

## Associated Canadian Theological Schools

### **HIS 541: History of Christianity II: From the Reformation to the Present**

Professor: Bruce L. Guenther, Ph.D  
Spring Term 2021, 3 credit hours  
Thursday, 11:30 am - 2:10 pm, via Zoom meeting  
Prerequisites: RES 500 (May be taken concurrently)

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Office Hours: By appointment

A Zoom meeting link will be sent to all registered students prior to the start of the course. Students will be expected to be present, and prepared to participate, each week. Please use a device that makes it possible for you to turn on your camera during class.”

#### **I. Course Description**

A continuation of HIS 540 (“History of Christianity I”), this course brings the chronological survey of important individuals, issues and movements in the history of Christianity into the twentieth century. (Note: the completion of HIS 540 is NOT a prerequisite for this course). It will examine developments from the Reformation until the end of the twentieth century. While some attention will be given to the modern missionary movement, the central focus of the course will be upon the history and theology of the church in the cultural context of Europe and North America. The course explores the major changes and continuities in Roman Catholicism and Protestantism by considering factors such as nationalism, the Enlightenment, and the development of a globally dispersed and diverse Christianity. Attention will be given to theological developments, church-state issues, ministry changes and alternative forms of inter-church relationships. Students will gain an understanding of the various cultural, political and theological influences that have shaped the church’s institutional development as well as an appreciation for the interrelationship between the Christian faith and western culture.

The course will be taught by using lectures, videos and groups discussions augmented by readings from textbooks and primary source documents. While the textbooks will provide a chronological survey of persons, events and movements important during this period, the lectures and discussion of source documents will permit a more detailed and thematic examination of select topics.

**Please Note:** Only students who have taken RES 500 “Research Strategies” prior to registering for this course or who are taking “Research Strategies” concurrently with this course may register.

Students who are unfamiliar with historical study and methods of research and writing will find it enormously beneficial to read a short introductory guide. Fortunately, there are many such guides from which to choose including Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, 3<sup>rd</sup> ed. (Wheeling, IL: Harlan Davidson, 2002); Mary Lynn Rampollo, *A Pocket Guide to Writing History*, 5<sup>th</sup> ed. (Boston: Bedford Books, 2006); Norman F. Cantor and Richard I. Schneider, *How to Study History* (New York: T.Y. Crowell, 1967); or William Kelleher, and Helen Towser Jones, *Writing History: A Guide for Canadian Students*, 2<sup>nd</sup> ed. (Oxford University Press, 2007). Helpful also is James Bradley and Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: Eerdmans, 1995).

## **II. Learning Outcomes**

### **By successfully completing the course, each student should:**

- \* Have a general knowledge of the key individuals and the chronological sequence of major events pertaining to the history of Christianity from 1500 to the present;
- \* Demonstrate skills in reading and interpreting historical materials including the identification and evaluation of different historiographical approaches, and the ability to identify and analyse complexities within Christianity through careful, contextual reading of documents and events;
- \* Identify historical resources useful for personal devotional, intellectual and theological development as well as congregational renewal;
- \* Be equipped with knowledge and skills for exploring their own spiritual, theological and denominational roots;
- \* Utilize historical knowledge and research skills for analysing and responding to some of the contemporary issues and challenges facing Christianity.

## **III. Required Textbooks**

Gonzalez, Justo L. *The Story of Christianity (Volume II): The Reformation to the Present Day*. Revised and Updated. New York: HarperCollins, 2010.

Tucker, Ruth A., and Walter Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids: Zondervan, 1987. Students will be required to read approximately one half of this book during this course.

Heath, Gordon L. *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity*. Toronto: Clements Publishing, 2008. (85 pp)

Cross, F. L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. Oxford, New York: Oxford University Press, 2005. **This book is *not* required as a course textbook, but it is good to have access to at least one valuable lifelong quick reference book. This book is included as part of the ACTS Seminaries Logos Software package.**

## **IV. Course Assignments**

Evaluation of student performance in this course intentionally does not include knowledge-based exams. Instead, assignments have been designed that will help students build a solid base of historical knowledge as well as develop analytical, applicational and integrative skills. All written work must be submitted electronically in MS Word format.

