

FALL 2011 Syllabus
THEO 425 – *American Christianity*
from 1620 to the Present
Monday & Wednesday 1:05 -2:30 p.m. Duke 619
Azusa Pacific University

Asst. Professor: Jacquelyn E. Winston, Ph.D.; email: jwinston@apu.edu

Contact: Laura Smith-Webb, Undergraduate Theology Adm. Asst., 815-5496, Duke 257

OFFICE HOURS: Tuesdays & Wednesdays 2:45-3:30 p.m. or by appt., Duke 247, 815-6000, ext. 5631.

Class website: <http://online.apu.edu/> (E-Companion class site). E-Companion student directions: http://groups.apu.edu/dlce/ecom_student_info.php

CATALOG COURSE DESCRIPTION: In this church history seminar, students examine the social, historical, intellectual, cultural, political, and popular influences upon the theological development of American Christianity from colonial Puritanism of the 17th century through the revivals, Civil War, and Jesus movements of the 20th century. Prerequisites: CMIN108, Theo 352 or 354, and Phil 220, or instructor permission.

STUDENT LEARNING OBJECTIVES:

Measurable Learning Outcome	IDEA Learning Objective	Activities to Assess
By the end of this course, the student should be able to:	The IDEA objective that addresses the learning outcome:	Assignment or activity used to assess learning outcome:
1. Students will demonstrate the ability to critically assess the impact of historical, religious, cultural, political, and sociological factors unique to the American experience upon the development of American Christianity.	Gaining factual knowledge	Final exam, class participation, reading verification reports
2. Students will demonstrate the ability to analyze the theoretical bases of Christian doctrines in light of intellectual developments and to assess their incorporation in specific American religious movements as well as the doctrines' integration into the lived faith experience of American Christians.	Gaining factual knowledge	Final exam, class participation, reading verification reports

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Measurable Learning Outcome	IDEA Learning Objective	Activities to Assess
By the end of this course, the student should be able to:	The IDEA objective that addresses the learning outcome:	Assignment or activity used to assess learning outcome:
3. Students will learn to analyze various historiographic perspectives regarding the development of the American church.	Developing skill in expressing oneself orally or in writing	Reading verification reports, research paper, class presentation.
4. Students will demonstrate oral and literary competencies as well as research skills through independent and corporate analysis of primary and secondary sources.	Learning to analyze and critically evaluate ideas, arguments, and points of view.	Class presentation, research paper, class participation.
5. Students will examine the influence of issues of ethnicity upon the development of the unique character of American Christianity.	Learning to analyze and critically evaluate ideas, arguments, and points of view.	Reading verification reports, class participation.

REQUIRED TEXTBOOKS:

Finke, Roger and Rodney Stark. *The Churching of America 1776-2005, Second Edition*. New Brunswick, NJ: Rutgers University Press, 2005.

Noll, Mark. *A History of Christianity in the United States and Canada*. Grand Rapids, MI: Eerdmans Publishing Company, 1992.

_____. *The Civil War as a Theological Crisis*. Chapel Hill, NC: The University of North Carolina Press, 2006.

Winston, Jacquelyn E. *Course Reader for American Christianity* (available from bookstore).

COURSES REQUIREMENTS:

Reading Verification Reports	250 (5 times @ 50 each)	(25%)
Group Class Presentation (20 minutes)	150	(15%)
Research paper	250	(25%)
Class Participation	150	(15%)
Final Examination	200 (40 questions x 5)	(20%)

TOTAL POINTS/PERCENTAGES: 1000 POINTS OR 100%

EXTRA CREDIT BOOK REVIEW: 50 points (5%)

Reading Verification Questions:

Reading is a major component of this course. The student is expected to complete very brief reading assignment outlines and reading verification questions (in writing) **BEFORE** coming to class. Additionally, the student should answer the reading verification questions from the Course Reader (if any are assigned) as well as develop 3-5 discussion questions from the assigned reading in Noll and/or Stark & Finke (**Be sure to include page numbers with your questions**).

