SPRING 2009 CHURCH HISTORY Syllabus
THEO 354-04 1:05 - 2:30 p.m. Tuesday - Thursday Duke 119
Azusa Pacific University

Asst. Professor: Jacquelyn E. Winston, Ph.D.; email: jwinston@apu.edu
Contact: Laura Smith Webb, Undergraduate Theology Secretary, 815-5496, Duke 257

OFFICE HOURS: Tuesdays & Wednesdays 2:45-3:45 p.m. or by appointment, Duke 247, 815-6000, ext. 5631.

Class website: http://home.apu.edu/~jwinston/ OR: http://online.apu.edu/ (E-Companion class site). E-Companion student directions: http://groups.apu.edu/~dlce/Student/Student.HTM

CATALOG DESCRIPTION: A study of the major developments in the history of Christianity from the Reformation to the present. Emphasis is placed on the development of the Christian church in the West and recent developments in the two-thirds world. Meets general studies core doctrine requirement for God’s Word and the Christian Response. Prerequisites: 3 units of Biblical Studies and CMIN108, or instructor permission.

STUDENT LEARNING OBJECTIVES:

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>IDEA Learning Objective</th>
<th>Activities to Assess</th>
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<tr>
<td>By the end of this course, the student should be able to:</td>
<td>The IDEA objective that addresses the learning outcome:</td>
<td>Assignment or activity used to assess learning outcome:</td>
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1. The student will gain an understanding of the significant individuals and groups which have shaped the direction of church history.

   Gaining factual knowledge

   Final exam, class participation, reading verification reports

2. The student will examine the major historical, social, and political events relative to significant movements in church history.

   Gaining factual knowledge

   Final exam, class participation, reading verification reports

3. The student will gain an understanding of significant Christian doctrines in church history and their relationship to their immediate cultural context as well as their present-day application.

   Developing skill in expressing oneself orally or in writing

   Famous Conversion critical analyses.

4. The student will demonstrate an ability to give thoughtful consideration to current and historical issues in the light of the church’s Scriptures and traditions.

   Learning to analyze and critically evaluate ideas, arguments, and points of view.

   Famous Conversion papers, research paper, class participation.
Measurable Learning Outcome | IDEA Learning Objective | Activities to Assess
--- | --- | ---
By the end of this course, the student should be able to: | The IDEA objective that addresses the learning outcome: | Assignment or activity used to assess learning outcome:
5. Students will demonstrate growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciation, understanding, and valuing the church. | Learning to analyze and critically evaluate ideas, arguments, and points of view. | Famous Conversion papers, research paper, class participation.
6. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live. | Learning to analyze and critically evaluate ideas, arguments, and points of view. | Famous Conversion papers, research paper, class participation

REQUIRED TEXTBOOKS:

Winston, Jacquelyn. *Church History Course Reader* (available from bookstore).

COURSES REQUIREMENTS:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Reading Verification Reports</td>
<td>200</td>
<td>(20%)</td>
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<tr>
<td><em>Famous Conversions</em> Critical Analysis Papers</td>
<td>150</td>
<td>(15%)</td>
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<tr>
<td>Research paper</td>
<td>250</td>
<td>(25%)</td>
</tr>
<tr>
<td>Attendance/Class Participation</td>
<td>200</td>
<td>(20%)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200</td>
<td>(20%)</td>
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</table>

**TOTAL POINTS/PERCENTAGES:**

1000 POINTS OR 100%

EXTRA CREDIT BOOK REPORT: 50 points (5%)
Reading Verification Reports:

Reading is a major component of this course. The student is expected to complete the reading assignments and reading verification questions (in writing) **BEFORE** coming to class. Additionally, the student should answer the reading verification questions from the *Course Reader* as well as outline the assigned Gonzalez and *A Global History* readings in a written form which can be turned in at the beginning of class should the instructor wish to review your work. **(Be sure to include page numbers throughout your notes.)** The purpose of the reading verification questions is to assist the student in performing critical analysis of the assigned texts and to interact in class discussion. *The Gonzalez and A Global History notes can be done in an outline format and should highlight the major events, personalities and doctrines of the assigned reading. The Course Reading assignment involves answering the questions posed at the beginning of each reading assignment.** *A Reading Verification Report consists of both the outline of the Gonzalez and A Global History readings AND your answers to the Course Reader questions.*

