

Asbury Theological Seminary
ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2007

CH 500 Turning Points in Church History

Thomas N. Buchan

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Buchan, Thomas N., "CH 500 Turning Points in Church History" (2007). *Syllabi*. Book 2678.
<http://place.asburyseminary.edu/syllabi/2678>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

Dr. Thomas N. Buchan, III
Assistant Professor of Theology – Office 224
8401 Valencia College Lane Orlando FL 32825
office phone: 407.482.7649 – email: Thomas_Buchan@asburyseminary.edu

Preliminary Syllabus

CH 500: Turning Points in Church History

Summer Term 2, July (23–27) 2007 - 3 Credit Hours

Welcome

Welcome to **CH 500: Turning Points in Church History**. This course is offered as a Summer Term intensive, which makes it a bit more challenging than it would be otherwise. This is due mainly to the compressed time-frame of the course. Within the span of the month of July you will be required to:

engage with the subject matter of the course through preparatory reading of required texts and in class lectures

reflect upon the reading in written answers to study questions and in class discussions and

pass a final examination covering the subject matter of the course

Though this might seem like quite a challenge, I am confident that we can get through this experience together. I have sometimes heard students say that they think church history seems a little boring. I have never found this to be the case, and I hope to show you why!

Personal Introduction

Let's begin with the formalities. I am Dr. Thomas N. Buchan, III and I am an Assistant Professor of Theology at Asbury Theological Seminary. I teach on the Florida campus and I can be reached via email at Thomas_Buchan@asburyseminary.edu or by phone at 407.482.7649. If you have a need to contact me by surface mail, my work address is 8401 Valencia College Lane, Orlando FL 32825.

On a less formal note, I prefer to be called "Thomas." I am relatively new to Asbury Seminary, having just completed my first year as a member of the faculty. I live in Oviedo, Florida with my wife Shelly, my son Thomas (who is seven years old), and my daughter Mary (who is one month old). Last July, Shelly, Thomas, and I moved here from New Jersey, where I completed my graduate studies at Drew University in 2003. In the span of a year we have had new jobs, new schools, a new church family, and a new addition to our family. As you might guess, the last year has been one of many new experiences and adjustments.

This course marks the continuation of the new experiences. This is my first time offering a summer intensive at Asbury. As a result, I am sure some of you are more experienced with this format than I am! I hope you will bear with me as I learn with you.

Course Description

This course is described on page 188 of the Asbury Theological Seminary Academic Catalog as follows:

An introduction to selected critical themes in the history of Christianity, examined within their historical contexts. For MA students (other than MATS) only.

Course Relationship

CH 500: Turning Points in Church History is a required course for the completion of MA degrees in Christian Education, Christian Leadership, Christian Ministries, Counseling, Pastoral Counseling, World Mission & Evangelism, Intercultural Studies, and Youth Ministry.

It is also a required course for the completion of the Certificate in Christian Studies.

The course provides a survey of major figures and developments in the history of Christianity, especially as it has unfolded in the cultures of Europe and North America. It aims to acquaint the student with the broad contours, or the overall “shape,” of Western church history and to supply a basic working knowledge of crucial people, ideas, and moments. While Western civilization provides a contextual framework for the course, we will also highlight the breadth and depth of Christianity’s historical and cultural diversity.

Prerequisites

Courses

This course has no prerequisite courses.

Content

CH 500: Turning Points in Church History is an introductory course in the history of Christian thought and practice. It is not expected that students enrolled in this course have any prior knowledge of the history of Christianity.

Technology

It is recommended that students taking **CH 500: Turning Points in Church History** have ready access to a computer which can support an Internet connection, the student’s asburyseminary.edu email address, and a word processing application (preferably Microsoft Word).

Course Outcomes (Goals and Objectives)

Faith *in* and practical obedience *to* the Lord Jesus Christ has been expressed and articulated in a variety of cultural and historical contexts from the New Testament era until the present time. By the power of the Holy Spirit, Christians have responded faithfully to Jesus Christ to the glory of God the Father in many different languages, social environments, political economies, and cultural moments. When we look back over the course of the history of Christianity, we see that there have been times of spectacular success in following Jesus and times of spectacular failure in following Jesus.

The goals of this course are to arrive at a greater knowledge of and to cultivate a greater appreciation for the history of Christian faith and practice—this history of spectacular success and spectacular failure. We will reach these goals by means of a consideration of some of the wide variety of theological ways and means by which faith in the Lord Jesus Christ has been expressed in the history of the church.