The purpose of the reading assignment outlines and reading verification questions is to assist the student in performing critical analysis of the assigned texts and to interact in class discussion. Your brief reading outline and discussion questions from the two textbooks should demonstrate critical thinking and incite indepth class discussion. Therefore, these questions will go beyond the basic information of the personalities, events, and their beliefs to ask what factors influenced American religious developments in the specific setting under examination and to analyze the historiographic methodologies and theoretical perspectives of the authors of the reading assignments.

Throughout the semester, the instructor will ask you to turn in your reading verification questions and outlines five (5) times. Three (3) times the due date for this assignment is listed in the class schedule; however, twice (2) the reading verification questions/outlines will be picked up without advance notice. Note: The three pre-assigned reading verification reports should be uploaded to the dropbox on E-Companion. The two surprise assignments must be turned in when requested in class. Each time the instructor collects the reading verification questions/outlines they will be graded and added to your total grade (50 points each). If a student has an excused absence on the day that reading verification questions/outlines are collected, then the instructor will accept that student's assignment on the class period which immediately follows the absence accompanied by a written excuse. Under no circumstances will reading verification questions be accepted for unexcused absences or for previous classes. (In the case of an excused medical illness, the doctor's note may be attached to your assignment and turned in the very next class.) Only current reading verification questions are collected, so please do not turn in previous notes and do not mix different days' assignments on the same sheet of paper.

Class Presentation:

Each student will participate in an interactive class presentation relevant to the topic assigned on a given day. The presentation group will consist of three students who will be graded individually performing a drama, game, debate, newscast, or other type of interactive modality including the use of technology (no video presentations may be longer than 4-5 minutes of the group presentation). The presentation will be 20-25 minutes in length and each person in the group must present at least five minutes. Attention should also be given toward involving the rest of the class in the presentation and the presenters should be prepared to engage in critical reflection on their topic with the class during and immediately following their presentation. A typed synopsis/outline of the presentation with

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accompanying materials, bibliography, and detailed description of preparation performed by each group member will be given to the instructor BEFORE the group presentation as an aid in the grading process. Each student will be graded on a 150 point scale (15% of the course).

Final Exam:

A 40-question objective (multiple choice and true/false) final exam will be given on Wednesday 12/14/11 at 12:15 p.m. Students should bring a scantron and #2 pencil for this exam.

Class Participation:

Since consistent attendance is an essential element for comprehending course materials, students should sign the roster at the beginning of each class session. Additionally, the nature of a seminar course assumes active participation in class discussions. Therefore, each student will be graded for participation on the basis of active involvement in class discussions as well as consistent attendance using a scale of 15% (150 points).

Extra Credit Critical Book Review:

To earn an additional 5%, the student may complete a 3-4 page critical book review on one of the secondary source books he/she has chosen to use for his/her final research paper (minimum 175 page book). The book review should not only include a discussion of the thesis and supporting arguments contained in the book, as well as a brief outline of the book, but it should also include a thorough critical analysis of the strengths and weakness of the author's propositions based on the student's knowledge of the subject from other resources (class notes and discussions as well as other books read on the subject). This typed book review is due on 11/23/11 and should be uploaded to the dropbox on the E-Companion class site by 1 pm.

Checklist of elements of an "A" Extra Credit Book Review:

- Full bibliographic citation for your book, including the total number of pages.
- Page #s on paper, Student name, Title of class and time it meets, stapled.
- Author's thesis and overall approach.
- Synopsis or outline of book in approximately 4-8 sentences.
- Strengths and weaknesses of the book including clarity of arguments, substantiation of views with factual evidence, insights and benefits the book provides, stylistic issues, major theories discussed.
- What would improve the book and how does it compare with other books on the subject?
- Does the author prove his/her thesis?
- All quotes should be properly referenced and formatted.

- The book report should be 3-4 pages in length. I will read no more than 4 pages. After that, I stop reading so don't bother to go over the length. If you do, I will reduce the grade accordingly.
- Be sure to proof your paper for grammar and spelling. I will grade these as well as for stylistic clarity and content.