When submitting assignments in digital form, **be sure to use the following format for naming your file:** Lastname - Course# - Assignment (e.g., Smith - HIS540 - Research Essay).

This section contains an overview of all the course assignments along with a detailed description of each. Please read carefully as they contain not only information about how to complete the assignment, but also the intended purpose.

### **1. Reading Responses**

The course reading responses is comprised of several components and will be submitted in two stages. Please give careful attention to the following details.

#### **(a) Textbook response (10% of final grade): DUE DATE: 4 February 2021**

Read the Justo L. Gonzalez text, *The Story of Christianity (Volume II)*. Write a 2-3 page response paper based on your reading that identifies and briefly discusses key developments in the changing relationship between Christianity and culture. Be sure to include some specific examples. This is not to be a formal research essay (no need to footnote references to the textbook – page numbers in parentheses will suffice).

The grade will be based largely on the content and organization of your paper rather than on a critical analysis of the text. Some of the criteria that will be used to assess this assignment include evidence of careful reading of the text, ability to summarize material accurately and succinctly, proportionate allocation of space to the five centuries covered by the text, and writing style.

#### **(b) Reading Journal and Class Participation (20% of final grade): DUE DATE: 8 April 2021 (Not Eligible for an Extension)**

Short primary source documents will be assigned each day to augment lectures and to

illustrate some of the themes highlighted in classroom lectures and discussions. Students should read these prior to class and be prepared to participate in discussions based on the documents. The students' knowledge of the readings will be assessed from class participation, from regular entries in a reading journal.

The journal should have *short* (not more than a page) weekly entries that indicate that you have read the assigned materials. Depending on the type of document, an entry might include a brief description of the reading, some comments or questions that arise, the main argument/theme of an article, significance of this excerpt in the historical development of Christianity, a personal reaction to what you have read, etc. It is advisable that the journal entries be made as soon as possible after the reading is completed in order to capture initial impressions, questions and comments. Footnotes are not necessary unless you are citing an outside text (which is really not necessary for this assignment).

The mark for this assignment will include a portion that considers patterns of class attendance, regular attempts to be involved through contributions to discussions and the raising of questions, the quality of contributions in reading responses (i.e., indications of careful reading, thought, insight and interest in issues, etc). Try not to get behind in your readings: judging from the experience of students in previous years, it is impossible to catch up at the end of the term if you have not been making regular response entries during the term.

## **2. Family Religious History Project (22% of final grade): DUE DATE: 25 February 2021**

(a) Develop a "Family Religious History" genealogical chart for 3-4 generations of your family, beginning with yourself. To the extent possible, list the religious affiliations (or lack thereof) of each family member, and briefly note important religious/social data (e.g., the person was part of an immigrant community; she/he was converted during a revival; she/he became alienated from Christianity due to an acrimonious church split, etc.). Then write a short paper (approximately 6-8 pages), placing selected aspects of your religious family history in the context of broader movements and themes in the history of Christianity. For example, you might talk about how the changing denominational affiliations of your family reflect the "free market" or "voluntary" ethos of North American Christianity. Or, specific ancestors might illustrate the rise of the twentieth-century Pentecostal movement, the fundamentalist/modernist controversy, conflicting views of what it means to be a Christian in America, the changing role of women, etc.

(b) Use your research for the "Family Religious History" project as the basis for a short in-class presentation. The presentation will be made to a group of 3-4 fellow students and should be about 12-15 minutes in length (it absolutely must not exceed 15 minutes). Use the presentation time to introduce your chart, and then focus on one or two individuals in your family history, highlighting the way in which they illustrate some of the broader movements and themes in the history of Christianity.

### 3. Historic Reflections on Leadership – Mini-Conference Presentation (13%): DUE DATE: 11 March 2021

The mini-conference will feature the seventeenth-century book entitled *The Reformed Pastor* (1656) by Richard Baxter. (For an on-line version see [http://www.reformed.org/books/baxter/reformed\\_pastor](http://www.reformed.org/books/baxter/reformed_pastor)). This book was widely read by those preparing for pastoral ministry, and profoundly shaped the approach towards pastoral care and leadership among Protestants for centuries.

