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CH 501 Church History I

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CHURCH HISTORY I (CH501XL)

Fall, 2003 3 hours

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This syllabus may be amended prior to the beginning of class.

Note: The development of this extended learning syllabus is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the internet. Permission to copy, whole or in part, must be requested from the professor.

WELCOME

Welcome to our class! I am delighted to be joining with you in a new learning venture. Let me take a moment to introduce myself to you and to begin laying some plans for our work together. Instructing students in church history is for me to join with you in exploring and sharing in the odyssey of a remarkable company of women and men; it is to communicate the heritage of the living message of the Body of Christ to its reigning Lord. It is to acknowledge our dependence upon that mighty cloud of witnesses (Hebrews 12:1) who have given testimony by word, deed, and life to His claim upon this universe. It is to recognize that we are not alone in ministry; instead, it is to discover that there are vital resources from the past that might empower and guide each of us who seeks to become a partaker in that vital company of the committed - - a vehicle through which God has incredibly transformed this planet over the past two millennia. It is a company filled with its share of failures as well as achievements in faith, and our awareness of both can hopefully enhance our capacity to live out our ministry with discernment and greater faithfulness to the Lord of the Church.

I appreciate your inviting me into your home to explore this with you and look forward to learning a something about you. Before we begin our journey together, please send me an email (50 words max is preferred!) indicating either (a.) what kinds of experience help you learn best? or (b.) How do you think this course may help you live a life pleasing to God? The way in which you think and feel in this course is important to me, and I want to provide regular evaluative feedback that might be helpful in your work.

Note: Our learning activities will be structured around one-week modules, with a week beginning at 9 am Monday (EST). Please send me your first email within this time frame.

COURSE DESCRIPTION

This course is an introduction to the development of Christianity from the Apostolic Period to the Reformation. Emphasis is placed upon the central historical figures and theological issues, with attention given to their importance form Christian ministry today. Major primary texts and interpretive studies will be read.

COURSE OBJECTIVES

1. To understand and appreciate the Christian tradition so the student recognizes that our generation lives on the growing edge of a vast Christian heritage.
2. To acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
3. To comprehend the issues that motivated the Church to develop its beliefs, practices, and structures and to grasp why, from time to time, the Church modified them.
4. To understand the evolution of Christian doctrine and to learn to discern between form and content.
5. To appreciate the importance of primary sources and the nature and effects of historical interpretation.

6. To view the present in the light of the prior beliefs and actions of the Christian community.
7. To evaluate one's Christian vocation in the light of the Christian tradition.
8. To gain insight into the nature of Christian ministry.

CLASS STRUCTURE

The Course Center will contain a copy of the syllabus as well as all class modules.

The Discussion Center will be used for all public communications. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and me, you should post to the Discussion Center.

The CH501X Office is for private correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates or items that you think may embarrass me if they were to appear publicly.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, the Services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer as well as a Real Audio player. I encourage you to take advantage of all these resources, and particularly to utilize the chapel access in order to connect with the seminary's on-campus opportunities for spiritual growth.

SUPPORT

The following individuals can provide important help to you should the need arise:

Jared Porter (ExL_Support@asburyseminary.edu) can provide technical support should you encounter any difficulties.

Kevin Osborn, the ExL Director (ExL_Director@asburyseminary.edu) can handle any number of questions or concerns you might have relating to the ExL program.

Hannah Kirsch (Hannah_Kirsch@asburyseminary.edu) is the ExL reference librarian.

Dorothy ("Dot") James (Dorothy_James@asburyseminary.edu) is the ExL contact for inter-library loans.

Obtaining Library Materials and Reference Assistance

Email: ATS_Reference@asburyseminary.edu

Toll-Free Reference Help Line: 1-866-454-2733

ExL students are encouraged to make use of local libraries, if possible. However, library services are always available to students through Asbury's B. L. Fisher Library. All requests for books and journal articles should be e-mailed to the Reference Desk (ATS_Reference@asburyseminary.edu). The Reference workers (Hannah, Robbie, and Nina) will also assist ExL students with reference requests, using various online databases, or doing research on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library catalog (for books available in the library) or one of the restricted journal databases available on the library's website (www.asburyseminary.edu/library - choose "library catalog" or "restricted databases"). Then send an email to the reference desk citing the sources that you would like to request. If you need help searching the databases, do not hesitate to call (1-866-454-2733) or email the reference desk. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Please allow 5-10 business days for all requests to be filled. ExL students are

billed for the cost of photocopies (5 cents per page); however, shipping via media rate is free. (Media rate normally takes 5 business days for shipping, but it can take two weeks to addresses in the West). Express mail services (prices vary according to weight) and scanning (10 cents per page in pdf format) are also available. Requests generally require 1-2 business days to be processed. Plan ahead and make your requests early enough to allow for shipping and processing!