Research Paper:

- The Department of Theology and Philosophy is involved in assessing student learning, and your final paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

Each student will submit a typed, double-spaced research paper (10 pages plus cover page and bibliography) prepared according to style manual guidelines which examines a major figure, movement, doctrine, or issue in American Christianity. The paper should utilize a minimum of three primary sources and three secondary sources (books or scholarly journals). Avoid websites, popular magazines, review articles, and survey history texts unless approved by the professor. This paper will be due on Monday, 11/28/11 and should be uploaded to the dropbox on the E-Companion class site by 1 pm.

Research paper checklist: 1" margins, cover page (not counted or numbered), 10 page double spaced body of paper using 12 pitch font, notes (parenthetical, footnotes, or endnotes acceptable) with a numbered bibliography page.

Following are suggested approaches to your research project:

1. Major Figure: Examine the figure's personal background (including family setting, education, economic status, conversion or life-changing experiences), major historical events to which the figure may have been responding, the figure's significant contributions to the development of American Christianity (including a discussion of his/her major doctrines and a review of his/her major writings), and how subsequent adherents of his/her doctrines have developed or altered the figure's original teachings.
2. Movement: Examine the movement's response to its contemporary setting including historical events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement (including their personal mitigating issues which led to the movement's development), and the movement's eventual decline and/or metamorphosis.
3. Doctrine: Examine a major Christian doctrine or ideology in its American context. Your exploration should include a review of the major ideological currents (religious, philosophical, and social) to which the doctrine is responding, the major propositions of

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the doctrine including an examination of how it alters or interacts with contemporary religious thought, mitigating personal factors in the life of its proponent(s) that led to its development, and its eventual impact upon its immediate American social/religious setting.

4. Issue: Examine a broad issue which has had a major impact upon the development of American Christianity (e.g. racism, imperialism, sexism, separation of church & state, secularism, individualism). Your exploration should include a review of the major ideological currents (religious, philosophical, and social) which gave rise to the issue in its historical context in the U.S., including a comparison of the issue's development in its original context (if it began outside of the U.S.) to the ways it was transformed in the American environment. Your paper will examine the proponents and opponents of the issue, their arguments, and a substantive analysis of the impact of the issue upon the development of the American Church.

Research Paper Proposal: On Monday, 10/17/09, the student will submit a typed, one page research paper proposal. This proposal should be uploaded to the dropbox on the E-Companion class site by 1 pm. The proposal should include the following information:

1. Student's name, class title and number, date, research paper title
2. Intended approach to subject (e.g. examine the Jesus Movement of the 1960s -major movement)
3. A thesis statement regarding your intended approach (e.g. "This paper will examine the influence of the Vietnam War, civil and racial unrest, and the hippie movement upon the evolution of the Jesus Movement of the early 1970s.")
4. Complete bibliographic information (see a style manual if you are unclear) on a minimum of three (3) primary sources and three (3) secondary sources which you plan to use for this paper.

Points will be deducted from your final paper if this typed research paper proposal is not turned in on time.

See next page for sample research proposal

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SAMPLE RESEARCH PROPOSAL

Student's name

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Research Paper Proposal

Title: The Curse of Ham and Its Use to Justify American Slavery

Major Issue: Theological justification of slavery

Thesis: This paper will examine the theological justifications used to support slavery in the context of 19th century social, political, and ideological struggles. The impact of capitalism and the tobacco and sugar trade upon American society suggest that theological theories such as the curse of Ham and a literal reading of certain biblical passages were used to justify slavery.

Bibliography:

Provide full citations by alphabetical order. Primary and secondary sources do not need to be separated.

PLAGIARISM STATEMENT:

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

1. Students are expected to write all of their own work. You are welcome to study with your fellow students, but you must write your own assignments. Any assignments written in conjunction with another student will be considered plagiarism and will receive an “F” (0 points) for that assignment.
2. If you borrow more than more than 3 or 4 words in a row from another source, it should be properly referenced using quotation marks and full bibliographic information, including page number. When you borrow ideas but not actual words, you may cite the source at your discretion to help your reader follow-up on your discussion. Failure to provide full bibliographic citation for quotations is considered plagiarism and will result in an “F” (0 points) for that assignment.