Each student will make a short presentation (absolutely no more than 10 minutes). The presentation should identify and discuss any **three (3)** leadership insights derived from Baxter's book that could be useful for helping those involved in leadership in your specific local church setting (if using your current church experience presents some difficulty, feel free to use an alternate Christian service setting). A manuscript, or detailed presentation notes, will be handed in to the professor after the presentation. Presentations will be graded both by the members of your group, as well as by the professor.

### 4. Research essay (35% of final grade): DUE DATE: 1 April 2021

Write a research essay of approximately 3,000 words on a subject pertinent to the last 500 years of the history of Christianity. The essay must have a title page, followed by a page containing an outline along with a 1-2 sentence thesis statement—essays without such a page may not be accepted for grading.

The essay may feature an individual, institution, movement, document, religious practice or issue, but the subject should be concise enough to be investigated in some detail. The subject must be approved in advance by the professor. In addition to key secondary sources try also to use primary sources in your analysis. Your aim in the essay should be to **analyze and explain** the historical development and significance of your subject. Carefully avoid conducting a theological critique or merely describing a sequence of historical events. Each section of the essay needs to relate to the central argument.

This assignment represents a significant proportion of the final grade indicating the level of research and general quality expected. Begin work on this project as soon as possible by selecting a topic, compiling a bibliography and assembling resources. It is generally a good idea to discuss your essay topic in advance with either the professor or teaching assistant. Students may wish to obtain a preliminary assessment of their ideas by submitting a one-page outline along with a proposed thesis statement: in reviewing such outlines I will primarily give attention to (1) scope (has the topic been sufficiently delimited?), (2) research question (is both the question and the response to the question evident in the proposed thesis statement), (3) method (does the thesis statement and outline reflect an historical inquiry?).

**Please Note:** An essay grading template, which outlines the specific criteria used for evaluating research essays, will be included in the course Moodle site. The grade for this assignment will be based on the following criteria:

- (1) Clarity and Force of Argument (plausible thesis, sound logic, evidence supports thesis, etc.)
- (2) Quality of Research (depth and breadth, evidence of discerning analysis, etc.)
- (3) Organization (effectively organized, sections support main thesis, smooth transitions, etc)
- (4) Writing style (eloquent, proper grammar, format, etc)

Students who are unfamiliar with writing research essays in history should consult some of the introductory guides mentioned in the first section of this syllabus. Some of the following websites might also prove useful:

Boston University Guide: [http://www.bu.edu/history/files/2011/01/writing\\_guide.pdf](http://www.bu.edu/history/files/2011/01/writing_guide.pdf)

Suggestions on Essay Writing: <http://www.westmont.edu/~work/material/writing.html>

History Writing Commandments (by Gerald Schlabach):  
<https://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/historical-writing/>

## **V. Miscellaneous Notes & Policies (the fine print)**

### **1. Assignment Format**

All written work must be type-written, **double-spaced** (unless otherwise specified) and submitted in digital form (MS Word format). Font size of the body of an assignment must not be less than 11 pt. Page-bottom footnotes are preferred (but not mandatory). Bibliographies with complete citations must be attached at the end of each assignment (unless otherwise specified).

The style guide to be used to format course assignments is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9<sup>th</sup> ed. **Grades will be reduced if the Turabian style format is not used** (take special care with bibliographies and footnotes). Students may find the following website helpful: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html). For suggestions on how to improve one's writing style consult works such as Strunk and White's famous *The Elements of Style*, Joanne Buckley, *Fit to Print*, or Steward and Smelstor, *Writing in the Social Sciences*.

Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.

### **2. Academic Integrity**

All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. It is the student's responsibility to be aware of ACTS Seminaries policies, particularly those regarding academic misconduct (plagiarism and cheating). If you have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: [Prezi presentation](#), and a [Google Slide presentation](#) offering more comprehensive information. Plagiarism will be treated as a serious offense and will result in the failure of the specific assignment and possibly also in a failing grade in the course. Every instance of plagiarism without exception (even minimal plagiarism) will be reported both to the registrar and the Academic Success Committee of ACTS Seminaries, and will result in a letter included in your permanent student record.

