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CH 502 Church History II

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CH 502XL Church History II

A three credit course

Asbury Theological Seminary – Fall 2004

Instructor: Christopher J. Anderson



Quaker worship service (1888) Source - <http://www.loc.gov/exhibits/religion/f0707s.jpg>

Email: Christopher_Anderson@asburyseminary.edu

Live Online Office Hours: Tuesdays 2-3pm & Thursdays 10-11pm

The syllabus for this course may be adjusted from time to time before the first day of the semester. This document is for CH502 course members only and is not intended for general distribution on the internet without the permission of the instructor.

Course Welcome

Thank you for joining me in our 2004 fall semester course on the history of Christianity. We will examine the contours of church history from the Protestant Reformation to the present era. I look forward to our time together this semester as we read primary and secondary texts, interpret diverse representations of Christianity, and build community through weekly threaded discussions and email correspondence. I will be available online for virtual office hours on Tuesdays from 2-3pm Eastern

Standard Time and Thursdays 10-11pm EST. To chat directly with me please enter the course chat room. Feel free to stop by and ask questions or to just touch base regarding the course. During the week, I will regularly check course email and respond to any general questions in a timely manner. Please indicate if you need me to respond immediately by placing the word 'urgent' in the subject line and I will get in touch with you as soon as possible.

Course Description

This course is an introduction to the development of Christianity from the European Reformation to the contemporary context. 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 alongside course lectures and online resources.

General Course Objectives

- 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 acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
- 3) 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.
- 4) To understand the evolution of Christian doctrine and to learn to discern between form and content.
- 5) To appreciate the importance of primary sources and the nature and effects of historical interpretation.
- 6) To view the present in the light of the prior beliefs and actions of the Christian community.
- 7) To evaluate one's Christian vocation in the light of the Christian tradition.

8) To gain insight into the nature of Christian ministry.

Specific Course Goals

1) To identify the key historical period of the Reformation and post-Reformation era.

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 including 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 18th 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.

12) To survey the major religious non-Christian traditions, 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 Required Reading Materials

Bettenson, Henry and Chris Maunder, eds. Documents of the Christian Church. New York: Oxford University Press, 1999.

Gonzalez, Justo. The Story of Christianity. Volume 2. San Francisco: Harper and Row Publishers, 1985.

Kerr, Hugh T., ed. Readings in Christian Thought. Nashville: Abingdon Press, 1990.

Various online World Wide Web resources -- to be linked in the modules

Course Expectations – Students and Instructor

Each student in CH502 can expect regular and timely responses to personal email correspondence from me. I also will regularly interact with you in the threaded discussion posts throughout the semester. Though I have taught for eight years in a physical classroom environment this is my first ExL online course with Asbury. Please be patient with me on my first journey as I learn the system.

As the instructor of CH502 I expect regular interaction from each student to email correspondence and threaded discussions. Each student is required to interact on a regular basis. For some of you this may be the first time you have used the ExL online classroom. If you have experience in this virtual context please feel free to encourage and assist those who are new to this unique environment. As a general rule I expect you to spend between 12-15 hours per week throughout the semester reading, posting, and corresponding with other class members.

Course Requirements

Three course content exams will be given at intervals during the semester. Each exam will include short answer and essay questions that reflect upon the reading materials assigned in the syllabus. Each exam is worth 100 points and the grade will reflect the percentage outline noted below.

A 15-page research paper is also required for this course. The paper must conform to a familiar writing style format (i.e. MLA, Turabian, etc.) with 12-point readable font such as Arial, Tahoma, or Times New Roman. Be certain to number your double-spaced pages and include a cover page with your name, paper title, and course name.

For the paper each student is required to select a character from church history that lived, worked, and played within the parameters of the course: from the Protestant Reformation until the present. I would strongly recommend that you 'look around' to find someone that interests you rather than default automatically to a Luther, Calvin, or Wesley. Of course you may select one of these individuals if they interest you.

Since this course is image driven (I will direct you to a number of images during the semester) you will be required to include 3 images of the individual in your paper. This approach is different than what you are used to but I think this will encourage you to be creative with your paper. You can insert images directly onto your paper (be certain to cite the location where you acquired the image and make the image no larger than a quarter of a page).

The format of the paper will include the following three sections: a sketch of the background and social context of the individual, his/her theological leanings and how these convictions impacted the society of his/her time, and the continued tradition of this person's teachings in the present. Thus, the paper can reflect on a person such as Marie Dentiere who worked with John Calvin or someone in the recent era such as Jerry Falwell. Remember to use at least 7-10 resources in your paper and be certain that at least half of these sources are taken from non-online materials. Any papers without citations will be returned. *Please begin initial work as soon as possible since this paper needs to be attached and sent to my office email by midnight December 1st.* This will give me ample time to read and provide notations/questions on your papers before the end of the semester. Please feel free to contact me regarding possible persons for your papers.

Class participation will be a crucial element to the success of this course. We are all on the Asbury journey together and we can encourage and shape each other through timely dialogue. Online community is a unique dynamic and can only be enhanced through regularly participation in the course discussion center.

Within each course module I will post a series of questions taken from the readings. Each of you must respond to these questions in the form of thoughts/comments/concerns. Once you have posted one response to each question, you must respond to the comments of two other students. Thus, as a bare minimum you must make at least three posts per week. My hope is that you will interact more than the minimum and that our small course community will develop into a shaping and learning tool for future courses at Asbury. Please note: class participation is worth 50 points in the total grade sequence. Active class participation will guarantee you all the points in this piece of the overall course grade.