SUGGESTIONS ON HOW TO BEGIN THE RESEARCH PROCESS FOR YOUR PAPER:

1. Choose a person, Christian movement, issue, or doctrine of interest. It must be related to American Christianity and it should be within the timeframe of 1620-2000. If you choose a non-Christian or sectarian Christian figure (such as Joseph Smith), you must do a paper on how that figure interacted with and affected “mainstream” American Christianity in some manner or a comparison of doctrines and/or practices between the two groups.
2. To gain a general perspective of the important events, doctrines, and interacting individuals which have shaped your person, movement, or doctrine, consult a reference encyclopedia on your topic such as *Encyclopedia Britannica Online*, *New Catholic Encyclopedia*, *Evangelical Dictionary of Theology*, reference volumes such as Colin Brown’s *Christianity and Western Thought*, or some of the specific topical reference volumes contained in the Theology Library Reference Room. First reference to these types of sources is intended to direct your research in a fruitful manner so that you can identify central from peripheral topics and personalities in your research process. **but these resources should not be used as one of your six required sources for your paper.**

3. Perform a bibliographic search in the APOLIS catalogue as well as other databases available through our APU system. Identify a minimum of three primary sources and three secondary sources for your paper. NOTE: While it is acceptable to use older primary sources, **when choosing secondary sources, you should seek those which are more current so that you can take advantage of the most recent scholarly research on your topic.** This does not exclude those volumes which are considered seminal or groundbreaking in their field. These of course, are important volumes to choose. As a rule of thumb, avoid secondary sources dated before 1980.
4. How to choose sources: Ask yourself a series of questions such as *What particular question or problem related to my figure, movement, or doctrine interests me? What type of information does the source provide for me (e.g. does it discuss a particular problem, or possibly a different way of seeing the issue than has been previously understood, is it a general information resource on your topic, or does it examine one issue in detail?)? What is the author's level of expertise on your topic and what is his/her disciplinary approach (i.e., is the writer a historian, theologian, philosopher, sociologist, or psychologist?)? The author's theoretical approach will shape the types of questions they ask as well as how they seek to answer them. Is the book well researched and organized (refer to the book/article's bibliography)?*
5. Sources to avoid: Do not use films/or personal interviews as a resource since this is a scholarly research paper. Also, do not use websites. However, you may use peer-reviewed articles from the library database. Remember, not everyone who has a website is a creditable authority on your topic, even if they are writing about it. Also, when doing searches in our databases for articles or books related to your topic, make sure that you distinguish between actual books/articles on your topic vs. reviews of articles or books or books which are bibliographies on your topic. These are not acceptable as one of your bibliographic resources to write your paper. You should also avoid using historical survey books as your required sources since they are overview discussions and do not represent indepth research on your topic. One or two supplemental references to these books are acceptable, but they should not be one of your six required sources.
6. Formulate a thesis question. Your thesis question should include: 1) your specific person, doctrine, issue, or movement; 2) a specific area of interest related to your topic, such as a problem they faced, the origins and development of a particular teaching, or how a particular religious movement changed from its origins to its development in the U.S.; and finally, 3) the context in which you plan to examine your topic. A thesis statement is more specific than a subject and provides a perspective for understanding your subject.

Sample thesis question: "This paper will examine the impact of capitalism, the tobacco and sugar trade, and theological views of race within the American church upon the Civil War."

