

## COURSE SYLLABUS

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# CH507: Church History Since the Reformation

Course Lecturer: Garth M. Rosell, PhD

Professor of Church History at Gordon-Conwell Theological Seminary

### About This Course

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**This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.**

### Course Description

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Since the Reformation, the church has experienced countless changes and advancements. In this course, learners survey the development of the Christian church's doctrine, faith, and practice from the Protestant Reformation to the present. The lectures focus on the cultural, political, and economic backgrounds of the Reformation, Enlightenment, and Great Awakenings, and emphasize the contributions of key figures of these eras. The course highlights the rise and spread of various traditions, including Lutheranism, Calvinism, Anglicanism, Puritanism, Evangelicalism, and Fundamentalism. Students will also study the nature and trends of modern and postmodern Christianity, with the goal of applying insights to contemporary life.

### Course Objectives

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Upon completion of the course, the student should be able to do the following:

- Articulate the development of Christian doctrine, faith, and practice from the Protestant Reformation to the present.
- Describe the theological tenets established by Luther as key to the Reformation.
- Distinguish between the fundamental characteristics of Lutheranism, Calvinism, Anglicanism, and Anabaptism.
- Understand the impact of the Council of Trent on church doctrine and reform.
- Recognize the significance of the events studied in this course on today's church.
- Discuss the growth of the Christian church in the world today and identify challenges facing ministry in the new millennium.

## Accessibility

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If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Lecturer

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*Garth M. Rosell, PhD*

**Education:**

- Oxford and Cambridge, sabbatical studies
- Fuller Seminary and the University of Edinburgh in Scotland, graduate studies
- University of Minnesota, PhD
- Princeton Theological Seminary, MDiv and ThM
- Wheaton College, BA

**Teaching Career:**

- Professor of Church History and Director Emeritus, Ockenga Institute at Gordon-Conwell Theological Seminary
- Academic Dean, Gordon-Conwell Theological Seminary (9 years) – helped secure regional accreditation for the Seminary
- Three of his courses voted “Course of the Year”
- Named “Professor Who Has Had the Greatest Impact on Our Lives” multiple times
- Church History teacher, Bethel Theological Seminary (8 years)
- Lecturer and teacher at various college campuses and seminaries across the United States
- One of the most sought after evangelical scholars

**Other Career Highlights:**

- Widely regarded as one of the finest church historians in Christianity
- Member of numerous professional societies and a number of boards and committees
- Founding member, *In Trust* magazine Editorial Council
- Ordained in the Presbyterian Church
- Minister in local congregations and volunteer on denominational committees while pastoring various churches throughout the years
- Member of multiple community and philanthropic boards in the Boston area
- Chair of numerous accreditation teams for the Association of Theological Seminaries (ATS)
- Director of Counseling and Follow-Up, Billy Graham Pavilion at the New York World’s Fair

**Publications:**

- Publications include *Commending the Faith: The Preaching of D. L. Moody*, *The Evangelical Landscape*, *American Christianity*, and *The Surprising Work of God: Harold John Ockenga, Billy Graham, and the Rebirth of Evangelicalism*
- Recipient of a *Christianity Today* book award for his *Memoirs of Charles G. Finney*

## Online Professor

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If you are taking this course for credit, CUGN will assign one of its faculty members as the online

professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

## Course Texts

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### **Required:**

Latourette, Kenneth Scott. *A History of Christianity, Volume II: Reformation to the Present*. Revised edition with a new format and supplemental bibliographies by Ralph D. Winter. New York: HarperSanFrancisco, 1975.

At the time of the Final Examination, each student will be asked to indicate what percentage of the required textbooks he/she has read.

### **Optional Textbook:**

Shelley, Bruce. *Church History in Plain Language*. Rev. ed. Nashville: Thomas Nelson, 1995.

### **Optional DVDs:**

*Where Luther Walked* is available for purchase from Vision Video, (800) 523-0226. Hosted by Professor Roland Bainton, the author of *Here I Stand*, this documentary is filmed at actual locations in Luther's life and recounts major events in the reformer's life.

*God's Outlaw*, the story of William Tyndale, is also available for purchase from Vision Video, (800) 523-0226.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

## Academic Honesty

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At CUGN, we believe all we do is "as unto the Lord" and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

### Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

### Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

### Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

## Course Requirements

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1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.