By the end of the course, students will:

1. acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian church.
2. acquire insight into the multi-ethnic and cross-cultural nature of the historical expressions and transmissions of Christianity.

3. consider the issues that motivated the development of Christianity's beliefs, practices, and structures and to grasp why, from time to time, some of those beliefs, practices, and structures have been criticized, corrected, adapted, and modified.
4. reflect upon one's own Christian vocation in the light of the Christian tradition and reflect upon Christian ministry in the present in the light of the prior beliefs and actions of the historical Christian community.
5. prepare for capable and effective Christian ministry and leadership for the contemporary church which can maintain its faithfulness to Christianity's vital heritage.
6. locate the historical discipline within the broad spectrum of theological studies and develop sensitivities to the interrelationship of the biblical, historical, theological and pastoral disciplines.

Required Textbooks

- J. Gonzalez, *Church History: An Essential Guide* (Nashville: Abingdon Press, 1996).
ISBN-10: 0687016118 / ISBN-13: 978-0687016112
- J. Gonzalez, *The Story of Christianity: Volume 1: Volume One: The Early Church to the Reformation* (San Francisco: HarperSanFrancisco, 1984).
ISBN-10: 0060633158 / ISBN-13: 978-0060633158
- J. Gonzalez, *The Story of Christianity: Volume 2: Volume Two: The Reformation to the Present Day* (San Francisco: HarperSanFrancisco, 1985).
ISBN-10: 0060633166 / ISBN-13: 978-0060633165
- M. Noll, *Turning Points: Decisive Moments in the History of Christianity* (Grand Rapids: Baker Academic, 2000).
ISBN-10: 080106211X / ISBN-13: 978-0801062117

Course Requirements and Due Dates

Before the Course

Our course does not begin until July 1, 2007. No work can be **required** before this date and no assignments can be **due** before this date. However, some industrious students have already been contacting me far in advance of the course in order to inquire about the course requirements. These students understand that a summer intensive is **all** of the work of a regular semester in the space of one month. This makes the summer intensive a more challenging format in which to complete any course, and church history is no exception. Students who have already contacted me and inquired about the syllabus, reading, and course requirements would like to know what lies ahead so that they can plan and prepare well for our class meetings in late July. This is wise and strategic.

I am sending this syllabus to you in advance of the course so that **if you so choose**, you may benefit from the wisdom of your peers and begin working on the reading and writing components of the course in advance of July 1, 2007. You are **not required** to do this, but some of you may find it helpful.

During the Course

Once our course begins on July 1, 2007 work will be **required** and assignments will be **due** on a weekly basis. There are three weeks in July prior to our class meetings on the Orlando campus. During these three weeks you will be required to complete the reading

for the course and you will be required to submit written responses to study questions based on the material. Also during these three weeks, you will be expected to prepare yourself for discussing the texts in the course of our class meetings during the week of July 23-27. A detailed discussion of the format for the completion of assignments is included below under the heading “Means of Evaluation.” A schedule of readings and due dates is included below under the heading “Schedule of Assignments.”

“After” the Course

After your three weeks of reading, writing, and preparation, and after our week of class meetings, you will complete a final examination which will cover the subject matter of the entire course. The exam will be composed of a variety of questions including some brief essays. Since our course runs right to the end of the July term, you will complete the exam on the last day of our class meetings (July 27). I am currently looking into the possibility of making the exam computer-based, so if you have a laptop computer please bring it with you. If you do not have a laptop computer you can bring with you to class, you can use one of the library computers to complete the final exam. (And if I am not able to generate a computer-based exam, we’ll do things the old-fashioned way with paper and ink!)

Means of Evaluation

Reading Assignments – 200 points (20% of overall grade)

As I have mentioned before, this course is offered as a Summer Term intensive, which makes it somewhat more challenging in certain respects. One way in which the course is made more challenging by this format is that students must prepare themselves for the class meetings rather independently and well in advance of the class meetings. This means that a considerable burden of personal responsibility falls on the student when it comes to reading. In short, to do well in this course, you will need to read well.

What does it mean to read well? Reading well in church history can take a number of forms, but essentially it will mean:

reading **thoroughly** (i.e., read it ALL WITHOUT SKIMMING)

reading **closely** (i.e., read TO UNDERSTAND WHAT THE AUTHOR **SAYS**)

reading **analytically** (i.e., read TO UNDERSTAND WHAT THE AUTHOR **MEANS**)

reading **reflectively** (i.e., read for WHAT IT MEANS TO YOU)

Completion of the reading will be worth 200 out of a total of 1000 points for the course.