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7. Prepare and type your research paper proposal according to the guidelines set forth earlier in this syllabus. Remember, it must be typed and include all pertinent information including COMPLETE bibliographic resource information. You should be able to keep your thesis statement to 2-3 sentences at most.
8. Style manuals: All style manuals are acceptable including *Chicago Manual of Style*, *Turabian*, *Campbell*, *APA* (with modifications, such as page numbers for all citations). You may choose to use footnotes, endnotes, or parenthetical references, but please be consistent throughout the paper. **Your final paper should include a title page as well as a thorough bibliography.** Also, be sure that you proof your paper for spelling and grammar as well as content.
9. Approach: Well-written papers are usually those which begin by stating the paper's thesis and proposed approach of analysis and end with a short summary of what has been proven by the paper. By doing this, you are forced to organize your information in a convincing manner, and make it possible for your reader to follow the development of your argument.
10. **Access to research resources for your paper:** *ATLA* – the primary theology database can be accessed through the APU library home page. It lists journals and books owned by APU as well as those we don't own and some journals that are online; *APOLIS* – APU library database of books which we own; *LINK+* - a database which gives access to 5 million books which we don't own. Books arrive within 2-3 days and can be renewed once after the initial three week loan.

Resources:

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Bartleman, Frank. *Azusa Street*. South Plainfield, NJ: Bridge Publishing, 1980.

Bellah, Robert. "Civil Religion in America," in *Beyond Belief: Essays on Religion in a Post-Traditional World*. Berkeley: University of California Press, 1991, 168-189.

_____. "Is There a Common American Culture?" *Journal of the American Academy of Religion* 66, no. 3 (Fall 1998): 613-625.

Bennett, Jr., Lerone. *Before the Mayflower: A History of Black America, 6th Edition*. Chicago: Johnson Publishing; Penguin Books, 1987, 1993.

Blumhofer, Edith L. and Randall Balmer, ed. *Modern Christian Revivals*. Chicago: University of Illinois Press, 1993.

Branch, Taylor. *Parting the Waters: America in the King Years, 1954-63*. New York: Simon & Schuster, 1988.

_____. *Pillar of Fire: America in the King Years 1963-65*. New York: Touchstone (Simon and Schuster), 1998.

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- Brown, Colin. *Christianity and Western thought: a history of philosophers, ideas, & movements*. Edited by Alan Padgett and Steve Wilkens, 1990.
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- Byrnes, Timothy A. "The Politics of the American Catholic Hierarchy." *Political Science Quarterly*, Vol. 108, No. 3. (Autumn, 1993):497-514.
- Carpenter, Joel A. *Revive Us Again: The Reawakening of American Fundamentalism*. New York: Oxford University Press, 1997.
- Carey, Patrick W. *American Catholic Religious Thought: The Shaping of a Theological and Social Tradition*. Milwaukee, WI: Marquette University Press, 2004.
- Collinson, Patrick. *The Elizabethan Puritan Movement*. New York: Oxford University Press, 1990.
- Dickens, A.G. *The English Reformation*. University Park, PA: Pennsylvania State University Press, 1991.
- Dolan, Jay P. *In Search of an American Catholicism: A History of Religion and Culture in Tension*. Cary, NC: Oxford University Press, 2002.
- Edwards, Jonathan. *The Great Awakening*. Edited by C. G. Goen. New Haven, CT: Yale University Press, 1972.
- _____. *The Works of Jonathan Edwards*, vol. 2. Peabody, MA: Hendrickson Publishers, 1998.
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- Encyclopedia Britannica Online* - This can be accessed from the APU library's Online Resource page. (Be sure to sign onto EB Online as a college library user, or they will ask for a credit card.) This is helpful for short explanations of major ideas or personalities.
- Felder, Cain Hope, ed. *Stony the Road we Trod*. Minneapolis: Augsburg Fortress Press, 1991.
- Findlay, Jr., James F. *Church People in the Struggle*. New York: Oxford University Press, 1993.
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- Gates, Jr., Henry Louis, ed. *The Classic Slave Narratives*. New York: Penguin Books (Mentor), 1987.
- Gaustad, Edwin S. and Mark A. Noll, ed. *A Documentary History of Religion in America, Third Edition*. 2 vol. Grand Rapids, MI: Eerdmans Publishing, 2003.
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- Hart, Trevor, Gen. Ed. *The Dictionary of Historical Theology*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2000.
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- Hutchinson, William R. *The Modernist Impulse in American Protestantism*. Durham, NC: Duke University Press, 1992.
- Johnson, David H. "Emerging churches: reflections from a traditionalist seminary dean." *Didaskalia (Otterburne, Man.)* 19, no. 1 (2008): 161-177.
- Kidd, Thomas S. *The Great Awakening: The Roots of Evangelical Christianity in Colonial America*. New Haven: Yale University Press, 2007.
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- McGreevy, John T. "Racial Justice and the People of God: The Second Vatican Council, the Civil Rights Movement, and American Catholics." *Religion and American Culture*, Vol. 4, No. 2. (Summer, 1994):221-254.
- Miller, Donald E. *Reinventing American Protestantism Christianity in the New Millennium*. Berkeley, CA: University of California Press, 1997 (examines New Paradigm churches).