2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Garth M. Rosell.
3. **Study Questions and Exercises:** The student should follow the Study Guide by doing the readings and responding to its questions and exercises as he/she listens to the lectures.
4. **Required Reading:** Read the required textbook in its entirety. At the time of the Final Examination, submit a report to indicate what percentage of the reading you completed.
5. **Research Paper:** Each student will be asked to select a topic in the field of Church History (from the Protestant Reformation to the present), research it thoroughly and write a paper on it. The papers should be typed and in correct form, footnoted where appropriate, and approximately **7-10 double-spaced pages** in length. In no case should they exceed 12 pages. The paper will be due at the completion of the course.
6. **Spiritual Formation Project**

**RATIONALE:** Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

**A. Personal Reflection and Evaluation:** Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:

Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

**B. Community Reflection and Interaction:** Interview a mentor – Since the Holy Spirit uses

the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
  1. Someone with whom you have a reasonably close relationship.
  2. Someone who is a mature Christian ministry leader (i.e. a pastor).
  3. Someone who is not your grader or a family member.
  4. Someone who values the spiritual formation process.
  5. Someone who is familiar with and values the subject of the course.
  6. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
  - What feedback can your mentor give in response to your essay?
  - In light of the course content, are the conclusions you made appropriate? Why or why not?
  - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

**C. Synthesis and Application:** Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
  - What were the mentor’s comments regarding your essay?
  - What advice did he/she give?
  - How did his/her comments expand or correct your application of the course?
  - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
  - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?



- Synthesizing your thoughts from section one and your mentor's insight in section two, what final conclusions have you reached? How is this different from section one?
- In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

7. **Examinations:** Two examinations will be given during the course which will involve responding in short essay form to **four out of six** of the Study Guide "Focus" questions and in long essay form to **two out of three** Study Guide "Develop" exercises in the covered lessons:
- **Midterm:** Covering lectures and readings from Lesson 1 through Lesson 12
  - **Final:** Covering lectures and readings from Lesson 13 through Lesson 24

## Course Grading

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Your grade for the course will be determined as follows:

Reading Report	15% of Course Grade
Research Paper	25% of Course Grade
Spiritual Formation Project	10% of Course Grade
Midterm Examination	25% of Course Grade
Final Examination	25% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Interview  
Date/Time: \_\_\_\_\_

## Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

**The ESSAY:** After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

**The INTERVIEW:** After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

### NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student's conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

**NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.**



## Recommended Reading for Each Lesson

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### Lesson 1: Reformation Patterns

Cragg, Gerald R. *The Church and the Age of Reason: 1648–1789*. Baltimore: Penguin Books, 1970.

Mead, Frank S. *Handbook of Denominations in the United States*. New York: Abington Press, 2005

Nichols, James Hastings. *History of Christianity: 1650–1950*. New York: The Ronald Press, 1956.

Russell, Bertrand. *Why I Am Not a Christian*. New York: Simon and Schuster, 1965.

Shelley, Bruce L. *Church History in Plain Language*. 3rd ed. Nashville: Thomas Nelson, 2008.

Westin, Gunnar. *The Free Church Through the Ages*. Nashville: Abingdon Press, 1958.

### Lesson 2: The Lutheran Tradition

Bainton, Roland H. *Here I Stand*. Peabody, MA: Hendrickson Publishers, 2009.

Dillinger, John. *Martin Luther: Selections from His Writings*. New York: Doubleday, Anchor Books, 1958.

Kittelson, James. *Luther, the Reformer*. Philadelphia: Fortress Press, 2003.

Leith, John H. *Creeds of the Churches*. Richmond, VA: John Knox Press, 1983.

Luther, Martin. *Smaller Catechism*. York, PA: Anstadt & Sons, 1894.

Pelikan, Jaroslav. *From Luther to Kierkegaard*. St. Louis, MO: Concordia Publishing House, 1950.

Tevard, George. *Holy Writ or Holy Church*. New York: Harper & Bros., 1959.

Todd, John. *Luther: A Life*. New York: Crossroad Publishing, 1982.

### Lesson 3: The Reformed Tradition

Cragg, Gerald R. *The Church and the Age of Reason: 1648 1789*. Baltimore: Penguin Books, 1970.

Latourette, Kenneth Scott. *Christianity in a Revolutionary Age*. 5 volumes. Grand Rapids: Zondervan Publishing House, 1969.

Nichols, James Hastings. *History of Christianity 1650-1950*. New York: The Ronald Press, 1956.

Shelley, Bruce L. *Church History in Plain Language*. Waco, TX: Word Books, 1982.

