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# CH 502 Church History II

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# Church History 502

Three hours

The Church in History

Spring term, 2003

Professor Kinghorn

[Picture]

[Picture]

Martin Luther

(1483-1546)

John Wesley

(1703-1791)

# Church History 502

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## A. Catalog Course Description

CH 502. This course is an introduction to the development of Christianity from the Reformation to the Modern Era. Emphasis is placed upon central historical figures, movements, and theological issues, with attention given to their importance for Christian ministry today. Major primary texts and interpretive studies will be read.

## B. Learning Goals

### I. GENERAL LEARNING GOALS

1. To feel and appreciate the Christian Tradition so the student understands that our generation lives on the growing edge of a vast Christian heritage.
2. To grasp the normative historical expressions of the church that defined its community and mission, with applications to Christian ministry today.
3. To acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
4. To comprehend the issues that motivated the Church to develop its beliefs, practices, and structures and to grasp why, from time to time, the Church modified them.
5. To understand the evolution of Christian doctrine with respect to scripture and tradition, and to learn to discern between form and content.
6. To appreciate the importance of primary sources and the nature and effects of historical interpretation.
7. To view the Church's present ministry in the light of the prior beliefs and actions of the Christian community.
8. To evaluate one's Christian vocation in the light of the historical and theological currents of the Christian tradition.
9. To gain insight into the nature and practice of Christian ministry.
10. To acquire insight into the multi-ethnic and cross-cultural nature of ministry.
11. To participate in the task of developing capable and effective Christian ministry and leadership for the contemporary church which will maintain its faithfulness to its vital heritage.

### II. SPECIFIC LEARNING GOALS

1. To identify the key historical period of the Reformation and post-Reformation period.
2. To understand the major Reformation traditions—Lutheran, Anabaptist, Reformed, and Anglican—and their theologians, especially in terms of faithfulness to the teachings of scripture, the nature of the church, the sacraments, and soteriology.
3. To grasp the significant issues pertaining to salvation in the Protestant Reformation and understand the issues relating to Roman Catholicism.

4. To understand the Roman Catholic response to the Protestant Reformation, particularly the Council of Trent.
5. To recognize and evaluate the major issues involved in the church's ministries within the Christian community and its efforts to relate to the social and political structures of the modern world.
6. To explore the eighteenth-century Enlightenment's impact on the church.
7. To articulate the Puritan, Pietist, and Methodist traditions and to develop and increased awareness of the significant contributions of Wesleyan thought to the broader church.
8. To demonstrate an understanding of the First and Second Great Awakenings.
9. To understand the cultural and theological context of historical criticism and its effect on the nature and authority of scripture.
10. To reflect on the problems and possibilities of church/state relations during this period.
11. To explore the interaction between church and culture, as the leading theologians developed their theologies and with attention to the interaction of Western Christianity with non-Western theological traditions and cultural expressions of Christianity.
12. To survey the major religious cults, with a view to the students' future ministries in evangelism, nurture, and leadership.
13. To trace the rise of modern missions and how Christianity became a global religion.

### **C. Texts**

1. Henry Bettenson, ed., *Documents of the Christian Church*, second edition (London, New York: Oxford University Press, 1963).
2. Justo L. González, *The Story of Christianity: The Reformation to the Present Day* (San Francisco: Harper & Row, 1984).
3. Kerr, Hugh T., ed., *Readings in Christian Thought*, Nashville: Abingdon Press, 1966.
4. Although not required, students may wish to obtain *The Baker Atlas of Christian History*, ed. Tim Dowley (Grand Rapids: Baker Book House, 1996).

### **D. General Guidelines**

To achieve the Learning Goals, the course consists of readings in primary and secondary sources, class lectures, discussion, and three examinations. The course requires no paper. The following expectations apply to the course:

#### **1. Class attendance is required.**

Due to the size of the class, the lecture method will predominate. Most of the material covered on the tests will be discussed and explained in class lectures. If a student misses a class, he or she is expected to get the lecture notes from a peer. Absence from more than two class sessions will result in a lowered grade.

#### **2. The nature of the tests.**

There are three examinations for the course. A variety of styles of questions will be employed. The examinations will focus on both theory and the practice of ministry. Questions will be crafted in such a way as to implement the course goals. Attention to these goals will aid the student in preparation. Each of the three tests will be weighted toward subjects covered in the particular segment of the course being tested. However,

students need continuously to review material covered in previous lectures. For example, some material from the first third of the semester may appear on the test for the second third.

### 3. Examination Schedule

First Examination: TBA  
Second Examination: TBA  
Final Examination: Assigned time during Examination Week

## Lecture Guide

### Church History 502

#### ***1. Martin Luther: The Man and His Message***

READ GONZÁLEZ, 6-20  
READ KERR, 136-140

#### ***2. The Indulgence Controversy and Luther's Ninety-five Theses***

READ GONZÁLEZ, 20-28  
READ BETTENSON, 182-192

#### ***3. Luther's Legacy and Final Years***

READ GONZÁLEZ, 29-45  
READ BETTENSON, 192-212  
READ KERR, 140-154

#### ***4. The Anabaptists***

READ GONZÁLEZ, 53-60  
READ KERR, 179-182

#### ***5. The Reformed Tradition: Zwingli and Calvin***

READ GONZÁLEZ, 46-52; 61-69; 86-109  
READ BETTENSON, 212-217; 268-269  
READ KERR, 157-169

#### ***6. The English Reformation***

READ GONZÁLEZ, 70-85  
READ BETTENSON, 217-244  
READ KERR, 172-174

#### ***7. The Roman Catholic "Counter Reformation"***

READ GONZÁLEZ, 110-124; 174-171  
READ BETTENSON, 258-268; 269-271  
READ KERR, 175-179

#### ***8. The English Puritans***

READ GONZÁLEZ, 149-163  
READ BETTENSON, 244-256; 282-311  
READ KERR, 182-190

*Additional background reading* READ GONZÁLEZ, 172-184

#### ***9. Christianity Comes to the New World***

READ GONZÁLEZ, 217-228

#### ***10. The Enlightenment and the Age of Reason***

READ GONZÁLEZ, 132-148; 185-195  
READ BETTENSON, 268-271; 311-315  
READ KERR, 206-233

**11. Pietism: Its Theology and Influence**

READ GONZÁLEZ, 196-209

**12. *The Wesleyan Revival In England***

READ GONZÁLEZ, 209-16  
READ BETTENSON, 256-258  
READ KERR, 190-196

**13. *The “First Great Awakening” in America***

READ GONZÁLEZ, 228-244  
READ KERR, 196-204

**14. *The Rise of Modern Missions and Christian Ecumenism***

READ GONZÁLEZ, 303-322; 388-397  
READ BETTENSON, 327-334

**15. *The Second Great Awakening***

READ GONZÁLEZ, 244-253

**16. *Alternate Religious Philosophies***

READ GONZÁLEZ, 262-81  
READ KERR, 206-211

**17. *The Chaos of Cults***

READ GONZÁLEZ, 253-261

**18. *The Nineteenth and Twentieth Centuries: Conservative Responses to Liberalizing Trends***

READ GONZÁLEZ, 282-302  
READ BETTENSON, 271-281; 315-325  
READ KERR, 212-251; 264-278

**19. *Twentieth-century Religious Ferment***

READ GONZÁLEZ, 330-387  
READ BETTENSON, 325-327  
READ KERR, 252-263; 278-403