Study Questions Assignments (SQAs) – 300 points (30% of overall grade)

One of the best ways for you to engage with the considerable reading load of the course is the completion of Study Questions Assignments (SQAs). The questions posed are designed to help you think through and think about the subject matter of the course. They are drawn from the final portion of Mark Noll’s, *Turning Points: Decisive Moments in the History of Christianity* (Grand Rapids: Baker Academic, 2000).

Completion of the SQAs will be worth 300 out of a total of 1000 points for the course. There are 14 distinct SQAs listed in the Course Schedule. 20 out of the 300 points will be awarded provided you complete all 14 assignments. Additionally, each SQA is worth a total of 20 points, adding up to the remaining 280 out of the 300 possible points.

You will complete 14 SQAs over the course of the month of July. Answers to SQAs should be written up in 12 point Times New Roman font on single-spaced pages with 1-inch top and bottom margins and 1.25-inch right and left margins. My preference is that your assignments should be completed as Microsoft Word documents (.doc). If you do not have access to Word, please save your assignments as Rich Text Format (.rtf) files.

The length of each answer and the overall length of your assignments will vary from question to question and week to week. For this reason, it is difficult to make a single definitive statement specifying “how much is enough” in terms of the length of answers. As a general guideline to prevent you from writing too much, recommend limiting the total page-length of responses to the first week’s SQAs to five single-spaced pages, the total page-length of responses to the second week’s SQAs to ten single-spaced pages, and the total page-length of responses to the third week’s SQAs to five single-spaced pages.

The following table provides information on how files should be named, due dates for the assignments, and total maximum weekly page-length recommendations.

Study Questions Assignment Filename Formatting		Due:	Total Max. Weekly Pages:
Microsoft Word	Other Word Processors		
Surname-SQA-##.doc	Surname-SQA-##.rtf		
Example using the name “Smith”			
Smith-SQA-01.doc Smith-SQA-02.doc Smith-SQA-03.doc	Smith-SQA-01.rtf Smith-SQA-02.rtf Smith-SQA-03.rtf	Saturday July 7, 2007 11:59 pm EST	5
Smith-SQA-04.doc Smith-SQA-05.doc Smith-SQA-06.doc Smith-SQA-07.doc Smith-SQA-08.doc Smith-SQA-09.doc Smith-SQA-10.doc	Smith-SQA-04.rtf Smith-SQA-05.rtf Smith-SQA-06.rtf Smith-SQA-07.rtf Smith-SQA-08.rtf Smith-SQA-09.rtf Smith-SQA-10.rtf	Saturday July 14, 2007 11:59 pm EST	10
Smith-SQA-11.doc Smith-SQA-12.doc Smith-SQA-13.doc Smith-SQA-14.doc	Smith-SQA-11.rtf Smith-SQA-12.rtf Smith-SQA-13.rtf Smith-SQA-14.rtf	Saturday July 21, 2007 11:59 pm EST	5

SQAs are due via FirstClass by 11:59 pm on the three Saturdays prior to our week of class meetings (July 7, July 14, and July 21). 5 points out of the total 300 will be deducted for each SQA that is turned in late. An additional 5 points will be deducted for each SQAs that has not been turned in before our week of class meetings (July 23-27).

In evaluating your completion of the SQAs with respect to **form**, I will hold you accountable for:

formatting (i.e., I expect you to follow the instructions of this section of the syllabus with respect to font size, line spacing, margins, overall length of assignments, and file naming.)

functional grammar (i.e., I expect clearly articulated ideas, complete sentences, subject-verb agreement, appropriate punctuation (including opening *and* closing quotation marks), proper spelling, and all other hallmarks of effective prose writing.)

In evaluating your completion of the SQAs with respect to **content**, I am looking for and expecting the following:

thoughtful answers (i.e., more than surface responses to the questions, more than “off-the-top-of-my-head” responses to the questions, RESPONSES THAT DEMONSTRATE YOU HAVE READ CAREFULLY (**thoroughly, closely, analytically, and reflectively**) AND CAN EXPRESS CLEARLY THE THOUGHTS YOU HAVE ABOUT THE THINGS YOU HAVE READ)

thorough answers (i.e., more than single-sentence responses, more than responses that assume the questions have obvious or already known answers, more than responses that neglect or dismiss important details and differences, RESPONSES THAT DEMONSTRATE FULLNESS IN CONTENT (**what you say**) AND FORM (**how you say it**))