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White, Charles E. *The Beauty of Holiness: Phoebe Palmer as Theologian, Revivalist, Feminist, and Humanitarian*. Grand Rapids, MI: Francis Asbury Press (Zondervan Publishing), 1986.

Yale University Library Primary Sources Research



Jan Vermeer, [The Allegory of Painting](#)

<http://www.library.yale.edu/ref/err/primsrscs.htm>

Created to support a series of colloquia in historical research offered by
the Yale University Library.

[What is a primary source?](#)

[The formats of primary sources](#)

[How Yale describes its collections to researchers](#)

[Bibliographic tools for research in history](#)

WHAT IS A PRIMARY SOURCE?

A primary source is firsthand testimony or direct evidence concerning a topic under investigation. The nature and value of a source cannot be determined without reference to the topic and questions it is meant to answer. The same document, or other piece of evidence, may be a primary source in one investigation and secondary in another. The search for primary sources does not, therefore, automatically include or exclude any category of records or documents.

PRIMARY SOURCES: DEFINITIONS

"By a 'source' the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recordings, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. ... One good way for the novice historian to lose Brownie points among his serious-minded fellows is to call a biography of George Washington or an analysis of the Magna Charta a 'source'." (Robin Winks, *The historian as detective; essays on evidence* (New York: Harper & Row, 1969), p.xx)

"A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. ... Secondary sources are 'descriptions of the event derived from and based on primary sources'. The line between primary and secondary sources is often indistinct, for example, a single document may be a primary source on some matter and a secondary source on others." (Helen J. Poulton, *The historian's handbook* (Norman, OK: University of Oklahoma Press, 1972), p.175-76).

"A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event -- for example, the diaries of Count Ciano written under Mussolini's regime. The researcher, using a number of such primary sources, produces a secondary source ." (Jacques Barzun, *The modern researcher* . Fifth edition (Boston: Houghton Mifflin, 1992), p.114 note)

<http://www.library.yale.edu/ref/err/primdefs.htm>

Yale University Library *Primary Sources Research Colloquium in [] History*

Prepared August 1996 by [Suzanne Lorimer](#)

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CLASS ASSIGNMENTS:

Items to bring to each class: Noll &/or Stark textbooks, Course Reader, and your completed current Reading Verification Questions, as well as a Bible.

Syllabus Review & Course Requirements – Wednesday 9/7/11

Methodological Perspectives, Pt. 1 – Stark & Finke (*Sociology of Religion*) vs. Noll (*Historical Theology*) – Monday 9/12/11

Methodological perspectives - Stark 281b-283, 1-24

Methodological Perspectives, Pt. 2 - Wednesday 9/14/11 – Bellah – “Is There a Common American Culture?”

The Beginnings of American Christianity – Monday 9/19/11

*Continental Influences from Catholic Christianity - Noll 7-8, 11-17b, 26-29
Course Reader 1-3 – (Franciscans in New Mexico 31-33)*

Puritan Origins in the American Colonies - Wednesday 9/21/11

*Puritan Origins in Eastern Colonies – Noll 31-51b
Course Reader 4-14 (Ryken 10-16; Winthrop’s Model of Christian Charity 67-69;
Puritan theological anthropology, companionate marriage, & the Half-Way Covenant Bremer 16-17, 113-116t, 161)*

