | 54 - 53 | D | 52-50 | F | Under 50 |

Academic Honesty

Students should be familiar with the University regulations regarding academic honesty, particularly the definition of plagiarism. See the University Calendar, 2011-2012, pp. 48-51.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than **fourteen (14) days** after the start of the course.

Blackboard Help

Go to <http://www.ucalgary.ca/computersupport/online-services/blackboard> for Student Help and FAQ's about Blackboard. Troubleshooting tips and a tutorial are available at <http://elearn.ucalgary.ca/blackboard/students>. Instructions for using the Digital Drop Box are available here: http://library.blackboard.com/docs/r6/6_1/student/bbbs_r6_1_student/digital_drop_box.htm.

Gnosis

Gnosis is the Religious Studies Student Club. For membership or more information please email: gnosis@ucalgary.ca or visit <http://www.ucalgary.ca/~gnosis>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre at (403) 220-5881 or visit them on the 3rd floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Student Ombudsperson and Students' Union Representative

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. See www.ucalgary.ca/provost/students/ombuds for more information.

The Students' Union Faculty of Arts representative can be reached at arts1@ucalgary.ca.

Emergency Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergencyplan/assemblypoints. Please check this website and not the nearest assembly point for this course.

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). This service is free and available to students, staff and campus visitors 24 hrs/day, 365 days a year. Call 403-220-5333 or use one of the Help phones located throughout campus to request a walk.

Weekly Schedule

Consult the page entitled “Course Pack Reading Assignments” for weekly CP readings. Bring the *Course Pack* to every class.

| <i>Week</i> | <i>Date</i> | <i>Assigned Reading and Class Content</i> |
|-------------|-------------|---|
| Wk 1 | Jan. 10 | <p>Course Pack Readings; Gonzalez, chap. 2, 4, 6, 14</p> <p>The study of Christian History: methods and sources; The Reformation: issues and events; its impact upon Europe.</p> |
| Wk 2 | Jan. 17 | <p>CP Readings; Gonzalez, chap. 20, 23, 24 January 17 Video: “Count Zinzendorf” (2001)</p> <p>Thirty Years War (1618-1648); German Orthodoxy and Pietism: Spener, Francke, Count Zinzendorf, the Moravians 1600-1760 Discuss: Who were more faithful to Luther, the Orthodox or the Pietists?</p> |
| Wk 3 | Jan. 24 | <p>CP Readings; Gonzalez, chap. 7, 18, 21 Class Discussion of John Bunyan, <i>Grace Abounding</i> on January 26</p> <p>Elizabethan and Stuart Puritanism; English Radicals: the Levellers, English Separatists, Baptists & Quakers, John Bunyan 1559-1688 Discuss: 1) How relevant is Bunyan's experience of doubt to contemporary seekers for religious truth? 2) Compare the Pietists and Puritans in their approaches to native peoples and black slaves in America.</p> |
| Wk 4 | Jan. 31 | <p>CP Readings; Gonzalez, chap. 25; Mark Noll chap. 1, 2, 4</p> <p>Christianity in Colonial America; American Puritanism; Roger Williams (1603-1683), the rise of Religious Liberty and the First Amendment (1791) Discuss: Which of Roger Williams’ arguments for Church-state separation are Biblical and which are pragmatic?</p> |
| Wk 5 | Feb. 7 | <p>CP Readings; Gonzalez, chap. 26, 27; Noll chap. 3</p> <p>Revival and Awakening in England and America: John Wesley (1703-1791); George Whitefield (1714-1770); Jonathan Edwards (1703-1758); Religion and Revolution in America (1776) Discuss: 1) What stages mark Wesley’s way to conversion, and what do</p> |

they reveal about Protestant religion at the time?
2) The American Revolution exerted “considerable influence” in the churches. Discuss.

Wk 6 Feb. 14 CP Readings; Gonzalez, chap. 22, 28; Callum Brown, chap. 1, 2

The rise of modern science, the Enlightenment, and rationalistic Deism; Isaac Newton (1642-1727), John Locke (1632-1704); the Religious Response to the Enlightenment; Christianity and Revolutionary Europe 1750-1830

Discuss:

- 1) Isaac Newton’s Christianity and interest in eschatology.
- 2) The impact of the French Revolution on “Christian Europe.”

READING WEEK: February 19-26

Wk 7 Feb. 28 CP Readings; Gonzalez, chap. 31

European Liberalism and Darwinism; Biblical criticism; Religion and Science

Discuss:

Describe the range of Christian responses to Charles Darwin.

Wk 8 Mar. 6 CP Readings; Callum Brown, chap. 3-7
Class Discussion of Callum Brown, March 8

Victorian Social Crisis and early Christian Socialism in England; F.D. Maurice (1805-1872); the Fabian Society and the Labour Party; William Booth (1829-1912) and the Salvation Army.

Discuss: In comparing Christian Socialism and early Marxism, what similarities and differences do you see?