Vidler, Alec R. *The Church in an Age of Revolution: 1789 to the Present*. Baltimore: Penguin Books, 1968.

## **Lesson 4: The Anabaptist Tradition**

Durnbaugh, Donald F. *The Believers' Church: The History and Character of Radical Protestantism*. London: Collier MacMillan Limited, 1968.

Estep, Jr., W. R. *The Anabaptist Story*. Nashville, TN: Broadman Press, 1963.

Littell, Franklin H. *The Origins of Sectarian Protestantism*. New York: MacMillan, 1972.

Williams, George H. *The Radical Reformation*. Philadelphia: Westminster Press, 1962.

## **Lesson 5: The Anglican Tradition**

Grimm, Harold J. *The Reformation Era*. New York: MacMillan, 1954, pp. 460 505.

Powicke, Sir Maurice. *The Reformation in England*. London: Oxford University Press, 1961.

Spitz, Lewis. *The Protestant Reformation*. Englewood Cliffs, NJ: Prentice Hall, Inc., 1966, pp. 148 176.

Stevenson, William. *The Story of the Reformation*. Richmond, VA: John Knox Press, 1959, pp. 131 176.

## **Lesson 6: The Catholic Reformation**

## **Lesson 7: The Age of Puritanism**

## **Lesson 8: The Age of Puritanism, Part 2**

Friedmann, Robert. *Mennonite Piety through the Centuries*. Goshen, IN: Mennonite Historical Society, 1949.

Haroutunian, Joseph. *Piety versus Moralism*. New York: Henry Holt, 1932.

Lovelace, Richard. *Dynamics of Spiritual Life: An Evangelical Theology of Renewal*. Downers Grove, IL: InterVarsity Press, 1979.

Spener, P. J. *Pia Desideria*. Philadelphia: Fortress Press, 1964.

Stoeffler, F. Ernest. *Continental Pietism and Early American Christianity*. Grand Rapids: William B. Eerdmans, 1976.

Tanis, James. *Dutch Calvinistic Pietism in the Middle Colonies*. The Hague: Martinus Nijhoff, 1968.

Wakefield, G. S. *Puritan Devotion*. London: Epworth Press, 1957.

## **Lesson 9: Eighteenth Century Renewal Movements**

Cragg, Gerald R. *From Puritanism to the Age of Reason*. Cambridge: University Press, 1950.

Haller, William. *The Rise of Puritanism*. New York: Columbia University Press, 1938.

Prall, Stuart E., ed. *The Puritan Revolution: A Documentary History*. Garden City, NY: Doubleday, Anchor Books, 1968.

Simpson, Alan. *Puritanism in Old and New England*. Chicago: University of Chicago Press, 1966.

Trinterud, Leonard J., ed. *Elizabethan Puritanism*. New York: Oxford University Press, 1971.

## **Lesson 10: Jonathan Edwards and the American Revival Tradition**

## **Lesson 11: Charles G. Finney and the Rise of Classic Evangelicalism**

## **Lesson 12: The Adventist Tradition**

Bestor, Jr., Arthur E. *Backwoods Utopias: The Sectarian and Owenite Phases of Communitarian Socialism in America, 1663-1829*. Philadelphia: University of Pennsylvania Press, 1963.

Braden, Charles S. *Spirits in Rebellion: The Rise and Development of New Thought*. Dallas, TX: Southern Methodist University Press, 1963.

Holloway, Mark. *Heavens on Earth: Utopian Communities in America 1680-1880*. Second Edition. New York: Dover Publications, 1966.

Martin, Walter R. *The Truth about Seventh Day Adventism*. Grand Rapids: Zondervan Publishing House, 1960.

Nichol, Francis D. *The Midnight Cry: A Defense of the Character and Conduct of William Miller and the Millerites*. Washington, D.C.: Review & Herald Publishing Association, 1944.

Spaulding, W. W. *A History of Seventh Day Adventists*. 2 volumes. Washington, D.C.: Review & Herald Publishing Association, 1949.

## Lesson 13: The Missionary Explosion of the 19th Century

Beaver, R. Pierce. *All Loves Excelling*. Grand Rapids: William B. Eerdmans, 1968.

Chaney, Charles L. *The Birth of Missions in America*. South Pasadena, CA: William Carey Library, 1976.

Elsbree, Oliver W. *The Rise of the Missionary Spirit in America, 1790-1815*. Philadelphia: Porcupine Press, 1978.