tight answers (i.e., more than meandering responses, more than responses that spend a lot of time introducing an answer, more than responses that fill up space without conveying significant engagement with the material, RESPONSES THAT DEMONSTRATE FOCUS AND BREVITY WITH NO COMPROMISE OF CLARITY WITH RESPECT TO COMPREHENSION (**what the author says and means**) OR EXPRESSION (**what you say and mean**))

timely answers (i.e., more than “as-time-permits” responses to the questions, more than “I’m-a-very-busy-person-with-a-lot-going-on” responses to the questions, RESPONSES THAT DEMONSTRATE CARE TAKEN IN THE TIME SPENT ON THE ASSIGNMENTS AND PERSONAL RESPONSIBILITY TAKEN FOR THE TIMES ASSIGNMENTS ARE DUE)

As an aside, it has not escaped my notice that I have stated above that I am looking for and expecting answers that are both **thorough** and **tight**. The inference could be made that these are mutually exclusive requests, but this would be a misunderstanding of my intent. The pairing of these two expectations is not contradictory, oxymoronic, or even paradoxical! Instead, **thorough** and **tight** should be understood as complements of one another. Think of this pair of expectations in terms of balance: answers need to be complete AND concise, entire AND economical, sufficient AND succinct.

Class Attendance and Participation – 200 points (20% of overall grade)

Full, active, wakeful, and participatory attendance at our five class meetings is expected and required. Though class meetings will contain a substantial lecture component, your questions are strongly encouraged and sincerely invited. **Please** come to class with questions in mind and be prepared to raise them as we meet together. This form of participation will profoundly enhance the dynamic of the course by assisting you to seek the personal significance of this material and by assisting me to tailor aspects of course material to your concerns.

Final Examination – 300 points (30% of overall grade)

A Final Examination covering the full subject matter of the course will be administered on Friday July 27. The exam will contain matching, multiple choice, short answer, and essay questions.

Grading

Percentages Assigned to Each Mode of Assessment:

Reading Assignments	20%
Study Questions Assignments	30%
Attendance and Participation	20%
Final Examination	30%

Grading Scale (from the ATS Catalog [pp. 30-31]):

A	=	95-100%	Unusually high quality, exceptional work
A-	=	90-94%	Far above average, fine work
B+	=	87-89%	Above average for graduate work
B	=	83-86%	Very good, average for graduate work
B-	=	80-82%	Slightly below average for graduate work
C+	=	77-79%	Meets requirements, but noticeable inadequacies for graduate work
C	=	73-76%	Meets requirements, but with significant gaps for graduate work
C-	=	70-72%	Meets requirements, but serious gaps
D+	=	67-69%	Minimal work
D	=	63-66%	Barely acceptable
D-	=	60-62%	Inadequate work
F	=	59%-0%	Failure

Incomplete Work (from the ATS Catalog [p. 31]):

The official end of each term is 4:00 pm on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student's advisor for permission to receive an "I" at the end of a semester.

A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

What Makes SQA Answers Exceptional?

What qualities or characteristics distinguish A, B, C, D, and F level work?

Exceptional SQA Answers (A) will

- reflect a thorough and careful reading of assigned text
- manifest deep sensitivity to the meaning of key terms, concepts, and phrasing
- seek and make significant connections between material and broader social, cultural, historical issues
- conform to instructions in all matters of form and style, follow instructions in syllabus, **AND** argue persuasively in student's own words and style or idiom
- demonstrate a strong awareness of ministerial, homiletical, devotional, or other practical value of themes and issues raised in the study of the text

Good SQA Answers (B) will

- reflect a careful reading of assigned text
- manifest understanding of the meaning of key terms, concepts, and phrasing
- seek and make some connections between material and broader social, cultural, historical issues
- conform to instructions in matters of form and style, follow instructions in syllabus, **AND** argue in student's own words and style or idiom
- demonstrate significant awareness of ministerial, homiletical, devotional, or other practical value of themes and issues raised in the study of the text

Acceptable SQA Answers (C) will

- reflect a reading of assigned text
- manifest awareness of the meaning of some of the key terms, concepts, and phrasing
- seek connections between material and broader social, cultural, historical issues
- conform to instructions in matters of form and style, follow instructions in syllabus, **AND** present perspective in student's own words and style or idiom
- demonstrate basic awareness of ministerial, homiletical, devotional, or other practical value of themes and issues raised in the study of the text

Marginal SQA Answers (D) will

- reflect a superficial reading of assigned text
- manifest little awareness of the meaning of key terms, concepts, and phrasing
- make little comment on connections between material and broader social, cultural, historical issues
- conform to instructions in matters of form and style, follow instructions in syllabus
- demonstrate inadequate awareness of ministerial, homiletical, devotional, or other practical value of themes and issues raised in the study of the text