Throughout the semester, the instructor will ask you to turn in your written answers to the verification questions five (5) times. This will be done without advance notice, so you should bring your **legibly** written or typed paper **to each** class session. Each time the instructor collects the reading verification reports they will be graded and added to your total grade (40 points each). If a student has an **excused** absence on the day that reading verification reports are collected, then the instructor will accept that student’s report on the class period which immediately follows the absence **accompanied by a written excuse.** Under no circumstances will reading verification reports be accepted for unexcused absences or for previous classes. (In the case of an excused medical illness, the doctor’s note may be attached to your report and turned in the very next class.) Only **current** reading verification reports are collected, so please do not turn in previous notes and do not mix different days’ assignments on the same sheet of paper. **Be sure to verify that you are reading the correctly assigned pages. If you read the wrong pages, YOU WILL RECEIVE A ZERO FOR THE INCORRECTLY READ PORTION AND A MAKEUP WILL NOT BE ALLOWED.**

**A Reading Verification Report:** Consists of an outline of essential points with page numbers from the assigned reading from the Gonzalez and/or *A Global History* texts **and** the answers to the questions from the *Course Reader*. It is not necessary to outline the *Course Reader* assignment, just answer the questions. If either portion of this assignment is missing (book reading notes or *Course Reader* questions), then you will not receive higher than a “C” grade for this assignment.
Famous Conversions Critical Analysis Papers:

The student will complete three (3) typed 1.5-2.5 page historical analysis reports on the assigned readings from Famous Conversions. These analysis reports must be turned in on their assigned reading date. These historical analysis reports should critically examine the contributing factors which led to the person’s conversion, including personal/family, historical, and sociopolitical issues. This may include your insights from the Introduction section of the Famous Conversions book as well as other assigned readings which disclose pertinent historical information relevant to the subject’s conversion experience. See the Famous Conversions Paper handout. Note: These Famous Conversion selections are in the Church History Course Reader.

  Introduction – 1/27/09 (no analysis paper on this reading)
  John Bunyan – 2/24/09 critical analysis paper due
  John Wesley – 3/17/09 critical analysis paper due
  C.S. Lewis – 4/2/09 critical analysis paper due

Final Exam:

A 50-question objective (multiple choice and true/false) final exam will be given on Thursday 5/7/09 at 12:15 p.m. Students should bring a scantron and #2 pencil for this exam.

Attendance/Class Participation:

Since consistent attendance is an essential element for comprehending course materials, students should sign the roster at the beginning of each class session. Additionally, the nature of the course assumes active participation in class discussions. Therefore, each student will be graded for participation on the basis of active involvement in class discussions as well as consistent attendance using a scale of 23% (230 points).
Research Paper:

- The Department of Theology and Philosophy is involved in assessing student learning, and your final paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

Each student will submit a typed, double-spaced research paper with 1” margins (8-9 pages plus cover page and bibliography) prepared according to style manual guidelines which examines a major figure, movement, or doctrine in church history since the Protestant Reformation. The paper should utilize a minimum of two primary sources and two secondary sources (books or scholarly journals). Avoid websites, popular magazines, review articles, and survey history texts [including the two texts assigned to this course] unless approved by the professor. This paper will be due at the beginning of class on Tuesday, 4/16/09.

Research paper checklist: 1” margins, cover page (not counted or numbered), 8-9 page double spaced body of paper using 12 pitch font, notes (parenthetical, footnotes, or endnotes acceptable) with a numbered bibliography page.

Following are suggested approaches to your research project:

1. Major Figure: Examine the figure’s personal background (including family setting, education, economic status, conversion or life-changing experiences), major historical events to which the figure may have been responding, the figure’s significant contributions to the development of Christianity (including a discussion of his/her major doctrines and a review of his/her major writings), and how subsequent adherents of his/her doctrines have developed or altered the figure’s original teachings.

