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CH 502 Church History II

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CH502
CHURCH HISTORY II
3 hours/credits
Fall 2004

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Instructor

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Welcome:

I find the study of Church history very exciting! For those of us who are fellow disciples of Jesus, church history is a history of our family. Through it we can understand who we are, how or why we came to this point, and what lessons our spiritual ancestors have to teach us. It also gives us a sense of where we are going, though with the caveat that our future, regardless of our present, is already guaranteed by God. Church history is the study of a community of people who, for two thousand years, have lived in hope through their faith in Jesus.

I am a member of Asbury Seminary's adjunct ExL faculty, and also serve as an adjunct faculty member at Vanguard University and Azusa Pacific University in Southern California. I have also served in some form of pastoral ministry for about a decade. Asbury Seminary is my alma mater, where I earned an M.A. I am currently completing my Ph.D. at Fuller Theological Seminary.

This is my first time to teach an on-line course. Please ask me anything that is unclear after reading the syllabus, or if you have any questions throughout the course. I will be on-line almost daily, but you can expect to talk to me in real time during my office hours.

Office Hours: Monday, Wednesday, and Friday 2:00-3:00 p.m. EST.

ExL Contact Information:

For **general questions regarding the ExL program**, contact ExL Director at ExL_Director@asburyseminary.edu or Extended_Learning@asburyseminary.edu

For **technical support**, contact Jared Porter at ExL_Support@asburyseminary.edu.

For **library research support**, contact Information Commons at

Information_Commons@asburyseminary.edu.

For **library loans**, contact Dot James at Dot_James@asburyseminary.edu.

Library/Information Commons Resources

Link: <http://www.asburyseminary.edu/library>

Email: Information_Commons@asburyseminary.edu

Toll-Free: 1-866-454-2733

ExL students are encouraged to make use of local libraries, if possible. However, library services are always available to students through the Asbury Seminary Library. All requests for books and journal articles should be made online by going to the following link: <http://asbury.hosts.atlas-sys.com/illiad/logon.html>.

Advanced Research assistance is available by contacting Hannah Kirsch (Hannah_Kirsch@asburyseminary.edu), which includes using various online databases, or doing research on a specific topic.

To request material from the Asbury Seminary Library, please follow the instructions on the library loan page (<http://asbury.hosts.atlas-sys.com/illiad/logon.html>). Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) if the materials are not available in electronic format; however, shipping via media rate is free. (Media rate normally takes 5 business days for shipping, but it can take two weeks to addresses in the West). Express mail services (prices vary according to weight) and scanning (5 cents per page in pdf format) are also available. Requests generally require 1-2 business days to be processed. Plan ahead and make your requests early enough to allow for shipping and processing!

Windows and Icons:

The Course Center will contain a copy of the syllabus as well as all class modules (No interaction takes place here. This is where the prof. posts course materials only).

The Discussion Center will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and the professor, you should post to the Discussion Center.

The CH 502 Office is for private correspondence between you and the professor.

This will contain items that you do not want to appear publicly before all of your classmates, including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. *Remember:* None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer, and a Real Audio Player.

The Teams Center is where you will interact with your teams (in which you have already been placed) for team/group projects.

The Christian Community Center is for important dialogue unrelated to the class, such a place to ask for prayer and respond to prayer needs, or offer some help to your classmates in areas unrelated to the study of church history (giving the name of a church to a classmate moving to a new area, networking, etc.)

Course Description: (from Course Catalogue)

“An introduction to the development of Christianity from the Reformation to the Protestant Period. Emphasis is placed on the central historical figures, movements, and theological issues, with attention given to their importance for Christian ministry today. Major texts and interpretive studies will be read.”

The purpose of this course is to introduce the history of the Church from the sixteenth century to the present. Emphasis will be placed on the major individuals, movements and theological debates that have shaped Christianity through the past five hundred years. Attention will be given to the development of various movements, the relevance of major debates, the personal stories of select individuals, and the reception of Christianity in different cultures. Students will be encouraged to reflect upon their Christian vocation in the light historical and theological currents of the Christian tradition.