### **3. Intellectual Property**

Please note that this course contains the intellectual property of the professor as well as the authors who have published the books and articles that are used as part of the course. Distributing the intellectual property of professors without their express written consent is considered theft and may result in disciplinary sanctions.

### **4. Accessibility**

ACTS Seminaries strives to provide a fair and supportive learning environment for academically qualified students with disabilities. Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the [Equity of Access Office](#).

### **5. Getting Help with Your Assignments**

Students who use the assistance of tutors (including the TWU Writing Centre) must indicate that they have done so, must describe the nature of the assistance, and must include full contact information of the tutor. Failure to disclose the assistance of a tutor will result in the rejection of assignment, and may also result in having the assignment categorized as plagiarism.

### **6. Extension & Late Assignment Policy**

**One due date extension may be requested without penalty on eligible assignments, if requests are submitted (a) in advance of the due date, and (b) with an alternative due date.** The marks for assignments that are submitted late will be reduced by one letter grade, and will not be accepted if more than seven days late except in the case of extenuating circumstances.

## **GRADING EXPLANATION**

Letter Grade Range	Description Summary	Grade Point Range	Quality Characteristics at a Graduate Academic Level
A+ to A-	Outstanding, excellent work	4.3 to 3.7	Demonstrates superior capacity to analyze, synthesize, evaluate, discern, justify and elaborate, along with evidence of an extensive and masterful grasp of subject matter and its implications. Participation is consistently characterized by eloquence, creativity and perceptive insight within well-reasoned and well-organized forms. Thoroughness in providing suitable evidence and illustrations to support arguments, along with meticulous adherence to the institution's preferred style guide. (Note: A+ grades are reserved for rare examples of exceptional and original intellectual capacity and contribution.)
B+ to B-	Generally proficient, competent work	3.3 to 2.7	Demonstrates satisfactory ability to analyze, evaluate and discern, along with an appropriate level of familiarity with course subject matter and recognition of its implications. Participation is generally characterized by an acceptable level of insight and clarity within generally error-free, well-reasoned and well-organized forms, but may reflect an occasional lack of nuance, minor errors, depth of discernment. Attentiveness to the need for evidence to support arguments, and to the appropriate usage of the institution's preferred style guide.
C+ to C-	Minimally Acceptable Work	2.3 to 1.7	Demonstrates a limited ability to analyze or synthesize information, along with limited grasp of the basic elements of the course. Participation is frequently characterized by uninspiring verbal and written expression with problems in grammar, syntax and format; written expression frequently exhibits difficulty in articulating or sustaining a coherent argument. Limited integration of illustrative or documented evidence, along with little attention to the institution's preferred style guide
F	Inadequate Work	0.00	Inadequate work at a graduate level. Shows lack of understanding and competence, for example, little evidence of basic competency in the course content or skills; easily distracted by irrelevant tangents; participation in oral and written forms is poorly organized, often incoherent, and filled with grammatical and format errors. May reflect evidence of plagiarism. No academic credit will be granted for such a grade.

**TENTATIVE CLASS LECTURE and READING SCHEDULE**

**Week #1 - Thursday, 14 January 2021****\* Introduction to the Course – Syllabus and Assignments****(1) Prelude to the Reformation****Readings:**

- “Engaging the Great Tradition,” by Alister McGrath, in *Evangelical Futures: A Conversation on Theological Method* (Grand Rapids: Baker, 2000), 139-159.

**Week #2 - Thursday, 21 January 2021****(2) The Medieval Roots of the Protestant Reformation****(3) Martin Luther & The German Reformation****(4) Huldrych Zwingli, John Calvin, and The Swiss Reformation****Readings:**

- *Documents related to the Lutheran Reformation, Section V111.1. a-c, Bettenson & Maunder, 202-212.*
- “Confession of Augsburg, 1530,” Section V111.1.h, Bettenson & Maunder, 233-236.
- *Excerpt from Calvin’s Institutes of the Christian Religion, Section V111.11, Bettenson & Maunder, 236-238.*
- “Geneva Confession (1536),” Manschreck, 90-93 or <https://www.addeiglioriam.org/creeds/geneva-conf.htm>
- “Calvinistic Ordinances,” Manschreck, 93-95.

