Statement of Purpose

All too often, the story of Christianity has been told exclusively from the perspective of the Western European experience. The story of Christianity, we are told, is the story of an institution rooted in European history, shaped by European culture, and informed by the European intellectual tradition. Traditional historiography has tended to marginalize the histories of Christians from Asia to Latin America, from Africa to North America, relegating the experiences of the faithful elsewhere as a footnote to the metanarrative of a Christianity centered in Western Europe.

This course aims to destabilize this singular Christian history by offering students an opportunity to consider the multiplicities of Christian histories—and the conversations between these histories—within the contexts of not just the Western European churches, but also the Asian, Eastern European, African, and American churches during the period 1500 to 1750. By means of student presentations, collegial conversation, and independent study, this course seeks to expose students to the history of Christianity in its manifold dimensions and configurations, as it interacts with culture, politics, and economic life on a global scale.

Course objectives:

* increased knowledge of the history of Christianity during the period 1500 to 1750;

* enhanced understanding of the relationship between Christianity and culture, politics, and economic life;

* extensive exposure to and improved ability to critically read primary source documents relating to Christian history during the period 1500 to 1750; and

* familiarity with and the ability to use certain technical theological terms and hermeneutical tools.
Structure of the Course

Sessions will be a mixture of interaction between students and the professor, student presentations, and brief lectures. Reading and written assignments form the foundation for each session, and student involvement is an essential part of classroom experience.

Evaluation

Your grade will be determined by the following:

Grade scale:  
A = 100-94  
B = 93-88  
C = 87-80  
D = 79-70  
F = 69-0

The course grade will be based on:

Class attendance and participation  10%  
Reading Plan  10%  
Chronologies  10%  
Abstracts of Readings  30%  
Group Presentation  20%  
Group Discussion Leadership  20%
Textbooks


Requirements

Attendance and Participation:

Attendance at all sessions is required. Three absences without explanation will result in the reduction of one grade (i.e., from “A” to “B”).

Chronologies:

During the secondary reading period of the course, you will begin the construction of chronologies of each of the periods examined. You will be expected to use the template provided as a supplement to the syllabus. The chronologies are to be maintained throughout the semester, and hyperlinks are to be maintained to your abstracts and other materials of interest, that are to be kept in a Word folder titled “[your name] chronologies.doc”. These will be forwarded to the professors, as they designate, through the semester.

Reading Plan:

Each student will design a ten-week reading plan. The parameters of this plan are provided in guidelines found on pages 12-14 of this syllabus. Students must present proposals for the first two periods no later than noon, Monday, 16 September. Proposals for periods three and four are due at noon, Monday, 6 October. Proposals for period five will be due at noon, Monday, 27 October. Consultation with the professors and collaboration with your colleagues is strongly encouraged. Professor Dunn must approve the final design for each student. When the three proposals have been approved, full credit will be given for this requirement.

Readings:

Students are expected to study all assigned readings and those in their reading plan.

Abstracts:

READINGS: Students must submit, by email to the designated email addresses, abstracts of all primary source readings due for that week no later than Friday, 5 pm, after the assignment is due. Each abstract must be no more than one typed page and must contain the following:

1. Date assignment was due
2. Bibliographical information
3. Number of pages read
4. Historical period
5. Genre

6. Doctrine or theme of text

7. Ecclesial community of author(s)

8. Geographical location of composition

9. Description of essential points of argument or narrative

This is an essential part of your work in this course. These assignments are an opportunity for you to maintain a record of your reading for future use. They are also an opportunity for you to control the outcome of half your course grade.

If these entries are submitted in the nine part format mandated above, are clearly your original work, and adequately summarize the argument/narrative of the text, you will receive 100 points. The numerical grades on the abstracts will be totaled and averaged at the end of the semester. Failure to complete the abstract entries may result in the loss of 10 points of your attendance/participation grade.