Religious Challenges to Puritan Power – Monday 9/26/11

*Baptists (Williams), Anne Hutchinson, and Quakers (Penn) – Noll 55-62b, 65m-68b
Course Reader 15-19 – (Bremer 138-9, 154-6, 158-9; Dyer 98-99)*

American Christianity on the Eve of the Revolution – Wednesday 9/28/11

*The Faith of the Founders – Noll 115-122m, 132m-136t
Religious Adherence in the Colonies – Stark 25-43b
Course Reader 20-24 (Jefferson 229-232; Washington 246-7, 249)*

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American Civil Religion, pt. 1 – Monday 10/3/11 Turn in Reading Verification Questions

Foundations of American Civil Religion – Noll 144-160m, 163-164
Course Reader 25-38 (Bellah “Civil Religion in America” 1-21)

American Civil Religion, pt. 2; Research paper guidelines – Wednesday 10/5/11

Reading assignment from Wednesday 9/30/11; Review syllabus pgs. 5-9; 13-14
Evaluating Religious Attitudes – Stark 43b-49t

American Revivalism - The First Great Awakening, pt. 1 – Monday 10/10/11

The First Great Awakening and the Revival Spirit in America – Noll 83-84, 86-106m, 110m-113
The First Great Awakening viewed as a Sectarian Revival – Stark 49t, 51-54

STUDY DAY – NO CLASS – Wednesday 10/12/11

American Revivalism – The First Great Awakening, pt. 2 – Monday 10/17/11
Research Paper Proposal due at beginning of class

The First Great Awakening viewed as a Sectarian Revival – Stark 55-68, 71- 84b

American Revivalism - The Second Great Awakening & the Holiness Movements, pt. 1 –
Wednesday 10/19/11 – Turn in Reading Verification Questions

The Revival Spirit in America: the Second Great Awakening & Holiness Movements – Noll 166-185m
The Great Awakenings: Fact or Fiction? – Stark 84b-99t

American Revivalism - The Second Great Awakening & the Holiness Movements, pt. 2 –
Monday 10/24/11

Reading assignment from Wednesday 10/14/11
18th & 19th century American Revivalism – Stark 106b-116
Course Reader 39-44 (Jonathan Edwards on Revival 42-44; Finney on Revivals 321-324)
Class presentation #1 – 18th or 19th century revivalists: figures, theologies or movements

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African-American Christianity before the Civil War – Wednesday 10/26/11

** The First Africans in America - (Bennett, Before the Mayflower 28-48) – Obtain from E-Companion or the Theology Library Reserve Shelf*
African-Americans & Christianity pre-Civil War – Noll 106b-110t, 199-203b
Ministry to African-Americans before the Civil War - Stark 99m, 101-106b

The Civil War as a Theological Crisis, pt. 1 – Monday 10/31/11

The History of Christianity by Noll 314-317, 320b-323b
The Civil War as a Theological Crisis by Noll 1-21

The Civil War as a Theological Crisis, pt. 2 – Wednesday 11/2/11 - Turn in Reading Verification Questions

Course Reader 46-48 (On the Curse of Ham from Stony the Road We Trod, 147-150)
The Civil War as a Theological Crisis by Noll 22-50

The Civil War as a Theological Crisis, pt. 3 – Monday 11/7/11

The Civil War as a Theological Crisis by Noll, 51-74
Course Reader 49-50 (The Life of Frederick Douglass 326-329)

The Civil War as a Theological Crisis, pt. 4 - Wednesday 11/9/11

The Civil War as a Theological Crisis by Noll, 75-86b, 159m-162
Class presentation #2 – Figures, theologies or movements related to the Civil War

Roman Catholic Christianity in America, pt. 1 - Monday 11/14/11

Roman Catholicism to Vatican I – Noll 205b-212m; 348b-359m; Stark 122m-131t
Course Reader 51-54 – Ultramontanism and Vatican I (Papal Infallibility)

Roman Catholic Christianity in America, pt. 2 – Wednesday 11/16/11

Roman Catholicism to Vatican II – Noll 433m-434m, 446b-448m; Stark 131t-135; 138-151t; 253m-255m; 259-266. Course Reader 55-56 – Vatican II.