**Week #3 - Thursday, 28 January 2021****(5) The Radical Reformation****(6) Catholic Reformation****Readings:**

- “Schleitheim Confession (1527),” full text at <http://www.gameo.org/encyclopedia/contents/S345.html>
- *The Trial and Martyrdom of Michael Sattler, The Legacy of Michael Sattler, 66-85. A slightly shorter version is at <http://www.anabaptists.org/history/sattler.html>*
- Martin Luther “Against the Robbing and Murdering Hordes of Peasants,” full text at [http://zimmer.csufresno.edu/~mariterel/against\\_the\\_robbing\\_and\\_murderin.htm](http://zimmer.csufresno.edu/~mariterel/against_the_robbing_and_murderin.htm)
- “Council of Trent (1545-1563),” Section X.11.a-h, Bettenson & Maunder, 275-281.
- Chapter 5, Tucker & Liefeld, *Daughters of the Church*

**Week #4 - Thursday, 4 February 2021 -- Textbook Reading Assignment Due****(7) The Reformation in France****(8) The Tudor Reformation**

**Readings:**

- “The Supremacy Act,” & “Abjuration of Papal Supremacy by the Clergy,” Section IX.1.d-e, Bettenson & Maunder, 252-254.
- “The Pope’s Condemnation of Henry,” Section IX.1.f, Bettenson & Maunder, 254-255.

**Week #5 - Thursday, 11 February 2021****(9) Anglicanism, Puritanism and Non-Conformity****(10) The Enlightenment and Its Impact****Readings:**

- “Westminster Confession of Faith,” Section XI.IV, Bettenson & Maunder, 319-323.
- “Baptist Confessions of Faith,” Section XI.V, Bettenson & Maunder, 323-325.
- William Perkins, *The Six Principles of the Christian Religion*, full text at <http://www.nesherchristianresources.org/perkins/PerkinsWorks/SixPrin.html> (Read the first part and the Six Principles; skim the rest.)
- David Hume, “On Miracles,” excerpt from *An Enquiry Concerning Human Understanding*, ed. L.A. Selby Bigge (Oxford: Clarendon Press, 1902), pp. 114-16. Full text at <http://www.fordham.edu/halsall/mod/hume-miracles.html>
- Chapter 6, Tucker & Liefeld, *Daughters of the Church*.

**Reading Break - Thursday, 18 February 2021 – Enjoy****Week #6 - Thursday, 25 February 2021 -- Family Religious History Assignment Due****\* Student “Family Religious History” Presentations****(11) Pietism and the Renewed Moravian Brethren****Readings:**

- Excerpts from Spener and Francke, *Manschreck*, 271-278.
- “The Moravians and Their Hymns,” *Christian History* 1, No. 1; full text at <http://www.ctlibrary.com/ch/1982/issue1/127.html>
- Liturgy and Hymns of the Moravian Church (hymns 85, 100, 278, 335, 342, 609, 626, 631), full text at <http://www.archive.org/details/liturgvandhymns00unknuoft> (Choose reading format on left of page.)

**Week #7 - Thursday, 4 March 2021****(12) The Evangelical Protestant Movement: Origins****(13) Christianity in the “New World”**

**Readings:**

- Jonathan Edwards, *A Faithful Narrative of the Surprising Work of God (Sections I & III)*, full text at <http://www.iclnet.org/pub/resources/text/ipb-e/epl-10/web/edwards-narrative.html>
- Sections from Chapter 1, “Memorable Atlantic Storms,” and “Wesley Arrives in Georgia, and the section from Chapter 2, “I Felt My Heart Strangely Warmed,” from *Journal of John Wesley*, full text at <http://www.ccel.org/ccel/wesley/journal.html>
- “Free Grace, a sermon by John Wesley, full text at [http://wesley.nnu.edu/john\\_wesley/sermons/128.htm](http://wesley.nnu.edu/john_wesley/sermons/128.htm)