Penalties are the following: bears the signs of plagiarism* (minus 100 points for one instance); does not correctly/adequately follow the format mandated (minus 1 point for each instance in the assignment); does not, in the professor’s judgment, adequately summarize text (minus 5 to 50 points for each abstract).

*Plagiarism is defined as using the work (exact words or close paraphrases) of another person without clear acknowledgement of this fact. Proven cases will result in a “0” for the abstract and possibly referral of the infraction to the dean’s office.

Abstract Reports:

When indicated in the calendar, each group will make individual presentations on one text from her/his individual reading plan.

PRESENTATIONS MUST BE NO MORE THAN FIVE MINUTES LONG!

Group Presentation:

Each student will take part in a team planning process, and make one 75 minute presentations on the period assigned to the group. The presentation will be on the development/change/diversity of Christian thought and experience within that period. Presentations should historically contextualize the Christianity of that period. There should also be a critique of the received metanarrative(s) of the period and the group’s assessment of the validity of these assumptions. These presentations will be evaluated on the following: structure of the presentation and evidence of research of literature on the period and the analysis of this scholarship. Use of multimedia resources will be a plus, emphasizing the diversity of
“texts” which inform our understanding of Christianity in that period (written texts, images/icons, music, architecture, liturgy, devotions, literature, etc.).

**Group Discussion Leadership:**

Each group will also plan a discussion of the assigned readings for one period and provide leadership in guiding the class through an examination of these texts. Class discussion should draw attention to, among other things, the place of the texts within the wider context of Christian history, the doctrinal and/or practical significance of the texts, and the way in which the issues of Christian thought or practice raised by the texts relate to those of in other historical periods, geographic regions, ecclesial communities, etc. Student leaders will be evaluated on their ability to plan and organize class discussion to encourage active participation and engagement with these questions and others relevant to an understanding of the assigned primary source readings.
Modern Church Survey
CALENDAR: FALL 2008

28 August – Introduction to Course

General orientation to class, reading of syllabus, and explanation of requirements.

Assignments (due at noon, Monday, 16 September): Reading List proposals for Period One (1500-1545) and Period Two (1546-1599). See Guidelines for Reading Lists for full description of the assignment.

(due 4 September): Read carefully Samuel Moffett, History of Christianity in Asia: 1500-1900, 1-173, 193-250; Michael Angold (ed.), Eastern Christianity, 154-209, 253-275, 276-301, 302-324. Analyze these readings based on the criteria found on page 11 of the syllabus.

4 September – History of Christianity in Asia and the “Eastern” Churches

Session I: Discussion of the readings.

Session II: Discussion of the Reading Lists and other housekeeping

Assignments (due 11 September): Read carefully Adrian Hasting, The Church in Africa: 1450-1950, 1-172; González, Christianity in Latin America, 1-130. Analyze these readings based on the criteria found on page 11 of the syllabus.

11 September – History of Christianity in Africa and Latin America

Session I: Discussion of readings

Session II: Discussion of readings continued

Assignments (due 18 September): Read carefully Mark Noll, A History of Christianity in the United States and Canada, 1-142; Kasper von Greyerz, Religion and Culture in Early Modern Europe. Analyze these readings based on the criteria found on page 11 of the syllabus.

18 September – History of Christianity in North America and Western Europe

Session I: Discussion of readings

Session II: Discussion of readings continued

Assignment (due 25 September): Readings for first period (1500-1545)
25 September – First Period: 1500-1545

   Session I: Overview of Historical Context (Professor Parker)

   Session II: Critique of presentation and discussion of period

Assignments (**due 2 October**): Finish readings for first period (1500-1545), submit abstracts for readings to mdunn12@slu.edu by deadlines outlined in course requirements.

2 October – First Period: 1500-1545

   Session I: Guided discussion of set readings (Professor Dunn)

   Session II: Discussion of individual readings (Abstract Reports from Group A)

   **Proposals for Period Three and Period Four will be due at noon, Monday, 6 October.**

Assignments (**due 9 October**): Readings for second period (1546-1599)

9 October – Second Period: 1546-1599

   Session I: Overview of Historical Context (Group B)

   Session II: Critique of presentation and discussion of period

Assignments (**due 16 October**): Finish readings for second period (1546-1599), submit abstracts for readings to parkerk@slu.edu by deadlines outlined in course requirements.

