

History of Christian Experience II
Fall 2018
Mondays, 1:20-4:30

Professor: Dr. Sara Patterson

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Office Hours: I will be at LPTS on Mondays. I am happy to chat after class, but if you'd like to make an official appointment, please email me and we will set up a time.

Course Description

This is the second part of a two-semester sequence introducing students to the history of Christianity. We will focus our attention on: how Christianity looks from the perspective of the powerful and the not-so-powerful in society and how the formation of Christian identity and theological expression happens in relation to other religious traditions. Class sessions will include both lecture and discussion.

At the end of this course, the successful student will be able to:

1. SLO 2: Students will learn to become skillful interpreters of the history of Christian experience.
2. QEP-SLO 1b: Articulate important elements of more than one Christian tradition.
3. Reflect on the diversity of Christianity's beliefs and practices.
4. Trace the development of Christian thought and doctrine after the Reformation.
5. Envision theological issues from alternate and historical perspectives.
6. Explore the relationship between Christianity and culture and examine Christianity from the perspective of multiple historical figures and locations.
7. Analyze historical sources.

Academic Honesty

All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and WILL result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see the Policy for Academic Honesty in the Student Handbook.

Accessibility and Accommodation:

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (bherrintonhodge@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructors.

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For more information, see

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

Grading Scale: Point totals will be rounded to the nearest whole percentage point.

94-100%=A; 90-93%=A-; 87-89%=B+; 84-86%=B; 80-85%=B-; 77-79%=C+; 74-76%=C; 70-73%=C-; 67-69%=D+; 64-66%=D; 60-63%=D-; 0-59%=F.

Grading for this course will seek to maintain standards commensurate with a graduate level of teaching and learning. Students should understand that assignments that are completed with a level of competence expected of graduate students — in ordinary language, “good” or “very good” work — earn a grade in the range of “B.” “A” work is work that exceeds basic expectations, in which there is a quality of originality in thought and execution that goes beyond the level of basic competence.

Grading for this course

30%: Participation

Asking questions, having thoughtful and considered conversations, and challenging one another to think more deeply, is an important component of this course. For this reason, participation is part of your grade. I expect all members of the course to come to class having completed the assigned readings, ready to offer reflections and ask questions, and to participate in respectful, civil discourse.

20%: Two primary document analysis papers (See paper handout for description)

20%: Two “Why does this matter?” papers (See paper handout for description)

30%: Final Exam (To be scheduled by the Registrar)

Use of Electronic Devices

Any use of electronics (cell phone, computer, etc) during class time is an interruption and a distraction. In the event that you have a legitimate need to be accessible during class, you may ask the instructor for an exception to this rule. Do not record class sessions or make use of video chat applications without the express permission of the instructor. Any student misusing electronic devices in class will have 5% of the final grade deducted.

Attendance Policy

Regular attendance is an expectation in this course. You may have up to 2 absences of any kind before attendance will begin to affect your grade. All absences over 2 will result in a 5% reduction in your total course grade.

Required Books:

Nancy Koestler, *Introduction to the History of Christianity in the United States*. Revised and Expanded Edition. Fortress Press, 2015.

Books on reserve in library:

McManners, John. *The Oxford Illustrated History of Christianity*. Oxford University Press, 2001.
Allitt, Patrick. *Major Problems in American Religious History*, Second Edition. Cengage Learning, 2012.

All other readings will be posted to CAMS, unless otherwise noted..

COURSE SCHEDULE

Please note: While every effort has been made to make this syllabus as accurate as possible, events over the course of the semester may require that it be modified. If changes are necessary, I will make them in consultation with the members of the class. All changes will be announced with as much advance notice as possible.

September 10: Course Introduction

September 17: Reformations and Counter-Reformations

Assigned Reading:

Chidester, Chapter 19, "Reformation" (Hand-out)

Primary:

Cloud of Witnesses, 184-214 AND 258-268

September 24: Colonial Beginnings, Awakenings, and Revolutions

Assigned Reading:

Koestler, Chapters 1 and 2

Conrad Cherry, "Introduction"

Bonomi, "The Great Awakening" (Print reserve – Allitt)

Primary:

Elizondo, "The Text of the Nican Mopohua"

Requerimiento (1510) at

<https://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/requirement.pdf>

Sublimis Deus (1537)

http://www.newadvent.org/library/docs_pa03sd.htm

Jonathan Edwards, “Describes the Great Awakening,” (1738)
(Print reserve – Allitt)

Nathan Cole, Connecticut Farmer, Hears the Preaching of George Whitefield
(1741) (Print reserve – Allitt)

October 1: Christianity and the New Republic

Assigned Reading:

Koestler, Chapter 3

Jan Shipps, “The Genesis of Mormonism”

Primary:

Joseph Smith, “The Articles of Faith (1842)

Joseph Smith, “Revelation” (1835)

October 8: Slave Religion

Assigned Reading:

Koestler, Chapter 4

Charles Joyner, “‘Believer I Know’: The Emergence of African American
Christianity”

Primary:

Frederick Douglass, “What to the Slave is the 4th of July?”

http://masshumanities.org/files/programs/douglass/speech_abridged_med.pdf

“God Struck Me Dead” and “I am Blessed but you are Damned” from the
interviews of Andrew Polk Watson

October 15: Research and Study

October 22: Antis and Pros

Assigned Reading:

McManners, “Africa” (Print reserve – McManners)

Primary:

Angelina Grimke Uses the Bible to Justify Abolishing Slavery (1838)
(Print reserve – Allitt)

Angelina Grimke, “Appeal to Christian Women of the South”

Catherine Beecher, “Essay on Slavery and Abolition”

George D. Armstrong, “The Christian Doctrine of Slavery,”

October 29: Moving People

Assigned Reading: Koestler, Chapter 5

DeMallie, “Lakota Ghost Dance”

Ronda, “Indian Views of Christian Missionaries” (Print reserve – Allitt)

McManners, “East Asia” (Print reserve – McManners)

Primary:

Charlotte Black Elk, “The Homelands of Religion”

November 5: Responses to Modernity and War

Assigned Reading: Koestler, Chapters 6 & 7

Marsden, “Presbyterian Ideas about Truth” (Print reserve – Allitt)

Chidester, “Experiments with Truth” (Hand-out)

Primary:

E. Stanley Jones, “Christ of the Indian Road”

Mersene Sloan, “The Indian Menace”

Howard and Sue Thurman meet Mahatma Gandhi

November 12: Toward A New Millenium

Assigned Reading: Koestler, Chapter 8

Charles Marsh, “High Priest of the Anti-Civil Rights Movement”

Primary:

MLK, "I've Been To the Mountain Top"

<https://rcha.rutgers.edu/images/2016-2017/1960s/Documents/6.-RCHA-2016-The-Culture-of-the-Sixties-Martin-Luther-King-Jr.-Ive-Been-to-the-Mountain-Top-full-version.pdf>

Fannie Lou Hamer, "We're On Our Way"

<http://voicesofdemocracy.umd.edu/hamer-were-on-our-way-speech-text/>

Richard Rodriguez, "Credo"

November 19: No Class Meeting—American Academy of Religion Meeting

November 26: Post 9/11

Primary:

Franklin Graham, "From The Name"

Letter to Franklin Graham from the Council on American-Islamic Relations

Richard Rodriguez, "Danger and Grace—September 11 and America's Religious Moments"

December 3: The Future of Christianity

Readings: TBA

FINAL EXAM