COURSE GOALS AND OBJECTIVES

During this summer semester, I expect that you will be able to 1) identify the major historical figures and movements which have contributed significantly to the formation of the doctrinal and institutional expressions of Early and Medieval Christianity; 2) explain the significant issues involved in clarifying the Person and work of Jesus Christ in the first five centuries after Christ, which took shape in the context of the quest to define orthodoxy over against heresy; 3) recognize and evaluate the major issues involved in the effort of the Christian Church to relate to the social and political structures of the ancient and medieval worlds; 4) explore and assess the different concepts of soteriology that emerged in the East and the West in this period; 5) examine the developing views of authority (both institutional and doctrinal) that were formulated to provide grounding for the several theological and ethical systems that predominated in early and medieval Christianity; (5) gain an introduction to non-Western expressions of Christian culture, in their historical development; and 6) to write about your understanding of these issues with increased precision and insight.

COURSE ASSIGNMENTS AND REQUIREMENTS

- Videotaped lectures and other lectures in text format will be mailed to you for your study in conjunction with the assigned readings.
- There will be weekly discussion questions to be answered in groups, based on the readings and lectures. Our class will be divided into two groups for this purpose, called the Prophets and the Crusaders, and each group will be further subdivided into two subgroups, for a total of four groups. Please check the team list to find your group. You are requested to carry out discussion in your team folder. In most modules, groups will be asked to post a report of their discussion in the course center (ca. 200-300 words) by 9pm on Fridays.
- There will be three quizzes and two exams (mid term and final) primarily on the content of Irvin and Sunquist, and secondarily on the lectures and videotapes. Questions will be short answer in nature, to be answered in a paragraph (correct grammar) of 50-150 words (max), unless otherwise indicated.
- To help you think through issues of consequence, we will engage in three online learning exercises that will involve pro-contra-reply and also personal analogy. Groups will be used for these events.
- The instructor will respond in a timely manner to students' messages, posted in response to course assignments.

Grading: Points will be assigned for the completion of the above course requirements as follows:

Quiz 1	20
Quiz 2	25
Quiz 3	35
Teaching Exercise 1	6
Teaching Exercise 2	6
Teaching Exercise 3	6
Weekly discussion	
questions (a) 12 x 3=	36
(b) 8 x 4=	32
Mid-Term Exam	65
Final Exam	<u>110</u>
Total	341

Upon completion of all requirements, grades will be determined in the following manner:

307-341	A (90 - 100%)
273-306	B (80 - 90%)
239-272	C (70 - 80%)
205-238	D (60 - 70%)
Below 204	F

REQUIRED TEXTBOOKS

Bettenson, Henry. Documents of the Christian Church. (Oxford paperback, second ed.). This is a record of crucial letters and texts of official church proclamations that shaped the direction of church leadership in the history of the church.

Gonzalez, Justo, The Story of Christianity, Volume I (Abingdon; paper ed.) [for use in elaborating theological developments at crucial junctures]

Irvin, Dale, and Siquist, Scott, eds., History of the World Christian Movement (Earliest Christianity to 1453), (Orbis, 2001). (abbreviated HWCM) [main secondary textbook]

Kerr, Hugh T., ed. Readings in Christian Thought. (Abingdon paper ed.). A concise collection of selected texts illustrating style and message of major writers in the history of Christian thought (through the modern era).

Note: the first and fourth texts will be used through the second semester.

Collateral texts:

Randy McNally Historical Atlas of the World (paperback ed.)

Recognizing that this course is primarily an introduction to the history of Christianity, we are also provided with an attached bibliography of primary and secondary works that will enable us to begin an ongoing reading program in the literature of the history of the church (ATS library call numbers are included). I would also encourage you to begin building a good library with tools that will be useful to you on a long-term basis. Be sure to allocate enough time and resources to acquire the tools you need. In addition, we are provided with a bibliography of primary and secondary works, that will enable us to undertake an ongoing reading program in the history of Christianity, that will hopefully extend beyond this course.