16 October – Second Period: 1546-1599

   Session I: Guided discussion of set readings (Group C)

   Session II: Discussion of individual readings (Abstract Reports from Group D)

Assignments (**due 23 October**): Readings for third period (1600-1648)

23 October – Third Period: 1600-1648

   Session I: Overview of Historical Context (Group A)

   Session II: Critique of presentation and discussion of period

   **Proposals for Period Five will be due at noon, Monday, 27 October.**
Assignments (due 30 October): Finish readings for third period (1600-1648), submit abstracts for readings to mdunn12@slu.edu by deadlines outlined in course requirements.

30 October – Third Period: 1600-1648

Session I: Guided discussion of set readings (Group B)
Session II: Discussion of individual readings (Abstract Reports from Group C)

Assignments (due 23 October): Readings for fourth period (1649-1693)

6 November – Fourth Period: 1649-1693

Session I: Overview of Historical Context (Group D)
Session II: Critique of presentation and discussion of period

Assignment (due 13 November): Finish readings for fourth period (1649-1693), submit abstracts to parkerk@slu.edu by deadlines outlined in course requirements.

13 November – Fourth Period: 1649-1693

Session I: Guided discussion of set readings (Group A)
Session II: Discussion of individual readings (Abstract Reports from Group B)

Assignment (due 20 November): Readings for fifth period (1694-1750)

20 November – Fifth Period: 1694-1750

Session I: Overview of Historical Context (Group C)
Session II: Critique of presentation and discussion of period.

Assignment (due 4 December): Finish readings for fifth period (1694-1750), submit abstracts to mdunn12@slu.edu by deadlines outlined in course requirements.
27 November – Thanksgiving

4 December – Fifth Period: 1694-1750
   Session I: Guided discussion of set readings (Group D)
   Session II: Discussion of individual readings

Final Session - TBA
**Criteria for Analyzing Secondary Reading**

1. What are the key concerns of the historian(s) of this region (institutional, missiological, doctrinal, liturgical, popular religion, religion encountering culture, church-state relations, etc.)?

2. Under what conditions or by what means (missionary evangelization, conquest, migration of Christian populations, etc.) did the Christian church(es) develop in that region?

3. What are the chief characteristics of the church(es) in that region (doctrinal emphases, defining institutional structures, church-state relationships, cultural imperatives or accommodation, etc.)?

4. How did the church(es) engage the "Other" (other Christians, other religions, other cultures, other "nations") in the particular region?

5. What type of theological anthropology characterized the church(es) of that region with reference to the "Other"?

6. What can be deduced about Western European Christianity from the experience of the church(es) of this region? Be careful to limit this to what can be "seen" from that perspective.

7. How does the history of the Christian church(es) in the region challenge the traditional historiographical narrative of Christianity?
Reading Plan Guidelines

Each student will design a Reading Plan of primary sources that helps achieve personal scholarly/professional goals, and contributes to the corporate project of the class. The Reading Plan will have the following characteristics:

1. Divided into periods that span 1500 to 1750, as prescribed by professors
2. Reflect gender and ethnic diversity, as prescribed by professors
3. Reflect all the varieties of genres, as prescribed by professors
4. A unifying doctrinal/dogmatic theme for the semester (negotiated with Professor Dunn)
5. Reflect all of the varieties of ecclesial communities, as prescribed by professors
6. Originate from all the varieties of geographical regions, as prescribed by professors

The proposal for each period must contain the following:

1. At least 600 pages of reading for each two week period (when reading non-English texts, the quantity can be negotiated down).
   