2. Movement: Examine the movement’s response to its contemporary setting including historical events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement (including their personal mitigating issues which led to the movement’s development), and the movement’s eventual decline and/or metamorphosis.

3. Doctrine: Examine a major Christian doctrine with specific focus on its historical context. Your exploration should include a review of the major ideological currents (religious, philosophical, and social) to which the doctrine is responding, the major propositions of the doctrine including an examination of how it alters or interacts with contemporary religious thought, mitigating personal factors in the life of its
proponent(s) that led to its development, and its eventual impact upon its immediate social/religious setting.

Research Paper Proposal: On Tuesday, 3/10/09, the student will submit a typed, one page research paper proposal. This proposal should include the following information:

1. Student’s name, class title and number, date, research paper title
2. Intended approach to subject (e.g. examine the life of John Wesley - major figure)
3. A thesis statement regarding your intended approach (e.g. “This paper will examine the impact of Wesley’s family background, key historical events, and ideological movements such as pietism and rationalism on the development of his theological method.”)
4. Complete bibliographic information (see a style manual if you are unclear) on a minimum of two (2) primary sources and two (2) secondary sources which you plan to use for this paper.

Points will be deducted from your final paper if this typed research paper proposal is not turned in on time.

Extra Credit Critical Analysis Book Report:

To earn an additional 5%, the student may complete a 2-3 page book report on one of the secondary source books he/she has chosen to use for his/her final research paper (minimum 175 page book). The book report should not only include a discussion of the thesis and supporting arguments contained in the book, but it should also include a thorough critical analysis of the strengths and weaknesses of the author’s propositions based on the student’s knowledge of the subject from other resources (class notes and discussions as well as other books read on the subject). For this extra credit book analysis, three types of books should not be used: Primary sources, books outside the class’s subject and time focus, or companion series books such as The Cambridge Companion to ...

This typed book report is due on 3/31/09.

Checklist of elements of an “A” paper:

- Full bibliographic citation for your book, including the total number of pages.
- Page #s on paper, Student name, Title of class and time it meets, stapled.
- Author’s thesis and overall approach.
- Synopsis or outline of book in approximately 4-8 sentences.
Strengths and weaknesses of the book including clarity of arguments, substantiation of views with factual evidence, insights and benefits the book provides, stylistic issues, major theories discussed.

- What would improve the book and how does it compare with other books on the subject?
- Does the author prove his/her thesis?
- All quotes should be properly referenced and formatted.
- The book report should be 2-3 pages in length. I will read up to 3.5 pages. After that, I stop reading so don’t bother to go over the length. If you do, I will reduce the grade accordingly.
- Be sure to proof your paper for grammar and spelling. I will grade these as well as for stylistic clarity and content.

PLAGIARISM STATEMENT:

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability.

Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

1. Students are expected to write all of their own work. You are welcome to study with your fellow students, but you must write your own assignments. Any assignments written in conjunction with another student will be considered plagiarism and will receive an “F” (0 points) for that assignment.

2. If you borrow more than more than 3 or 4 words in a row from another source, it should be properly referenced using quotation marks and full bibliographic information, including the page number. When you borrow ideas but not actual words, you may cite the source at your discretion to help your reader follow up on your discussion. Failure to provide full bibliographic citation for quotations is considered plagiarism and will result in an “F” (0 points) for that assignment.
CLASS ASSIGNMENTS:

Items to bring to each class: Course Reader along with your completed current Reading Verification Report and Famous Conversions reflection paper (when due). Also, please bring your Bible.

When the assigned Gonzalez reading discusses too many diverse issues to adequately take notes for a reading verification report, I have assisted you by providing insight on the central issues. These are the only aspects of the Gonzalez reading on which you need to take notes, although you are expected to read the entire assignment.

1/13/09 Syllabus Overview

1/15/09 Patterns of Church History from its inception to the High Medieval Period, Part I. (These first 3 reading assignments are selected overviews from the previous period to provide a context for understanding the church’s development to the point of our class’ focus)


1/20/09 Patterns of Church History from its inception to the High Medieval Period, Part II.

Reading assignment: A Global History, 55-57(top only), 67-68(top only), 71-81, 98-101, 146-150 (The Christianization of the Roman Empire and the Middle Ages to the eve of the Reformation).