Course Goals: (from area of Church History, ATS)

General:

1. To understand and appreciate the Christian tradition so the student recognizes

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 in their original contexts 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 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.
12. To 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.

Specific:

1. To identify the key historical period of the Reformation and Post-Reformation eras.
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 an increased awareness of the significant contributions of Wesleyanism 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.

Course Requirements:

1. Work through the seven modules by the posted dates (they are separated bi-weekly).

2. Take part in on-line discussions in the Discussion Center. I will grade based on your participation through each module. I will **not** grade based on the quantity but based on the quality of your responses – I will ask myself if you participate and/or respond to your classmates on a regular basis (not necessarily daily, but definitely weekly) with thoughtful responses that show you have worked through the module? This means that you will be expected to both post answers to the questions given at the end of the modules as well as post responses to the answers of at least two other classmates. This does not mean that I must agree with what you say, only that I need to see you are working through the modules.

I will also be participating on a regular basis. Everyone who does participate will receive full credit (10 pts bi-weekly). You can assume you have received full credit for the discussion unless I e-mail you privately to ask where you have been or if you are doing the module.

I will be archiving the discussions after the completion date of each module, so you must be sure to respond in the discussion center before the I move the discussion to the archive (where you will be able to review the discussion to prepare for the test, particularly for essay questions, but not be able to respond to what has been archived).

3. Write 3 response papers to material chosen by the instructor. These are **not** research papers. For the first two papers, I want you to include a one page summary of the selected documents on the first page, and a two page critique of the work (double spaced). I want a six page response on the last paper – a two page summary on the first two pages and a four page critique following (double spaced).

In the critique I want you to tell me what you appreciated most about the material, what you appreciated least, and what value you think the material has for today. While these are based on your opinions rather than research, I will expect the papers to be well-thought out beforehand, well-reasoned and well written (i.e. grammar, spelling).

The first two papers are worth 30 pts each. I will award points this way: 10

points for completing assignment correctly (i.e. one page summary, two page critique), 10 points for the thoughtfulness of your critique (again, I don't need to agree with you but the response does need to reflect that you have seriously thought about the material and worked on your critique), and 10 points for grammar and spelling (I will take off a point for each mistake up to 10 points).

The last paper is worth 60 points. I will award points this way: 20 points for completing the assignment correctly (i.e. two page summary followed by four page critique), 20 points for the thoughtfulness of your critique and 20 points for grammar and spelling.

The first papers will be due at the end of the first modules, the second paper due at the end of the third module and the third paper will be due at the end of the seventh module.

4. Develop and present a group presentation on a particular individual in church history. You have already been placed into a group (you can find the list in the Teams folder), and it is up to you to get in contact with the people in your group. As a group, you will decide which individual to study, how to be present this person's life to the class, and then send that presentation to me so I can place it in the appropriate module for everyone's benefit. This assignment will be due at the end of the fourth module.

I want your presentation to answer three questions – who this person was (their biography generally), what they did (their accomplishments specifically), and what lessons we can learn from their lives (your opinion is what I want). Each presentation will be placed in the one of the last three modules in the appropriate place so the rest of the class can benefit from your work. Your presentation should be the on-line equivalent to standing up in class and giving a 20 minute presentation.

You may offer a brief two page outline with pictures, internet links, bibliography, etc. You may even offer a small video file (though it must be small for those who have slow download speeds). I appreciate creativity – just as long as you are able to satisfactorily answer the questions in a way that helps the rest of the class understand the significance of your subject for the church. I will have objective test questions on your individual for the entire class.

I am asking you to get with your teams (through the Team folder) today or tomorrow and decide which of the following people you would like to study: **Dr. Dietrich Bonhoeffer; Dr. Martin Luther King, Jr.; Pope John Paul II; Archbishop Oscar Romero; and Archbishop Desmond Tutu.** I want each member of your group to e-mail me by Friday, September 10 as to your joint decision (I ask for an e-mail from each of you so I will know that you are in agreement). I will then offer each team help in getting started. Because I will not allow two teams to cover the same person, it is a first come, first pick basis in deciding which team presents which person. So contact your teammates as soon as possible.