Unacceptable SQA Answers (F) will

- reflect a poor reading or a misreading of assigned text
- miss or manifest no awareness of the meaning of key terms, concepts, and phrasing
- omit any consideration of connections between material and broader social, cultural, historical issues
- fail to conform to instructions in matters of form and style, follow instructions in syllabus
- demonstrate no awareness of ministerial, homiletical, devotional, or other practical value of themes and issues raised in the study of the text

Course Schedule – Schedule of Assignments – ATS CH 500 Summer Term 2, July 2007

WEEK	PERIOD	READING		STUDY QUESTIONS ASSIGNMENTS	DUE
		GONZALEZ	NOLL		
WEEK 1 July 2-6 2007	Why Church History?	<i>Church History: An Essential Guide</i> , pp. 7-95 <i>History of Christianity</i> , Vol. 1, pp. xv-xviii	<i>Turning Points</i> , pp. 11-22	SQA 1 <i>Turning Points</i> , p. 322 Study Question 8	11:59 pm EST July 7 2007
	The Early Church	<i>History of Christianity</i> , Vol. 1, pp. 7-109	<i>Turning Points</i> , pp. 23-46	SQA 2 <i>Turning Points</i> , pp. 322-323 Study Questions 1, 3, 7, 8, 9, 10	
	The Imperial Church	<i>History of Christianity</i> , Vol. 1, pp. 113-220	<i>Turning Points</i> , pp. 47-64	SQA 3 <i>Turning Points</i> , p. 324 Study Questions 1, 2, 3, 5, 7	
WEEK 2 July 9-13 2007	Medieval Christianity	<i>History of Christianity</i> , Vol. 1, pp. 231-375	<i>Turning Points</i> , pp. 65-150	SQAs 4, 5, 6, 7 <i>Turning Points</i> , p. 325 Study Questions 4, 5, 6, 7 p. 326 Study Questions 1, 3, 5, 6, 8 p. 327 Study Questions 3, 4, 6, 8 p. 328 Study Questions 3, 4, 5, 6, 7	11:59 pm EST July 14 2007
	The Beginnings of Colonial Christianity	<i>History of Christianity</i> , Vol. 1, pp. 379-412			
	The Reformation	<i>History of Christianity</i> , Vol. 2, pp. 6-125	<i>Turning Points</i> , pp. 151-220	SQAs 8, 9, 10 <i>Turning Points</i> , p. 329 Study Questions 1, 3, 5, 6, 7 p. 330-331 Study Questions 1, 2, 4, 5, 7 p. 331-332 Study Questions 3, 4, 6, 7, 8	
WEEK 3 July 16-20 2007	Orthodoxy, Rationalism, and Pietism	<i>History of Christianity</i> , Vol. 2, pp. 132-231	<i>Turning Points</i> , pp. 221-244	SQA 11 <i>Turning Points</i> , p. 332-333 Study Questions 1, 3, 5, 6, 7	SQA 3 11:59 pm EST July 21 2007
	The Nineteenth Century	<i>History of Christianity</i> , Vol. 2, pp. 238-323	<i>Turning Points</i> , pp. 245-268	SQA 12 <i>Turning Points</i> , p. 334 Study Questions 3, 5, 6, 7	
	The Twentieth Century	<i>History of Christianity</i> , Vol. 2, pp. 330-398	<i>Turning Points</i> , pp. 269-316	SQAs 13, 14 <i>Turning Points</i> , p. 335 Study Questions 2, 3, 4, 5 p. 336 Study Questions 1, 2, 3	

Course Schedule – Schedule of Class Meetings – ATS CH 500 Summer Term 2, July 2007

	Monday July 23, 2007	Tuesday July 24, 2007	Wednesday July 25, 2007	Thursday July 26, 2007	Friday July 27, 2007
	AD 33 – 500	AD 500 – 1000	AD 1000- 1500	AD 1500 – 2000	Recap
9 am	Early Christianity	The End(s) of Ancient Christianity	High Medieval Christianity	Reformation Christianity	What Haven't We Covered?
10 am					
11 am					
12 pm					
12-1 pm	LUNCH				
1 pm	Imperial Christianity	Early Medieval Christianity	Late Medieval Christianity	Enlightenment Christianity	Final Examination
2 pm			Early Colonial Christianity	Modern Christianity	Course Evaluations
3 pm					
4 pm					
5 pm					