   **NB: The total number of pages includes the assigned readings.**

2. Draw from at least two different genres
3. Reflect the experience of at least two different ecclesial communities
4. At least one text that does not originate in Western Europe/North America.
5. At least one conforms to the doctrinal/dogmatic theme negotiated with the professor
6. One work of art (fine and performing) or architecture (broadly defined)
7. One musical composition that reflects a theological theme

Periods:

1.  1500-1545 (Trent starts)
2.  1546-1599 (Syro-Malabar Uniates formed)
3.  1600-1648 (Westphalia)
4.  1649-1692 (Decree of Kangxi, granting toleration of Christianity in China)
5.  1693-1750 (Treaty of Madrid: Jesuit Missions in Paraguay)

Diversity:

At least five readings during the semester must be authored by women and another five readings by men who are not of Western European descent.
Genres:

Dogmatic/ Systematic Treatises
Papal/Curial Documents
Councilial/Ecclesial Pronouncements
Spiritual/Devotional Works
Religious Legislation of Governments
Memoir/Correspondence
Ecumenical Documents
Biblical Commentary
Catechesis
Creeds/Statements of Faith
Literature [no more than one]

Doctrinal/Dogmatic Themes:

Negotiated with Professor Dunn

Ecclesial Communities:

Roman Catholic
Uniate
Lutheran
Anglican
Reformed/Calvinist
"Radical" Reformation Traditions
Arminian/Methodist
Orthodoxy - Eastern Europe
Orthodoxy - Greece/Asia Minor
Orthodoxy – Russia
Eastern and African Churches

Geographical Regions:

Western Europe
Eastern Europe
Africa
Latin/South America
Near East/Central Asia
Asia
North America

NB: At the end of each Reading Plan Proposal summarize, up to that point in the semester, the total number of women and non-Western European men read, types of genres read, the
total number of ecclesial communities examined, and the total number of geographical regions from which your readings originated.
Required Primary Source Reading:

NB: The course password to access e-reserves is 52301

NB: PDF files will be emailed as attachments when available

1500-1545

“Requerimiento,” from *Lands of Promise and Despair* [1514, 2 pages]
- available online through google books

Rui d’Aguiar, “Report addressed to the King of Portugal,” from *Daily Life in the Kingdom of Kongo* [1516, 1 page]
- on e-reserve

Martin Luther, “Ninety-five Theses” [1517, 7 pages]
- [http://www.ccel.org/ccel/luther/first_prin.iv.i.html](http://www.ccel.org/ccel/luther/first_prin.iv.i.html)

Francisco Alvares, “Chapter CXXXVII,” from *The Prester John of the Indies* [1520s, 2 pages]
- on e-reserve

Martin Luther, “On the Bondage of the Will” (introduction, sections 6-27) [1525, 25 pages]
- [http://www.ccel.org/ccel/luther/bondage.html](http://www.ccel.org/ccel/luther/bondage.html)

- on e-reserve

Balthasar Hubmaier, “On Free Will” [1525, 20 pages]
- on e-reserve

Confession of Augsburg [1530, 25 pages]
- [http://www.ccel.org/ccel/schaff/creeds3.iii.ii.html](http://www.ccel.org/ccel/schaff/creeds3.iii.ii.html)

John Calvin, *Institutes of the Christian Religion* (Book III, chapter 21) [1536, 14 pages]
- [http://www.ccel.org/ccel/calvin/institutes.toc.html](http://www.ccel.org/ccel/calvin/institutes.toc.html)

Bartolome de Las Casas, *Short Account of the Destruction of the Indies* [1542, 100 pages]
- available for purchase at SLU bookstore

1546-1599

Francis Xavier, “Letter from India to the Society of Jesus at Rome” [1543], “Letter on the Missions to St. Ignatius de Loyola” [1549], “Letter from Japan to the Society of Jesus at Goa” [1551], “Letter from Japan to the Society of Jesus in Europe” [1552] [16 pages]
- [http://www.fordham.edu/halsall/mod/modsbook03.html](http://www.fordham.edu/halsall/mod/modsbook03.html)

