

**COURSE:** HP 391N History of Christianity in America  
**CREDIT:** 3 Semester Hours  
**TIME:** Cycle 5 (March 14-May 6, 2022), Spring 2022  
**INSTRUCTOR:** Dr. Teddy D. Bitner  
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## I. DESCRIPTION

A study of the church in America from its Colonial beginnings to the current day with emphasis on the numerous influences that have forged the current religious scene.  
(Prerequisite HP236)

## II. OBJECTIVES

A. The purpose of this course is to acquaint you with the critical aspects of American church history and help you appreciate the value of studying history. Basic understanding of the following elements will be achieved:

1. Accurately recall the basic facts and chronology of American church history. (PLO 1) (Assessments A, B, C)
2. Relate the study of history to a theologically based philosophy of history. (PLO 1) (Assessments A, B)
3. Acquire an understanding of the characteristics of the Christian experience in American. (PLO 1, 3, 4) (Assessments A, B)
4. Develop an understanding of how events today and in the past have been shaped by Christians in a democratic society. (PLO 1, 4) (Assessments A, B)
5. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national, and international) (PLO 1, 4) (Assessments A, C)
6. Illustrate and explore the history of the American church. (PLO 1) (Assessments A, B, C)

B. Specific competencies to be achieved. The student should:

1. Knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, and point of view. (PLO 1) (Assessments A, B)

2. Understands major historical periods, people, events, developments and documents, including (but not limited to) (PLO 1, 4) (Assessment A)
  - a. Progression of church history from colonial America to the present;
  - b. Shift in thought in America from Calvinistic Puritanism to Evangelicalism to Liberalism;
  - c. Development and growth of movements and their impact on American history;
  - d. Causes, developments, reactions to, and criticism of non-denominational Evangelicalism since 1858;
3. Understands how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1, 4) (Assessments A, B, C)
4. Understands the linkages between human decisions and consequences. (PLO 1, 3, 4) (Assessments A, B, C)
5. Understands current and historical examples of the interaction and interdependence of science, technology and society with developments in the church. (PLO 1) (Assessment A)

### III. REQUIREMENTS.(ASSESSMENTS)

- A. Reading and Answer Questions. You will be expected to complete the assigned reading from the texts per the schedule (Unit One through Unit Four) and answer questions within each of the units. This activity constitutes the bulk of your coursework. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of social movements.
- B. Discussion Questions. All students will answer discussion questions and participate in each discussion. You will answer discussion questions associated with each unit. You will comment on at least one classmate's post. Discussion questions are due to be with the course unit with which they are associated.
- C. Papers. You will be required to prepare and submit two (2) research papers. Topics will be a review of an individual, event, or movement associated with American church history. Each paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). All class papers must follow the [\*Chicago Manual of Style 17<sup>th</sup> edition\*](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition ("Turabian"). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.

#### IV. METHODS

- A. Conduct of the class will include answering questions, participating in discussions, and writing two papers.
- B. Grading and Attendance.

For blended (distance) students, I will take attendance once a week on Wednesday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. You may miss up the equivalent of one week of class without penalty. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).

The grading scale is provided in the University Catalog (letter grades with numerical equivalents). In computing the final grade, I will weigh the work of the course in the following proportions:

Discussion Questions	20%
Answers to Chapter Questions	40%
Research Paper 1	20%
Research Paper 2	20%

#### V. RESOURCES

- A. Noll, Mark A., *A History of Christianity in the United States and Canada*. Grand Rapids, MI: Eerdmans, 1992. ISBN: 9780802806512, Retail Price \$50.00; Kindle edition price is \$33.42. May be available used from booksellers for about \$16.36.
- B. Larry Schweikart and Michael Allen, *A Patriot's History of the United States: From Columbus's Great Discovery to America's Age of Entitlement* (Revised Edition). New York: Sentinel (The Penguin Group), 2014. ISBN: 9781595231154, price \$23.60. Kindle edition price \$14.99. Available used for about \$17.25.
- C. *The New American Standard Bible*, La Habra, CA: Foundation Publications, 1995. ISBN: 9781885217721. Price: \$5.99. Available used for about \$ 0.01. NOTE: The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may

be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. GENERAL COURSE SCHEDULE: Per the outline located on the Canvas syllabus page.

<b>Section</b>	<b>Dates</b>	
Module 1	Week 1	Dates for each section will be set within the online course system.
Module 2	Week 2	
Module 3	Week 3	
Module 4	Week 4	
Module 5	Week 5	
Module 6	Week 6	
Module 7	Week 7	
Module 8	Week 8	

**Special Notes:**

Grades on late papers will be reduced by 4% for each day the assignment is late.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

## CALVARY UNIVERSITY EVALUATION SHEET

Student Name: \_\_\_\_\_ Date Due: \_\_\_\_\_

Faculty Name: \_\_\_\_\_ Course Number/Name: \_\_\_\_\_

### ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	<b>KNOWLEDGE</b> Recalls details of previously learned material, including relevant facts and theories.
	<b>COMPREHENSION</b> Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	<b>APPLICATION</b> Applies rules, methods, concepts, principles, and laws as required by questions.
	<b>ANALYSIS</b> Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	<b>SYNTHESIS</b> Sees the whole of a concept, theory or idea by means of its constituent parts.
	<b>EVALUATION</b> Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	<b>PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES</b> Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	<b>SPELLING/GRAMMAR/SYNTAX</b> Follows the accepted norms of spelling, grammar, and syntax.
	<b>TURABIAN STYLE</b> The lesson has been submitted neatly and according to relevant school submission guidelines.
	<b>ACADEMIC LEVEL SATISFIED</b> Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	<b>TOTAL POINTS</b>
	<b><u>FINAL GRADE</u></b>

Computation of Grade: Maximum Points Possible = 100

A = 96-100	B+ = 92-93	C+ = 84-85	D+ = 76-77
A- = 94-95	B = 88-91	C = 80-83	D = 72-75
	B- = 86-87	C- = 78-79	D- = 70-71

_____ Faculty Signature	_____ Date
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<b>COMMENTS ON LESSON:</b>		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

**REMARKS:**