Important issues: Conditions leading to the Reformation (bourgeoisie, nationalism, war, English attitude toward papacy, Black Plague, Great Schism, Babylonian Captivity, conciliar movement, simony).


Reading assignment: Gonzalez, Vol. 1:365m-368b; Vol. 2:10-13 A Global History, 158m-169. Also, read & take notes on the Famous Conversions, Introduction [for your use only, they don’t need to be turned in] from the Course Reader 73-81.

1/29/09  Predecessors to the Reformation – Wycliff and Hus.

Reading assignment: Gonzalez, Vol. 1:346m-353b; A Global History, 153b-158m; Course Reader 1-4 (Wycliff and Hus).

2/3/09  Martin Luther and the Protestant Reformation, Part I.

Reading assignment: Gonzalez, Vol. 2:14-28; A Global History, 171-180(top); Course Reader 5-7 (Tetzel and Luther on Indulgences).

2/5/09  Martin Luther and the Protestant Reformation, Part II.

Reading assignment: Gonzalez, Vol. 2:29-45; Course Reader 8-13, (Luther and the Righteousness of God, Augsburg Confession).

2/10/09  Zwingli and the Swiss Reformation/Anabaptists

Reading assignment: Gonzalez, Vol. 2:46-60; A Global History 180-184m; Course Reader 14-16 (Zwingli and the Anabaptists).
2/12/09 John Calvin and the Geneva Reformation.

Reading assignment: Gonzalez, Vol. 2: 61-69; A Global History, 184-190m; Course Reader 17-19 (Calvin on Predestination, Westminster Confession).

2/17/09 Protestant and Catholic views of Communion

Reading assignment: Review specific pages which discuss the different views in Gonzalez, Vol. 2:34-36, 51-2, 68; Course Reader 21-27 (Lutheran, Zwinglian, Calvin, and Tridentine views of communion).

2/19/09 English Reformation.

Reading assignment: Gonzalez, Vol. 2:70-80; A Global History, 190m-194b; Course Reader 20 (Henry VIII’s Supremacy Act).

2/24/09 Puritanism.

Reading assignment: Gonzalez, Vol. 2:149-163; A Global History, 221-227. FC#1 Course Reader 82-87 (Famous Conversions John Bunyan critical analysis paper due).

2/26/09 Research Paper Preparation

Reading assignment: Read all pages of syllabus and extra papers relevant to the research paper (pp. 5-7; 13-19).


Reading assignment: Gonzalez, Vol. 2:179-184; A Global History, 236-238; Course Reader 28-31 (Five point Calvinism, Five Articles of Remonstrance).
3/5/09  Calvinism & Arminianism, Part II  
Reading assignment: Review previous reading from 3/3/09.

3/10/09  Calvinism & Arminianism, Part III/Typed research proposal due.  
Reading assignment: Review previous reading from 3/3/09.

3/12/09  Descartes and the Age of Reason and its Religious Implications (Deism & Pietism)  

3/17/09  John Wesley  
Reading assignment: Gonzalez, Vol. 2:209-216; A Global History 247-250; Course Reader 32-41 (Christian Perfection); FC#2 Course Reader 88-94 (Famous Conversions John Wesley critical analysis paper due).

3/19/09  The Great Awakenings & the Holiness Movements, Part I  
Reading assignment: Gonzalez, Vol. 2:228-230, 244-246, 253m-255; Global History 259-266, 273-292 (top); Course Reader 42-45 (Jonathan Edwards and Phoebe Palmer).

3/24/09  The Great Awakenings & the Holiness Movements, Part II  
Reading assignment: Review previous reading from 3/19/09.


3/31/09 Liberal Christianity and the Fundamentalist Reaction, Part I.


4/2/09 Liberal Christianity and the Fundamentalist Reaction, Part II.