READING AND LECTURE SCHEDULE

You are strongly encouraged to start early and keep up with our reading schedule (and even get ahead!). Another reading tip that will be important in our learning is to read an assignment early in the week in which it is to be discussed, and before viewing the videotape for that week. Then, after the videotape and our discussion, reread the same material (an in-depth reading!) before proceeding to the next assignment.

NOTE: Lectures on Video and Text Correspond to Modules.

Module One

(9/2-7)

The Fullness of Time: The First Hundred Years

- Videolectures 1-3
- HWCM, 1-46

Module Two

(9/8-14)

Early Christian Expansion Amid Opposition

- Kerr, 1-2 (=Section numbers)
- Bettenson, pages 1 - 6
- Read Text of lecture on "Persecution"
- Videolecture 4
- HWCM, 47-97, 118-top 121

(First quiz to be completed during week two, by midnight 9/14).

Module Three

(9/15-21)

Heresy and the Formation of Orthodoxy

- Kerr, 3-5
- Bettenson, pp 7-14 (so section "J"), 23-24 (section "a" and "b"), 29-33, 35-38.
- Text of lecture on "Heresies" and Videolectures 5 and 6.
- HWCM, 102-136, and review orrenaeus on 72, 74f, and Alexandrian thought on 89f; Gonzalez, 58-81

Module Four

(9/22-28)

Pastoral Care, Worship, and Church Life in the Apostolic Church

- Text of lecture on "Cyprian and the West"
- Bettenson, pp. 62-77 (through Cyprian)
- HWCM, 137-152

(Second quiz will be taken during this week, and due at end of week four, by midnight 9/28).

Module Five

(9/29-10/5) [note: due to July 4 holiday, we are extending this module to end on Monday, rather than Sunday.]

Constantine and the Response of the Christian Community

- Text of lecture on "Constantine"
- Bettenson, pp. 15 (starting with "I")-19 (through section "o"), 77-79
- HWCM, 160-172 and pages 209-214 (on Donatist and monastic responses to Constantine)

Pro-contra-reply learning exercise, involving Crusaders and Prophets, to be completed during this week. Prophets A will initiate this module. Complete the course room assignment, as follows: Claim: That Constantine's position on the Emperor enforcing the peace of the Church offers the proper interpretation of the relation of church and state that will ensure the well-being of the Church in fulfilling its mission on earth.

Counter-claim: On the contrary, the position of the followers of Tertullian on this matter is the proper way of interpreting the relation of the church and the state that will ensure the well-being of the Church in fulfilling its mission on earth.

(Prophets A identify the main thesis and defend it, posting their response by Wednesday, Oct. 1, at 9 pm. Prophets B discover counter claims or opposing theses to the first position, and defend this, posting their response by Friday, Oct. 3, at 9 pm. The Crusaders, representing the position of the imperial theologians (especially Eusebius of Caesarea), review the thesis and the counter-thesis, evaluate the consequences of each, and indicate the option they prefer over the first two (posting their response by Sunday, Oct. 5, at 9 pm). Crusaders: be sure to indicate why your option is preferable.)

Module Six

(10/6-12)

Arius and the Age of Nicea

- Kerr, 8 (creeds 1, 2, & 4), 83-5 (Vincentian Canon)
- Bettenson, 38-44
- HWCM, 173-183, 184-187; Gonzalez. 158-167, 173-180
- Text of Lecture on "Aftermath of Nicea and Athanasius"
- Videlectures 7-9.

(Mid term exam will be due at the end of week six, midnight 10/12)

Module Seven

(10/13-19))

Augustine and the End of an Era

- Kerr 6
- Bettenson, I, 6
- HWCM, 231-234, Gonzalez, 207-219
- Videlectures 10-11

Personal analogy learning exercise, involving Crusaders and Prophets, to be completed between October 13 and 19.
Situation: The issues involved in the Donatist controversy and Augustine's resolution of the controversy while serving as bishop of Hippo.