This assignment is worth 60 points. I will award 30 points based on the final outcome, and 30 points based on the individual contribution to the team. This means I will be monitoring the teams to see if everyone is contributing by offering suggestions for the presentation, and responding to the suggestions of everyone else. The rest of the team does **not** need to follow your suggestions in order for you to receive full credit – I only want to see that you participated!

5. Successfully answer three exams which will be given throughout the course and which will cover the material given only in the two or three modules immediately preceding the exam. The first exam will cover the material in modules 1 & 2, and be given at the end of the second module. The second exam will cover the material in modules 3 & 4 and be given at the end of the third module. The third exam will cover the material in modules 5, 6 & 7, and will be given at the end of the seventh module.

Because there are three exams, each will be shorter than a usual test, consisting only of thirty objective questions worth one point each and two essay questions worth ten points each. The essay questions will be taken directly from the questions, given at the end of each module, to be discussed on-line. The objective questions will be twenty multiple choice, and ten true/false questions – based on the words **highlighted in bold** in the modular lesson. While there are more than thirty **highlighted** names, there will be no questions not directly related to what I have already **highlighted** for you.

Expectations:

What you can expect of me:

1. Prompt replies to questions and posting (usually daily in the late evening but always during office hours except for the week of Thanksgiving when I will be traveling and during any unexpected emergencies. I am still involved in pastoral ministry, so there is always the chance I will need to rush to a hospital or jail during my office hours. However, this will not happen if it is not a life and death situation).
2. Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester.
3. Prompt feedback and assessment on assignments, within a week from the due date. This will be private communication and not made public to the rest of the class.
4. Hopefully no more than occasional mistakes as I learn this mode of teaching. I will be asking you for feedback on the course and the instructor as we go along, so I can have the opportunity to improve along the way, and next semester.

What I expect of you:

1. Participation in online discussion in the Discussion Center and in your Team Folder.
2. On time completion of assignments. If you cannot complete an assignment, for reasons of an unexpected emergency only, please contact me before the due date as I will

be moving the class forward almost immediately to the next module. Asbury Theological Seminary will not allow any student to take an “incomplete” for a course for any reason except “**unexpected emergency**” which does not include outside work-related problems. If you realize you cannot finish the course and we are still in the first half of the semester, it would be more advantageous to you to drop the course. However, please talk to me privately first.

3. Your honest questions when you don't understand the material or the instructions. If you have a question about the material or about the assignments, please ask in the discussion center, so everyone may benefit from your question. If you have a problem with me, please e-mail me privately to see if we can resolve the problem.

4. Your patience as we work together in this medium.

Online Etiquette:

I expect you to use correct grammar and spelling in all our communication (though I will **not** grade your grammar and spelling in the Discussion Center – but everyone benefits in understanding when we all follow the same rules of grammar and spelling). Also please do not use normal e-mail abbreviations such as “LOL” or “BTW” since others (like your instructor) may not understand their meaning. Two exceptions to this rule are that you can communicate however you desire in Chat Center and can use any emoticons () to describe your tone.

Grading:

Catalog guidelines: The ATS Academic Catalog lists the grading system (pg. 28). The grade of “A” is defined as “Exceptional work: surpassing, markedly outstanding achievement of course objectives.” I will hold everyone to that standard if they want to achieve an “A” for the course. This means you must do more than simply turn in all the assignments – in regard to the papers and presentation you are expected to do “exceptional” work (defined according to the Catalog). In regards to the tests, it means that you have successfully answered 90% of the objective and subjective test questions (the essays will be graded according to the knowledge of the course material you show in your answer). In regard to the on-line discussions, “A” work is consistent participation in regards to module questions and responses to classmates. I total grades by the percentage of points you earned out of 400 points possible. So if you earn 360 points, which is about 91% of 400, you will receive an “A -“ for the course.