Fairbanks, John. *The Missionary Enterprise in China and America*. Cambridge, MA: Harvard University Press, 1974.

Fife, Eric S. and Arthur F. Glasser. *Missions in Crisis*. Downers Grove, IL: InterVarsity Press, 1961.

Latourette, Kenneth Scott. *A History of the Expansion of Christianity*. 7 volumes. New York: Harper & Row, 1953.

\_\_\_\_\_. *The American Mind*. Indianapolis: National Foundation Press, 1949.

## Lesson 14: Black Christianity

Allen, Richard. *The Life Experience and Gospel Labors of the Right Reverend Richard Allen*. Nashville, TN: Abingdon Press, 1960.

Banks, William L. *The Black Church in the United States*. Chicago: Moody Press, 1972.

Cone, James H. *The Spirituals and the Blues: An Interpretation*. New York: The Seabury Press, 1972.

George, Carol V. R. *Segregated Sabbaths: Richard Allen and the Rise of Independent Black Churches, 1760-1841*. New York: Oxford University Press, 1973.

Massey, Floyd, and Samuel Berry McKinney. *Church Administration in the Black Perspective*. Valley Forge, PA: Judson Press, 1976.

Mitchell, Henry H. *Black Belief*. New York: Harper & Row, 1975.

\_\_\_\_\_. *Black Preaching*. Philadelphia and New York: J.B. Lippincott Co., 1970.

Payne, Daniel A. *History of the African Methodist Episcopal Church*. New York: Johnson Reprint Corp., 1968.

Pelt, O. D., and Ralph Lee Smith. *The Story of the National Baptists*. New York: Vantage Press, 1960.

Phillips, C.H. *The History of the Colored Methodist Episcopal Church in America*. New York: Arno Press, 1972.

Sernett, Milton C. *Black Religion and American Evangelicalism: White Protestants, Plantation Missions and the Flowering of Negro Christianity, 1787-1865*. Metuchen, N.Y.: The Scarecrow Press, and the American Theological Library Association, 1975.

Walls, William J. *The African Methodist Episcopal Zion Church*. Charlotte, NC: The A.M.E. Zion Publishing House, 1974.

Washington, Jr., Joseph R. *Black Religion: The Negro and Christianity in the United States*. Boston: Beacon Press, 1964.

Young, Henry J. *Major Black Religious Leaders, 1755-1940*. Nashville, TN: Abingdon Press, 1977.

## **Lesson 15: The Rise of Modern Pentecostalism**

Flew, Newton R. *The Idea of Perfection in Christian Theology*. London: Oxford University Press, 1934.

Outler, Albert C. ed. *John Wesley*. New York: Oxford University Press, 1964.

Peters, John Leland. *Christian Perfection and American Methodism*. New York: Abingdon Press, 1956.

Pudney, John. *John Wesley and His World*. New York: Charles Scribner's Sons, 1978.

Smith, Timothy L. *Called Unto Holiness*. Kansas City: Nazarene Publishing House, 1962.

Synan, Vinson. *The Holiness Pentecostal Movement in the United States*. Grand Rapids: William B. Eerdmans, 1971.

Wood, A. Skevington. *The Inextinguishable Blaze*. Grand Rapids: William B. Eerdmans, 1960.

## **Lesson 16: The Rise of Fundamentalism**

Cole, Stewart Grant. *The History of Fundamentalism*. New York: Greenwood Press, 1931.

Furniss, Norman. *The Fundamentalist Controversy*. New Haven, CT: Yale University Press 1954.

Gatewood, Willard B., ed. *Controversy in the Twenties: Fundamentalism, Modernism, and Evolution*. Nashville: Abingdon Press, 1969.

Marsden, George M. *Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism, 1870-1925*. Oxford: Oxford University Press, 1980.

Russell, C. Allyn. *Voices of American Fundamentalism*. Philadelphia: Westminster Press, 1976.

Sandeep, Ernest R. *The Origins of Fundamentalism*. Philadelphia, Fortress Press, 1968.

\_\_\_\_\_. *The Roots of Fundamentalism*. Chicago: University of Chicago Press, 1970.

## **Lesson 17: Fundamentalists and Modernists in a Time of Transition**

Cragg, Gerald R. *From Puritanism to the Age of Reason*. Cambridge: University Press, 1950.

Haller, William. *The Rise of Puritanism*. New York: Columbia University Press, 1938.