Crusaders A post their response (by 9 pm on Wednesday, Oct. 15) that (1) considers Augustine's and the Donatists' beliefs, goals, and objectives; (2) identifies what each can do and will do to achieve their goals, and (3) assesses what he/she thinks each would consider to be non-negotiable positions which would be surrendered only as a last resort. (Please limit all sub-group responses to 50-75 words.)

Crusaders B consider that there is always an uneven distribution of resources among persons and groups-- that is, what each has to use to get what one wants. Crusaders B therefore post a response (by Friday, Oct. 17, at 9 pm) that lists these resources that Augustine and the Donatists have at their disposal to affect the actions of others: their power, influence, or authority to control events or to modify outcomes.

Third level:

The Palestinians consider that not only are the resources distributed unequally, but skill and experience are also not the same for each actor. Relevant to the case of Augustine and the Donatists, this group posts a response (by Sunday, Oct. 19, at 9 pm) that considers (1) how well would each be able to mobilize and use resources, (2) which has more to gain or lose (and why), and (3) how is each able to exercise control at particular decision sites.

Steve will comment on the overall interaction as well as on individual messages.

Module Eight

(10/20-26)

Theology East and West: Christological Controversy in the East and the Dawn of a New Day in the West

- Kerr, 8 (third creed)
- Bettenson, pp.44-52, 89 (section "a"), 97-101, 117-128;(collateral: Gonzalez, 251-261)
- HWCM, 187-208, 214-231 and 234-239, 240-254
- Videolecture 12 (includes introduction to monasticism)

(Third quiz will be due at the end of week eight, midnight 10/26)

Module Nine

(10/27-11/2)

New Challenges in the East and the Making of Western Christendom

- Bettenson, 97-117
- HWCM, 257-283, 323-353; Gonzalez, 266-272
- Text of Lecture on “The New Order and the Papacy”
- Text of Lecture on “Aftermath of Chalcedon and Charlemagne”

Module Ten

(11/3-9)

Christianity in the Aftermath of Islam

- Bettenson, 104 (“c”), 111 (“a”), 128-132
- HWCM, (collateral: 289-295), 295-304, 360-380, 383-405, 406-422
- Text of Lecture on “Monasticism, the Papacy, and the Empire” and “Islam and the Crusades”

Module Eleven

(11/10-16)

Scholastic Theology and the Decline of the West

- HWCM, 423-449, 476-504; Gonzalez, 311-323, 342-365
- Bettenson, 137-151, 135-136, 173-179
- Kerr, 9, 10, 12, 14, 16
- Videolecture 13

Pro/contra/reply exercise:

Claim: That the realist philosophical position of Anselm is the most suitable vehicle for mediating the theological stance of the Roman Catholic Church on the doctrine of God.

Counter-claim: On the contrary, that the philosophical position of Ockham is the most suitable vehicle for mediating the theological stance of the Roman Catholic Church on the doctrine of God.

Prophets A identify the main thesis and defend it, posting their response by Wed., Nov. 12, at 9 pm. Prophets B discover counter-claims or opposing theses to the first group’s claim or thesis, and defend this, posting their response by Friday, Friday, August 14, at 9 pm. The Crusaders, representing the critical stance of Abelard, review the thesis and the counter thesis, evaluate the consequences of each, and indicate the option they prefer over the first two (be sure to indicate why this latter option is preferable). Their response is to be posted by 9 pm on Sunday, August 16).

Module Twelve

(11/17-23)

New Christian Horizons

- HWCM, 305-322, 450-475
- Kerr, 17-19

(11/24-29 FALL READING WEEK)

Module Thirteen

(11/30-12/7)

Review week: Working in the teams, each person is requested to submit questions from readings in this unit of the course for members of the team to work on together. When the team has arrived at its best answers to the questions, send them to me and I will plan to add any insight/help I can provide, in the form of responses to the team.