Wk 9 Mar. 13 CP Readings; Gonzalez, chap. 27; Noll chap. 5, 6

19th century Evangelical Feminism, and anti-slavery; Revivalism and Social Reform; Charles Finney (1792-1875); the Social Gospel in America, Walter Rauschenbusch (1861-1918)
Discuss: “The American Civil War was a religious war.” (M. Noll)

Wk 10 Mar. 20 CP Readings; Gonzalez, chap. 32, 36; Noll chap. 7

The crisis of authority: Vatican I (1870); Fundamentalism and Liberalism in America; Gresham Machen (1881-1937) and Harry Emerson Fosdick (1878-1969); the new Evangelicalism; the rise of Pentecostalism.

Discuss:

- 1) What issues divided Machen and Fosdick?
- 2) How does the new Evangelicalism differ from earlier Fundamentalism?

Wk 11 Mar. 27

CP Readings; Gonzalez, chap. 35, 36; C. Brown, chap. 8, 9
Mar. 29 Video: "Dietrich Bonhoeffer: Memories and Perspectives"

Responses to Modernity: Karl Barth, Dietrich Bonhoeffer; secular theologians such as J.A.T. Robinson and Harvey Cox.

Discuss:

"Bonhoeffer's struggle with modernity has constituted his continued legacy for theology."

Wk 12 April 3

CP Readings; Gonzalez, chap. 34; Noll chap. 8

The Ecumenical Movement; Vatican II (1962-65) and modern Catholicism; Thomas Merton and the renewal of monasticism.

Discuss:

- 1) How did Merton's experience at Fourth and Walnut influence his understanding of the monastic vocation?
- 2) What understanding of the Church was expressed at Vatican II?

Wk 13 April 10

CP Readings; Gonzalez, chap. 37, 38; Noll chap. 10

Liberation Theology and Third World Christianity; Inter-religious Dialogue; Church-State relations in Canada and the USA.

Discuss:

"Even where there are irreconcilable differences in doctrine and in formulated belief, there may still be great similarities and analogies in the realm of religious experience." (*Thomas Merton*, p. 231)

Guide to Analysis of Historical Texts
By Douglas H. Shantz, Ph.D.

Purpose: To understand the document in its various contexts through pursuing all relevant historical relations bearing on the text. Answer the following questions with supporting evidence from the text, including page references.

I. What are the Context and Social Setting of the Document?

1. What antecedent social, political and intellectual conditions explain why the document was written?
2. What individual or group produced the text? What social and theological perspective do they represent?
3. For what audience and social class was it written?

II. What are the Obvious Features of the Document?

1. What are the literary genre and purpose of the text?
2. What subject and life-issues are addressed?
3. What main theme or idea is expressed? (Is there repetition of key thoughts?)
How is the theme developed?
4. What program and vision does the treatise promote?

III. What is the Contextual Significance of the Language and Ideas?

1. Are there difficulties of Language and Thought?
 - a) Determine the definition of key words or phrases used at the time.
 - b) Determine the identity of literary or personal references and allusions.
 - c) Provide explanations of difficult ideas and arguments.
 - d) Interpret literary images and figures of speech.
2. What were the Social Impact and Role of the Document?
 - a) Consider the relation of the document's ideas to social-economic issues and trends at the time.
 - b) What social groups found these ideas attractive and promoted them?
 - c) What contemporary social interests (class, experience, role, gender, generation) does the document most obviously serve to reflect and to legitimate?
3. What other Contemporary Historical Relations bear upon the Document?
 - a) Consider the systematic relation of the document's ideas to the rest of the author's views and writings.
 - b) Consider the relation of the document to the author's life experience.
 - c) Consider the document's relation to similar writings and programs at the time by other spokesmen and leaders.
4. What Past Historical Relations bear upon the Document?

- a) Consider what past traditions have been influential. Are any past writings quoted? What Biblical books are referred to most often?
- b) Note illuminating parallels with similar documents from the past. How is this text similar? How is it unique?
- c) Determine whether the document reveals new ideas, values or institutions. Does it provide new solutions to old problems, or raise new problems and questions?

IV. What is the Future Significance of the Document?

1. What “social effects” have the treatise and its vision had upon later history? “Believing strongly in the divine revelation of one’s own religion, one can still recognize that its beliefs and practices emerged in history as human efforts to give form and substance to that revelation. As human products, religious beliefs, practices, and institutions are always in need of critical scrutiny. Their *effects*, not merely their intentions, must be acknowledged and examined.” (Margaret Miles, “Becoming Answerable for What We See,” p. 473)

2. What value does the work have for us today? Does it offer “fruitful proposals for living a richly human life”? (M. Miles)

V. Recommended Bibliography

Richard Marius. *A Short Guide to Writing about History*, 2nd ed. New York: HarperCollins, 1995.

Margaret R. Miles, “Becoming Answerable for What We See: 1999 AAR Presidential Address.” *Journal of the American Academy of Religion*. Vol. 68, #3 (September 2000), pp. 471-485.