**Week #8 - Thursday, 11 March 2021 – Historical Leadership Reflection Due****(14) The Second Evangelical Awakening - England & Europe****(15) Revivalism & Evangelicalism in America****Readings:**

- Chapter 2 Section I (“Corruption of Human Nature”) from William Wilberforce, *A Practical View of the Prevailing Religious System of Professed Christians, in the Higher and Middle Classes in This Country Contrasted with Real Christianity*, full text at <http://www.gutenberg.org/ebooks/25709>
- Excerpt (pages 34-35, 43-47, 54-57) from Thornton Stringfellow, *Scriptural and Statistical Views in Favor of Slavery*, full text at <http://docsouth.unc.edu/church/string/string.html>
- Excerpt (Chapters II, VI) from C.G. Finney, *Memoirs*, full text at <http://www.gospeltruth.net/1868Memoirs/memoirsindex.htm>
- Chapter 7, Tucker & Liefeld, *Daughters of the Church*.

**Week #9 - Thursday, 18 March 2021****(16) Doubt & Disbelief****(17) Christianity and 19<sup>th</sup> Century Social Reform****(18) Roman Catholicism’s Response to Modernity****Readings:**

- Excerpt from Second Speech “*On Religion*” by Schleiermacher (pp. 40-48), full text at <http://www.ccel.org/ccel/schleiermach/religion.html>
- Excerpts from sermon by William Booth, see video clip at <http://www.youtube.com/watch?v=AA0pCYKGbYI>
- Excerpt from *Christianity and the Social Crisis* by Walter Rauschenbusch, full text at <http://www.fordham.edu/halsall/mod/rausch-socialgospel.html>. Read enough to get a sense of his approach.
- Various Roman Catholic documents, Section X.VII-XI.b, Bettenson & Maunder, 286-296.
- Documents from the Second Vatican Council, Section XIII.I-VII.a-e, Bettenson & Maunder, 359-369.

**Week #10 - Thursday, 25 March 2021****(19) Missions in the Modern Era**

**(20) Fundamentalism & Neo-Evangelicalism****Readings:**

- Excerpt (Section I, Section III [especially pp. 62-66], Section IV) from William Carey, *An Enquiry into the Obligations of Christians*, full text at <http://www.wmcarey.edu/carey/enquiry/anenquiry.pdf>.
- “Watchcry of the Student Volunteer Movement,” Manschreck, 479-481.
- “World Missionary Conference, 1910,” Manschreck, 481-485.
- The Doctrinal Deliverance of 1910, full text at <http://www.pcahistory.org/documents/deliverance.html>
- “Shall the Fundamentalists Win?” by Harry Emerson Fosdick, full text at <http://historymatters.gmu.edu/d/5070/> Read enough to get a sense of his approach.
- Excerpts from “Introduction,” in *Christianity and Liberalism*, by J. Gresham Machen, full text at [http://www.reformed.org/books/chr\\_and\\_lib/](http://www.reformed.org/books/chr_and_lib/)
- Chapter 8, Tucker & Liefeld, *Daughters of the Church*.

**Week #11 - Thursday, 1 April 2021 – Research Essay Due****(21) Christianity in the Twentieth Century****Readings:**

- Collection of excerpts from *Readings in Christianity*, ed. Robert Van Voorst, 274-77, 295-97, 300-2, 311-17.
- Chapter 10, Tucker & Liefeld, *Daughters of the Church*.

**Week #12 - Thursday, 8 April 2021 -- Reading Journal Due****(22) Current Trends & Challenges****Readings:**

- Lesslie Newbigin, “Can the West be Converted?” *International Bulletin of Missionary Research* 11, No. 1 (January 1987): 2-7. Available at <http://www.internationalbulletin.org/issues/1987-01/1987-01-002-newbigin.pdf>
- Jeremy Weber, “‘Worst Year Yet’: The Top 50 Countries Where It’s Hardest to Be a Christian,” *Christianity Today*, January 11, 2017.
- Wang Yi, “[Declaration of Faithful Disobedience](#)” (2018)
- Chapter 11, Tucker & Liefeld, *Daughters of the Church*.