Thirty-Nine Articles [1563, 9 pages]
- available online through SLU libraries

John Foxe, *Actes and Monuments* (Chapter 15) [1563, 9 pages]
- available online through SLU libraries

Canons and Decrees of the Council of Trent (Sessions 6 and 7) [1545-1563, 37 pages]
- available online through SLU libraries

- PDF file

Union of Brest [1596, 7 pages]
“Auto de Fe Celebrated in Granada” [1571] and “Sentence of Cataline Munoz for False Sanctity” [1588] [10 pages]
  • on e-reserve
Teresa of Avila, *The Interior Castle* (First Mansion, Second Mansion, Fifth Mansion) [1577/1588, 50 pages]
  • available for purchase at SLU bookstore

1600-1648
Matteo Ricci, *The True Meaning of the Lord of Heaven* (chapters 1-2) [1603, 35 pages]
  • on e-reserve
John Winthrop, “A Model of Christian Charity” [1630, 11 pages]
  • [http://history.hanover.edu/texts/winthmod.html](http://history.hanover.edu/texts/winthmod.html)
Jesuit Relations, vol. 2 (pages 61-105) [1612-1614, 44 pages]
  • [http://puffin.creighton.edu/jesuit/relations/relations_02.html](http://puffin.creighton.edu/jesuit/relations/relations_02.html)
Confession of Cyril Loukaris [1629, 4 pages]
  • [http://www.cresourcei.org/creedcyril.html](http://www.cresourcei.org/creedcyril.html)
Jesuit Relations, vol. 25 (pages 17-77) [1642-1644, 50 pages]
  • [http://puffin.creighton.edu/jesuit/relations/relations_25.html](http://puffin.creighton.edu/jesuit/relations/relations_25.html)
Christophoro Borri, “An Account of Cochin-China, the Second Part” [1620s, 40 pages]
  • on e-reserve

1649-1692
Lasso de la Vega, *Nican Mopohua* [1649, 7 pages]
  • [http://www.sancta.org/nican.html](http://www.sancta.org/nican.html)
Blaise Pascal, *Provincial Letters* (Letters 1 and 10) [1656, 24 pages]
  • [http://oregonstate.edu/instruct/phl302/texts/pascal/letters-a.html](http://oregonstate.edu/instruct/phl302/texts/pascal/letters-a.html)
Philip Jakob Spener, *Pia Desideria*, parts I-III [1675, 80 pages]
  • available for purchase at SLU bookstore
Avvakum Petrov, *Life of the Archpriest Avvakum by Himself* [c. 1680, 120 pages]
Declaration Of The Clergy Of France [1682, 8 Pages]
  • available online through SLU libraries
Increase Mather, *Remarkable Providences: An Essay For The Recording Of Illustrious Providences* (Chapter 5) [1684, 12 Pages]
  • [http://history.hanover.edu/texts/matherrp.html](http://history.hanover.edu/texts/matherrp.html)

1693-1750
Pierre Cholenec, *Catherine Tekakwitha: Her Life* [1696, 100 Pages]
  • PDF file
Thomas Bray, *A Memorial Representing the Present State of Religion on the Continent of North America* [1701, 10 pages]
  • available online through SLU libraries
Jonathan Edwards, *A Faithful Narrative of the Surprising Work of God* [1737, 40 pages]
• available online through SLU libraries
• PDF file
John Wesley, “The Circumcision of the Heart” [1733, 7 pages]
Benedict XIV, “A Quo Primum” [1751], “Allatae Sunt” [1755], and “Quod Provinciale” [1754] [37 pages]
  • [http://www.papalencyclicals.net/Ben14/index.htm](http://www.papalencyclicals.net/Ben14/index.htm)
Group Assignments
Fall 2008

Group A - Bass, Alden, Caitlin Stevenson
Group B - Jared Goff, Kyle Schenkewitz
Group C - Andrew Halaz, Alison Rose, Bud Marr
Group D - Andrew Russell, Bob Munshaw, Rob Rexroat