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CH 500 Turning Points in Church History

D. Allen Tennison

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CH500
Turning Points in Church History
3 hours/credits
Fall 2005

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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 have also served 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.

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 in the discussion center during my office hours.

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

ExL Contact Information:

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:

ExL_Office@asburyseminary.edu

Phone: (859) 858-2393

For **technical support, library research support, library loans**, and **ExL media** contact Information Commons:

Info_Commons@asburyseminary.edu

Phone: (859) 858-2233
Toll-free: (866) 454-2733

Accessing Information Commons Materials:

1. General Questions:

▪ The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here:

<http://www.asburyseminary.edu/icommons/hours.shtml>.

2. Materials Requests:

▪ To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/icommons/index.shtml>

▪ ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

▪ ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

▪ ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

▪ To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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ExL Media Copyright Information

No further reproduction and distribution of [media for this course] is permitted by transmission or any other means.

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

The Course Prayers 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 selected critical themes in the history of Christianity, examined within their historical contexts.”

The overarching themes of this course will be a look at the changes in the church in general, from the make-up of the early, persecuted church to the coming of a global church. We will be looking at the whole of church history in brief, with a special emphasis on the development of the church worldwide.

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

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.

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 alone 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 at least a brief two page outline with pictures, internet links, bibliography, reading selections, 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: **David Yonggi Cho, Pope John Paul II; Archbishop Oscar Romero; Mother Theresa and Archbishop Desmond Tutu.** I want each member of your group to e-mail me by Monday, September 13 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, in the Teams folder (so do your work there rather than the Chat Center) 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! This assignment must be turned in to the Office by Friday, October 14.

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.

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

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.

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:

Henry Bettenson. *Documents of the Christian Church*. (London: Oxford University Press, 1967).

Justo Gonzalez, *The Story of Christianity, Vol. 1 and 2*. (New York: HarperCollins, 1985).

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

Philip Jenkins, *The Next Christendom* (Oxford: Oxford University Press, 2002).

Course Schedule: Fall 2004 session begins Sept. 5 and ends December 9.
(Modules include due dates for their completion in bold)

I. *Early Christianity*

A. Module #1: *The Early Church*

1. Gonzalez V. 1: xv--108, Bettenson 1-15, and Kerr 13-28.
2. Take part in on-line discussion based on module questions by at least the end of the first week.
3. Complete three page response paper to Perpetua, "A Vision of Truth" in Kerr, 25-28
4. Study for first exam.

Module #1 Completion Date: Friday, September 16, 11:59 p.m. EST

B. Module #2: *The Imperial Church*

1. Read Gonzalez V. 1: 113-219; Bettenson, 15-19, 44-61; and Kerr 51-77.
2. Take part in on-line discussion based on module questions by at least the end of the first week.
- 3 Study for, then take first exam.

Module #2 Completion Date: Friday, September 30, 11:59 p.m. EST

II. *Transitional Christianity*

A. Module #3: *The Medieval Church*

1. Read Gonzalez V. 1: 231-341, 362-374; Bettenson 79-82, 89-133; and Kerr 79-95, 102-119.
2. Take part in on-line discussion based on module questions by at least the end of the first week.
3. Complete three page response paper to Augustine's autobiography, in Kerr 52-58.
4. Turn in group presentation on the individual you have studied.
5. Study for second exam.

Module #3 Completion Date: Friday, October 14, 11:59 p.m. EST

B. Module #4: *The Reformed Church*

1. Read Gonzalez V. 1: 342-361, V.2: 6-124 ; Bettenson 135-136, 182-216, 261-266; Kerr 135-154, 157-169, 175 -181

2. Take part in on-line discussion based on module questions by at least the end of the first week.
3. Study for, then take second exam.

Module #4 Completion Date: Friday, October 28, 11:59 p.m. EST

III. Modern Christianity

A. Module #5: The Rational and Revivalist Church

1. Read Gonzalez V. 2: 132-230; Bettenson 256-258; and Kerr 190-221.
2. Take part in on-line discussion based on module questions by at least the end of the first week.
3. Read the first half of Jenkins and work on response paper.
4. Study for third exam.

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

B. Module #6: The Global Church I

1. Read Gonzalez V. 2: 234-273, 282-302, 338-387; Bettenson 327-335; and Kerr 282-300, 347-357, 361-373, 384-394.
2. Take part in on-line discussion based on modular questions by at least the end of the first week.
3. Read the second half of Jenkins and work on response paper.
4. Study for third exam.

Module #6 Completion Date: Friday, November 25, 11:59 p.m. EST.

C. Module #7: The Global Church II

1. Read Gonzalez V. 2: 274-281, 303-322, 388-397
2. Take part in on-line discussions based on module questions by **Friday, December 9, 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 9 11:59 p.m. EST.**