Module Thirteen

(12/8-12)

Final Exam Week: Exam will be due midnight, Friday, December 12)

Bibliography

I. EARLY CHURCH

A. Documents

1. Ayer, J., ed., A Source Book, 1913
2. Cox, A. C., ed., The Ante-Nicene Fathers, (10 volumes, 1884-86)
3. Kidd, B. J., Documents . . . (3 volumes, 1920-23)
4. Quaston, J., and J. C. Plumpe, eds., Ancient Christian Writers, (in process 1946-)
5. Schaff, P. and Wace, II., eds., The Nicene and Post-Nicene Fathers, (14 volumes, second series: 1890-95)
6. Stevenson, J., ed., A New Eusebius: Documents Illustrative of the History of the Church to A.D. 337, (paper, 1957)
7. Wright, F. A., Fathers of the Church, (Latin fathers only, 1929)

B. Theological Interpretations

1. Barnard, L., Studies in the Apostolic Fathers and Their Background, (1966)
2. Bethune-Baker, J. F., An Introduction to the Early History of Christian Doctrine, (1951)
3. Campenhausen, H. E. Von, The Fathers of the Greek Church, (1963)
4. _____, The Fathers of the Latin Church, (1964)
5. Danielou, J., Origin, (1955)
6. Grillmeier, Alois, Christ in Christian Tradition from the Apostolic Age to Chalcedon 451, (1965)
7. Kelly, J. N. D., Early Christian Doctrines, (1958)
8. Lietzmann, Hans, The Beginnings of the Christian Church, (1937)
9. Little, V. A., The Christology of the Apologists, (1935)
10. Morgan, James, The Importance of Tertullian in the Development of Christian Dogma, (1928)
11. Torrance, T. F., The Doctrine of Grace in the Apostolic Fathers, (1948)
12. Turner, M. C. The Patristic Doctrine of Redemption, (1952)
13. Wingren, Gustav, Man and the Incarnation: A Study in the Biblical Theology of Irenaeus, (1959)

II. THE MEDIEVAL CHURCH

A. Documents

1. Bettenhouse, R. W., ed., A Companion to the Study of St. Augustine, (1955)
2. Gilby, T., ed., St. Thomas Aquinas, (1960)
3. McKeen, Richard, ed., Selections from Medieval Philosophers I. Augustine to Albert the Great, (1957)
4. Ryan, J. K., and B. H. Bonansea, eds., John Duns Scotus, (1965)
5. Schaff, P., and J. Wace, eds., The Nicene and Post-Nicene Fathers, (14 vol. 1890-95)

B. Theological Interpretations

1. Gilson, Etienne, A History of Christian Philosophy in the Middle Ages, (1955)
2. _____, The Christian Philosophy of St. Augustine, (1961)

3. _____, The Philosophy of Thomas Aquinas, 1929)
4. Kelly, J. N., The Athanasian Creed, (1964)
5. Knowles, David, The Evolution of Medieval Thought, (1962)
6. MacIntyre, John, St. Anselm and His Critics, (1954)
7. Moody, E. A., The Logic of William of Ockham, (1935)
8. Murray, A. V., Abelard and St. Bernard, (1967)
9. Obermann, H. A., Forerunners of the Reformation: The Shape of Late Medieval Thought, (1967)
10. Underhill, Evelyn, Mysticism, (1950)
11. Workman, H. B., The Evolution of the Monastic Ideal, (1927)

III. THE CHURCH FROM THE TIME OF THE REFORMATION

A. Documents: Arranged by Subjects

1. Pauck, W., ed., Luther's Lectures on Romans: Library of Christian Classics XV, (1961)
2. Rupp, E. G., ed., Luther and Erasmus on Free Will: Library of Christian Classics XV, (1961)
3. Tappert, T. G., ed., Luther's Letters of Spiritual Counsel: Library of Christian Classics, XVIII, (1955) BR331 E5 T3
4. Torrance, T. F., ed., Luther's Early Theological Works: Library of Christian Classics, XVI, (1962) BR330 E4
5. McNeill, J. T., ed., Calvin: Institutes of the Christian Religion: Library of Christian Classics, XX, XXI, (1960) BX9420 I65
6. Reid, J. K. S., ed., Calvin: Theological Treatises, Library of Christian Classics, XXII, (1964) BX9420 T68
7. Haroutunian, J., ed., Calvin: Commentaries: Library of Christian Classics, XXIII BS485 C333
8. Thompson, B., ed., Liturgies of the Western Church, (1965)
9. Pauck, W., ed., Melanchthon and Bucer: Library of Christian Classics, XIX BR336 L62
10. Hutterian Brethren, eds., The Chronicle of the Hutterian Brethren (1987) BX8129 H8 G67
11. Bromiley, G. W., ed., Zwingli and Bullinger: Library of Christian Classics, XIV
12. Williams, G. H., and A. M. Mergal, eds., Spiritual and Anabaptists Writers, Library of Christian Classics, XXV (1957) BR301 S67
13. Whiteborn, R. D., ed., English Reformers: Library of Christian Classics, XXVI BR375 P26
14. Bethold, Fred, et al, eds, Basic Sources of the Judeo-Christian Tradition (see Part IV) (1962) BR53B4.
15. Ferm, R.L. ed., Readings in the History of Christian Thought (see representatives of Modern Era), (1964) BT10F4.
16. Mackintosh, H. R., and J. C. Stewart, eds., Schleiermacher: The Christian Faith, (1963)
17. Tappert, T. G., ed., Spener, Pia Desideric, (1964 ed.) BR1650 A2 S613
18. Outler, A., ed., John Wesley: Library of Protestant Thought, (1964) BX8217 W54 O8
19. Smith, J. E., ed., Edwards: A Treatise Concerning Religious Affections (1959) BX7230 E4
20. Smith, H. G., et al, eds., American Christianity, (2 volumes, 1960) (REF) BR514 S55