Prall, Stuart E., ed. *The Puritan Revolution: A Documentary History*. Garden City, NY: Doubleday, Anchor Books, 1968.

Simpson, Alan. *Puritanism in Old and New England*. Chicago: University of Chicago Press, 1966.

Trinterud, Leonard J., ed. *Elizabethan Puritanism*. New York: Oxford University Press, 1971.

## **Lesson 18: The Fundamentalist/Modernist Controversies of the 1920s**

Barr, James. *Fundamentalism*. Philadelphia: Westminster Press, 1978.

Bloesch, Donald G. *The Evangelical Renaissance*. Grand Rapids: William B. Eerdmans, 1973.

Carter, Paul A. *The Decline and Revival of the Social Gospel*. Hamden, CT: Archon Books, 1971.

Cole, Stewart Grant. *The History of Fundamentalism*. New York: n.p. 1931.

Dayton, Donald W. *Discovering An Evangelical Heritage*. New York: Harper & Row, 1976.

Furniss, Norman F. *The Fundamentalist Controversy, 1918-1931*. Hamden, CT: Archon Books, 1963.

Gatewood, Willard B. ed. *Controversy in the Twenties: Fundamentalism, Modernism, and Evolution*. Nashville: Abingdon Press, 1969.

Goen, C. C. "Fundamentalism in America." *Southwestern Journal of Theology*, Vol. II (1959): 52-62.

Handy, Robert, ed. *The Social Gospel in America, 1870-1920*. New York: Oxford University Press, 1966.

Kantzer, Kenneth S. ed. *Evangelical Roots*. Nashville: Thomas Nelson, 1978.

Niebuhr, H. Richard. *The Kingdom of God in America*. New York: Harper and Brothers, 1937.

Rifkin, Jeremy and Ted Howard. *The Emerging Order*. New York: G. P. Putnam's Sons, 1979.

Sandeen, Ernest R. *The Origins of Fundamentalism*. Philadelphia: Fortress Press, 1968.



\_\_\_\_\_. *The Roots of Fundamentalism, British and American*. Chicago: University of Chicago Press, 1970.

White, Jr., Ronald C. and C. Howard Hopkins. *The Social Gospel*. Philadelphia: Westminster Press, 1978.

Woodbridge, John D., Mark A. Noll and Nathan O. Hatch. *The Gospel in America*. Grand Rapids: Zondervan Publishing House, 1979.

## **Lesson 19: Modern Catholicism**

Abbott, Walter M. ed. *The Documents of Vatican II*. New York: Guild Press, 1966.

Berkouwer, G. C. *The Second Vatican Council and New Catholicism*. Grand Rapids: William B. Eerdmans, 1965.

Dolan, John P. *Catholicism: An Historical Survey*. Woodbury, NY: Barron's Educational Series, 1968.

Ellis, John Tracy. *American Catholicism*. Chicago: University of Chicago Press, 1956.

Landis, Benson Y. *The Roman Catholic Church in the United States: A Guide to Recent Developments*. New York: n.p. 1966.

O'Dea, Thomas. *The Catholic Crisis*. Boston: The Beacon Press, 1968.

Ranaghan, Kevin and Dorothy. *Catholic Pentecostals*. New York: Paulist Press, Deus Books, 1969.

## **Lesson 20: The Ecumenical Revolution**

Brown, Robert McAfee. *The Ecumenical Revolution*. Garden City, NJ: Doubleday, 1969.

Brown, Robert McAfee, and David H. Scott, eds. *The Challenge to Reunion*. New York: McGraw Hill, 1963.

Brown, Robert McAfee, and Gustve Weigle. *An American Dialogue*. Garden City, NJ: Doubleday, 1960.

Douglas, J. D., ed. *Let the Earth Hear His Voice*. Minneapolis: Worldwide Publications, 1975.

Fey, Harold E. *A History of the Ecumenical Movement*. 2 volumes. Philadelphia: Westminster Press, 1970.

Goodall, Norman. *The Ecumenical Movement*. London: Oxford University Press, 1961.

Hardon, John A. *Christianity in the Twentieth Century*. Garden City, NJ: Doubleday, 1963.

Marty, Martin E. *Church Unity and Church Mission*. Grand Rapids: William B. Eerdmans, 1964.

## Lecture 21: The Church and Theological Reconstruction

## Lecture 22: The Charismatic Movement

Ferm, Vergflius, ed. *Contemporary American Theology*. New York: Round Table Press, 1932.

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