The following is the breakdown of the point value of assignments:

Assignment	Point Value	Total
7 Bi-Weekly On-Line Discussions	10 pts.	70 pts
First 2 Paper Responses	30 pts.	60 pts

Final Paper Response	60 pts.	60 pts
Group Presentation	60 pts	60 pts
3 Tests	50 pts	<u>150 pts</u>
Total Points Possible:		400 pts

How To Submit Work:

You can submit your response papers, tests and group presentations to the Office folder. I will grade each and return your grade with comments to you privately through your mailbox. You can expect to receive the grade a week after the assignment's due date.

Required Reading:

Justo Gonzalez, *The Story of Christianity, Vol. 2.* (1985).

Adrian Hastings, ed. *A World History of Christianity*, (1999).

Phillip Jenkins, *The Next Christendom* (2001).

Hugh T. Kerr, editor. *Readings in Christian Thought* (1990).

Course Schedule: Fall 2004 session begins Sept. 7 and ends December 17.

(Modules include due dates for their completion in bold)

I. *Reformations*

A. Module #1: *The Protestant and Catholic Reformations*

1. Read Gonzalez 2-43, 110-119; Hastings 238-247, 270-276 and Kerr 135-157, 175-178.
2. Take part in on-line discussion based on module questions.
3. Study for first exam.
4. Complete three page response paper to Martin Luther's "Three Roman Walls" (Kerr, 143-146).

Module #1 Completion Date: Friday, September 17, 11:59 p.m. EST

B. Module #2: *Second Generation Reformations*

1. Read Gonzalez 46-110, 135-183, 282-289; Hastings 248-269, 277-281; and Kerr 157-174, 179-185.
2. Take part in on-line discussion based on module questions.
3. Study for, then take first exam.

Module #2 Completion Date: Friday, October 1, 11:59 p.m. EST

II. *Revival and Reappraisal*

A. Module #3: *Revival throughout the West*

1. Read Gonzalez 185-258; Hastings 416-439, and Kerr 190-204.
2. Take part in on-line discussion based on module questions.
3. Study for second exam.
4. Complete three page response paper to John Wesley's "Christian Perfection" (Kerr 195-196).

Module #3 Completion Date: Friday, October 15, 11:59 p.m. EST

C. Module #4: *The Struggle for Christian Unity*

1. Read Gonzalez 303-323, 345-355, 388-398; Hastings 440-507; and Kerr 205-232, 246-247, 265-300, 347-373.
2. Take part in on-line discussion based on module questions.
3. Turn in group presentation on the individual you have studied.
4. Study for, then take second exam.

Module #4 Completion Date: Friday, October 29, 11:59 p.m. EST

III. *Global Christianity*

A. Module #5: *Christianity in the Southern Hemisphere*

1. Read Gonzalez 274-282; and Hastings 192-238, 328-368.
2. Take part in on-line discussion based on module questions.
3. Read the first half of Jenkins and work on response paper.
4. Study for third exam.

Module #5 Completion Date: Friday, November 12, 11:59 p.m. EST

B. Module #6: *Christianity in the East*

1. Read Gonzalez 338-342; Hastings 147-191, 282-327, 369-416, 508-536.
2. Take part in on-line discussion based on modular questions.
3. Read the second half of Jenkins and work on response paper.
4. Study for third exam.

Module #6 Completion Date: Wednesday, November 24, 11:59 p.m. EST.

C. Module #7: *Christianity in the West*

1. Read Gonzalez 262-273, 360-388; and Kerr 384-394.
2. Take part in on-line discussions based on module questions by **Friday, December 10, 11:59 p.m. EST**
3. Study for, then take the third exam by **Friday, Dec. 10, 1159 EST.**
4. Turn in final response paper on Jenkin:'s *The Next Christendom* by **Friday, December 17, 11:59 p.m. EST.**