*Reading assignment: Review reading assignment from 3/31/09; FC#3 Course Reader, 95-99 (Famous Conversions C. S. Lewis critical analysis paper due).*

4/7 & 4/9 EASTER VACATION

4/14/09 Modern Evangelicalism

*Reading assignment: Gonzalez, Vol. 2:379b-381; 386t-387; A Global History 411-417; Course Reader 48-61 (Noll on American Evangelicalism).*

4/16/09 Pentecostalism & the Charismatic Movement/RESEARCH PAPER DUE AT BEGINNING OF CLASS

*Reading assignment: Gonzalez, Vol. 2:255(2nd ¶ 3rd ¶), 385b-386t (2 paragraphs only); A Global History 396b-402; Course Reader 62-65 (3 views of early Pentecostalism).*
SUGGESTIONS ON HOW TO BEGIN THE RESEARCH PROCESS FOR YOUR PAPER:

1. Choose a person, Christian movement, or doctrine of interest related to the history of Christianity within the timeframe of 1500-2000 CE. If you choose a figure or movement not normally associated with traditional Christianity (such as Joseph Smith or Mormonism), you must do a paper on how that figure interacted with and affected Christianity in some manner or how their religious doctrines compare with orthodox Christian doctrines.

2. To gain a general perspective of the important events, doctrines, and interacting individuals which have shaped your person, movement, or doctrine, consult a reference encyclopedia on your topic such as Encyclopedia Britannica Online, New Catholic Encyclopedia, Evangelical Dictionary of Theology, a number of reference volumes I have placed on reserve for you such as Colin Brown’s Christianity and Western Thought, Alister McGrath’s Historical
Theology, or some of the specific reference volumes contained in the Theology Library Reference Room such as *Augustine through the Ages*. First reference to these types of sources is intended to direct your research in a fruitful manner so that you can identify central from peripheral topics and personalities in your research process, but these resources should not be used as one of your four required sources for your paper.

3. Perform a bibliographic search in the APOLIS catalogue as well as other databases available through our APU system. (Refer to the Resource Notes, Electronic Databases handout compiled by Elizabeth Leahy, the theology librarian.) Identify a minimum of two primary sources and two secondary sources for your paper. NOTE: While it is acceptable to use older primary sources, when choosing secondary sources, you should seek those which are more current so that you can take advantage of the most recent scholarly research on your topic. This does not exclude those volumes which are considered seminal or groundbreaking in their field. These of course, are important volumes to choose. As a rule of thumb, avoid secondary sources dated before 1980.

4. How to choose sources: Ask yourself a series of questions such as What particular question or problem related to my figure, movement, or doctrine interests me? What type of information does the source provide for me (e.g. does it discuss a particular problem, or possibly a different way of seeing the issue than has been previously understood, is it a general information resource on your topic, or does it examine one issue in detail)? What is the author’s level of expertise on your topic and what is his/her disciplinary approach (i.e., is the writer a historian, theologian, philosopher, sociologist, or psychologist)? The author’s theoretical approach will shape the types of questions they ask as well as how they seek to answer them. Is the book well researched and organized (refer to the book/article’s bibliography)?

5. Sources to avoid: Do not use films/or personal interviews as a resource since this is a scholarly research paper. You may refer to websites on a very limited basis only with the professor’s permission and only as a supplement, but it should be a creditable or scholarly website such as *Encyclopedia Britannica Online*. If you use an approved online source, be sure to reference it properly or it will be considered plagiarism. Also, be careful, there are many papers online written by students or other nonprofessionals who lack appropriate expertise, although their arguments may appear convincing. Avoid these like the plague! Remember, not everyone who has a website is a creditable authority on your topic, even if they are writing about it. Also, when doing searches in our databases for articles or books related to your topic, make sure that you distinguish between actual books/articles on your topic vs. reviews of articles or books on your topic. These are not acceptable as one of your bibliographic resources to write your paper. You should also avoid using historical survey books (such as the two assigned texts for this class by Gonzalez and
6. **Formulate a thesis question.** Your thesis question should include: 1) your specific person, doctrine, or movement; 2) a specific area of interest related to your topic, such as a problem they faced, the origins and development of a particular teaching, or how a particular religious movement changed from its origins to the present day; and finally, 3) the context in which you plan to examine your topic. A thesis statement is more specific than a subject and provides a perspective for understanding your subject.