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The Fundamentalist Revolt of the 20th Century, pt. 1 – Monday 11/21/11

“Liberal” Christians & the Fundamentalist Revolt – Noll 304-307, 364-386t
Course Reader 57-60 (Marsden on Fundamentalism 3-5, 117)

The Fundamentalist Revolt of the 20th Century, pt. 2 - Wednesday 11/23/11

Fundamentalists’ doctrine of biblical inerrancy – *Course Reader* 61-70 (Biblical Inspiration – 10-12, 31-44b).
Class presentation #3 – Figures, theologies or movements related to 20th Century Christianity
Extra Credit Book Review Due at beginning of class

The Jesus Movement of the 1960s-70s - Monday 11/28/11

The Turbulent 1960s & the Rise of the Jesus Movement – Noll 441b-446b; Stark 244-248
Course Reader 71-86 (*One Way: The Jesus Movement* 4-5, 7, 11-14, 18-20, 57-61, 63-65, 88-93)

RESEARCH PAPER DUE AT BEGINNING OF CLASS ON 11/28/11

The Church Growth Movement of the 1980s-90s - Wednesday 11/30/11

Analyzing the Evangelical Church Growth Phenomenon - Stark 244b-253t

Gibbs, Eddie. "Church responses to culture since 1985." *Missiology* 35, no. 2 (April 2007): 157-168. <http://0-search.ebscohost.com.patris.apu.edu/login.aspx?direct=true&db=rfh&AN=ATLA0001585697&site=ehost-live> Read pages 157-163t (remainder will be read next class).

Course Reader 87-99 (“Sounding Out the Idols of Church Growth” Guinness 151-174)

The Emerging Church Movement - Monday 12/5/11 (Read these in the order assigned):

Gibbs, Eddie. "Church responses to culture since 1985." *Missiology* 35, no. 2 (April 2007): 157-168. <http://0-search.ebscohost.com.patris.apu.edu/login.aspx?direct=true&db=rfh&AN=ATLA0001585697&site=ehost-live> Read pages 163t-167

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Moritz, Joshua M. "Beyond strategy, towards the kingdom of God: the post-critical reconstructionist mission of the Emerging Church." *Dialog* 47, no. 1 (Spr 2008): 27-36. *ATLA Religion Database with ATLASerials*, EBSCOhost. <http://0-search.ebscohost.com.patris.apu.edu/login.aspx?direct=true&db=rfh&AN=ATLA0001652279&site=ehost-live>

Johnson, David H. "Emerging churches: reflections from a traditionalist seminary dean." *Didaskalia (Otterburne, Man.)* 19, no. 1 (2008): 161-177. *ATLA Religion Database with ATLASerials*, EBSCOhost. <http://0-search.ebscohost.com.patris.apu.edu/login.aspx?direct=true&db=rfh&AN=ATLA0001669695&site=ehost-live>

Shults, F. LeRon. "Reforming ecclesiology in emerging churches." *Theology Today* 65, no. 4 (January 2009): 425-438. *ATLA Religion Database with ATLASerials*, EBSCOhost. <http://0-search.ebscohost.com.patris.apu.edu/login.aspx?direct=true&db=rfh&AN=ATLA0001699323&site=ehost-live>

NO CLASS -Wednesday 12/7/11

FINAL EXAM - Wednesday 12/14/11 at 12:15 p.m, Scantron & #2 pencil

STUDENT INFORMATION SHEET (please PRINT clearly)

NAME _____

CAMPUS/COMMUTER ADDRESS & BOX #: _____

PHONE #: _____ Email: _____

(include area code)

YEAR IN PROGRAM: FR SOPH JUNIOR SENIOR

MAJOR: _____ PREVIOUS BIBLE/RELIGION COURSES: _____

WHAT DO YOU LIKE MOST ABOUT HISTORY?

WHAT DO YOU LIKE LEAST ABOUT HISTORY?

YOUR EXPECTATIONS OF THIS COURSE:
