

COURSE: HP 391N History of Christianity in America
CREDIT: 3 Semester Hours
TIME: Cycle 5 (March 14-May 6, 2022), Spring 2024
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.). The paper must include a minimum of three scholarly references which may include books or journal articles from sources such as ProQuest and Galaxie. 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. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition.

IV. METHODS

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

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.

Section	Dates	
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 assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

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

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

The Clark Academic Center (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.

Rubric for History Assignments

	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
Knowledge	Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.	Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.	Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.	Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.
Comprehension	Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.	Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.	Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.	Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.
Application	Applies rules, methods, concepts, principles, and laws as required by questions.	Generally, applies rules, methods, concepts, principles, and laws as required by questions.	Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.	Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application.
Analysis	Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.	Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.	Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.	Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.
Synthesis	Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis.	Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.
Evaluation	Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the data, synthesizes theory and	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends the data, synthesizes theory and	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the data, considers the theory and	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to consider the data, unable to apply or

Rubric for History Assignments				
	Above Standards = 3	Meets Standards = 2	Approaches Standards = 1	Fails to Meet Standards = 0
	outcomes, and draws insightful conclusions based on the evidence.	outcomes, and draws appropriate conclusions based on the evidence.	outcomes, and draws some conclusions based on the evidence.	synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.