Sample thesis question: “This paper will examine the history of dispensationalism and its founders to demonstrate that many of the elements of its theology were reactions to conditions within the late 19th c. ecclesiastical community, rather than idealized biblical truths.”

7. Prepare and type your research paper proposal according to the guidelines set forth earlier in this syllabus. Remember, it must be typed and include all pertinent information including COMPLETE bibliographic resource information. You should be able to keep your thesis statement to 2-3 sentences at most.

8. Style manuals: All style manuals are acceptable including *Chicago Manual of Style, Turabian, Campbell, APA (with modifications, such as page numbers for all citations)*. You may choose to use footnotes, endnotes, or parenthetical references, but please be consistent throughout the paper. **Your final paper should include a title page as well as a thorough bibliography.** Also, be sure that you proof your paper for spelling and grammar as well as content.

9. **Approach:** Well-written papers are usually those which begin by stating the paper’s thesis and proposed approach of analysis and end with a short summary of what has been proven by the paper. By doing this, you are forced to organize your information in a convincing manner, and make it possible for your reader to follow the development of your argument.

10. **Research resources for your paper:** *ATLA* – the primary theology database can be accessed through the APU library home page. It lists journals and books owned by APU as well as those we don’t own and some journals that are online; *APOLIS* – APU library database of books which we own; *LINK+* – a database which gives access to 5 million
books which we don’t own. Books arrive within 2-3 days and can be renewed once after
the initial three week loan.

11. Sample papers are in a folder on reserve in the Theology Library for your review.

Resources:

Encyclopedia Britannica Online - This can be accessed from the APU library’s Online Resource page. (Be sure to sign onto EB Online as a college library user, or they will ask for a credit card.) This is helpful for short explanations of major ideas or personalities.


Yale University Library
Primary Sources Research

Jan Vermeer, *The Allegory of Painting*

http://www.library.yale.edu/ref/err/primsrcts.htm

Created to support a series of colloquia in historical research offered by the Yale University Library.

What is a primary source?
The formats of primary sources
How Yale describes its collections to researchers
Bibliographic tools for research in history

WHAT IS A PRIMARY SOURCE?

A primary source is firsthand testimony or direct evidence concerning a topic under investigation. The nature and value of a source cannot be determined without reference to the topic and questions it is meant to answer. The same document, or other piece of evidence, may be a primary source in one investigation and secondary in another. The search for primary sources does not, therefore, automatically include or exclude any category of records or documents.
PRIMARY SOURCES: DEFINITIONS

"By a 'source' the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recordings, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. ... One good way for the novice historian to lose Brownie points among his serious-minded fellows is to call a biography of George Washington or an analysis of the Magna Charta a 'source'." (Robin Winks, *The historian as detective; essays on evidence* (New York: Harper & Row, 1969), p.xx)

"A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. ... Secondary sources are 'descriptions of the event derived from and based on primary sources'. The line between primary and secondary sources is often indistinct, for example, a single document may be a primary source on some matter and a secondary source on others." (Helen J. Poulton, *The historian's handbook* (Norman, OK: University of Oklahoma Press, 1972), p.175-76).

"A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event -- for example, the diaries of Count Ciano written under Mussolini's regime. The researcher, using a number of such primary sources, produces a secondary source ." (Jacques Barzun, *The modern researcher* . Fifth edition (Boston: Houghton Mifflin, 1992), p.114 note )

http://www.library.yale.edu/ref/err/primdefs.htm

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STUDENT INFORMATION SHEET   (please PRINT clearly)

NAME ________________________________________________________

CAMPUS/COMMUTER ADDRESS & BOX #: __________________________________________

PHONE #: ________________    Email: __________________________
(include area code)

YEAR IN PROGRAM: FR   SOPH   JUNIOR   SENIOR   ARE YOU GRADUATING THIS SEMESTER? _____

MAJOR: _________________________        PREVIOUS BIBLE/RELIGION COURSES: _________________________________

WHAT DO YOU LIKE MOST ABOUT HISTORY?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

WHAT DO YOU LIKE LEAST ABOUT HISTORY?

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YOUR EXPECTATIONS OF THIS COURSE:

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