B. Theological Interpretations: Arranged by Subjects

1. Althusus, Paul, The Theology of Martin Luther, (1966) BR333 A513
2. Dannenfeldt, Karl H., The Church of Renaissance and Reformation: Decline and Reform From 1300 to 1600 (1970) BR280 D33
3. Gerrish, B. A., Grace and Reason: A Study in the Theology of Martin Luther, BR333.2 G4
4. Hillerbrand, Hans Joachim, Christendom Divided: the Protestant Reformation BR305.2 H49
5. Kingdon, Robert McCune, Transition and Revolution: Problems and Issues of European Renaissance and Reformation History (1974) BR309 K5
6. Oberman, Heiko Augustinius, The Roots of Anti-Semitism in the Age of Renaissance and Reformation (1984) BM535 O2413
7. Oxment, Steven E., The Age of Reform (1980) BR270 O9
8. Schribner, Robert W., For the Sake of Simple Folk: Popular Propaganda for the German Reformation (1981) BR307 S464
9. Torrence, T.F., Kingdom and Church: A Study in the Theology of the Reformation BV600 T58
10. Dowey, E. A., The Knowledge of God in Calvin's Theology, (1952) BX9418 D64

11. Van Buren, Paul, Christ in our Place: The Substitutionary Character of Calvin's Doctrine of Reconciliation, (1957) BT198 V3
12. Wendel, F., Calvin, (1963) BX9418 W3833
13. Littell, F., The Anabaptist View of the Church, (1958) BX4931 L5
14. Oyer, John S., Lutheran Reformers Against Anabaptist: Luther, Melancthon, and Menius, and the Anabaptists of Central Germany (1964) BX4931.2 O9
15. Williams, G. H., The Radical Reformation, (1962) BR307 W5
16. Dickens, A. G., The English Reformation, (1967) BR375 D5
17. Rupp, E. G., The English Protestant Tradition, (1949)
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22. Ranchetti, J., The Catholic Modernists, (1969)
23. Cameron, R. M., The Rise of Methodism, (1954) BX8231 C3
24. Cherry, C., The Theology of Jonathan Edwards: A Reappraisal, (1966) BX7260 E3 C5
25. Stoeffler, E., The Rise of Evangelical Pietism, (1965) BR1650.2 S7
26. Barth, Karl, Protestant Thought from Rousseau to Ritschl, (1959) BT30 G3 B313
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31. Mackintosh, H. R., Types of Modern Theology: Schleiermacher to Barth, (1937) BT28 M25
32. Randall, J. H., Jr., The Making of the Modern Mind, (1940) CB57 R32
33. Stace, W. T., Religion and the Modern Mind, (1953)
34. Brauer, J. C., Protestantism in America: A Narrative History, (1966) BR515 B7
35. Gillies, John, Historical Collections of Accounts of Revival (1981) BV3770 G54
36. Olmstead, C. E., History of Religion in the United States, (1960) BR515 O4
37. Baillie, J., The Idea of Revelation in Recent Thought, (1956) BT127 B234
38. Brown, Dale W., Led by the Word and Spirit (1983) BT121.2 B75
39. Gollwitzer, H., The Christian Faith and the Marxist Criticism of Religion, (1970) BR128 G613
40. Kung, H., The Changing Church, (1965)
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