Course Schedule

Each new module *begins at 9AM* on the first date listed below:

Module One: September 7-September 20

Theme: Reformations I, Luther, Calvin, and Zwingli

- Introduce yourself via posted message in 100 words or less
- Read Module One introduction and read response questions
- Connect and read URL links in Module One
- Read Gonzalez, pages 1-69
- Read Kerr, pages 136-169
- Read Bettenson/Maunders, pages 202-241
- Post one response per question and respond to two other student posts

Module Two: September 21-October 4

Theme: Reformations II, English/Catholic Reformations and the growth of European Protestantism

- Read Module Two introduction and reading response questions
- Connect and read URL links in Module Two
- Read Gonzalez, pages 70-125
- Read Kerr, pages 169-182
- Read Bettenson/Maunders, pages 241-281
- Post one response per question and respond to two other student posts

Module Three: October 5-October 18

Theme: Protestant Orthodoxies and the Puritan Revolution

- Read Module Three introduction and reading response questions
- Connect and read URL links in Module Three
- Read Gonzalez, pages 127-184
- Read Kerr, pages 182-185

- Read Bettenson/Maunders, pages 298-342
- Post one response per question and respond to two other student posts

Module Four: October 19-November 1

Theme: Rationalism, Pietism, and the Rise of Methodism

- Read Module Four introduction and reading response questions
- Connect and read URL links in Module Four
- Read Gonzalez, pages 184-216
- Read Kerr, pages 190-196
- Read Bettenson/Maunders, pages 345-354
- Post one response per question and respond to two other student posts

Module Five: November 2-November 15

Theme: Religious Diversity and Revivalism in the United States, 17th-19th Centuries

- Read Module Five introduction and reading response questions
- Connect and read URL links in Module Five
- Read Gonzalez, pages 217-261
- Read Kerr, pages 186-190, 196-204, 229-233, 237-246, 248-251
- Review Bettenson/Maunders, pages 311-316, 329-331, 337-341
- Post one response per question and respond to two other student posts

Module Six: November 16-November 29

Theme: 19th Century Protestant/Catholic Theological Development and Missionary Expansion

- Read Module Six introduction and reading response questions
- Connect and read URL links in Module Six
- Read Gonzalez, pages 282-323
- Read Kerr, pages 212-228, 246-248, 264-278
- Read Bettenson/Maunders, pages 286-289, 354-359
- Post one response per question and respond to two other student posts

Module Seven: November 30- December 17

Theme: American and European Religion in the 20th Century

- Read Module Seven introduction and reading response questions
- Connect and read URL links in Module Seven
- Read Gonzalez, pages 325-397
- Read Kerr, pages 257-262, 282-300, 315-328, 347-357, 384-394
- Read Bettenson/Maunders, pages 369-384, 390-394, 411-421
- Post one response per question and respond to two other student posts

Grading

- A** 4.0 - Exceptional work: surpassing, markedly outstanding achievement of course objectives.
- B** 3.0 - Good work: strong, significant achievement of course objectives
- C** 2.0 - Acceptable work: basic, essential achievement of course objectives
- D** 1.0 - Marginal work: inadequate, minimal achievement of course objectives
- F** 0.0 Unacceptable work: failure to achieve course objectives

Please note: "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.'" (from ATS catalog, p. 28)

Semester Point Totals

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Research Paper	100 points
Participation	50 points
<i>Total Points</i>	<i>450 points</i>

Semester Grading Sequence

A	93-100%	(418-450 points)
A-	90-92.9%	(405-417 points)
B+	88-89.9%	(396-404 points)
B	83-87.9%	(373-395 points)
B-	80-82.9%	(360-372 points)
C+	78-79.9%	(351-359 points)
C	73-77.9%	(328-350 points)
C-	70-72.9%	(315-327 points)

D+	68-69.9%	(306-314 points)
D	63-67.9%	(283-305 points)
D-	60-62.9%	(270-282 points)
F	00-59.9%	(000-269 points)

Online Etiquette

Many of you are familiar with internet chat lingo and use it frequently in your correspondence in chat rooms and email. For some in this course such shortened phrases as 'LOL' (Laughing Out Loud or other variants) or 'BTW' (By The Way) are unfamiliar and perhaps confusing. Be sensitive to those who might not know what these shortened phrases mean and spell them out for each other in your posts and exchanges.

This course is a safe zone for interaction. Each of us will share unique stories concerning our religious backgrounds and theological interpretations. Therefore it is imperative that we respect (and learn from) each other's positions and questions. A significant benefit to the seminary experience is that each of us can begin to understand and hopefully respect each other as we build community and interact with each other. For me it is important that each person in this course be able to ask questions and respond to posts without fear of overt textual attacks from their classmates.

How to Submit Work

Course Support and ExL Contact Information

The following individuals and contact points will be available should a pertinent question arise during the course:

For general questions regarding the ExL program contact:

ExL_Office@asburyseminary.edu or
Extended_Learning@asburyseminary.edu.

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

Obtaining Library Materials and Assistance

General Questions: Information_Commons@asburyseminary.edu
Toll-free 1-866-454-2733

This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8AM-7PM and Friday and Saturday from 8AM-5:45PM. If the people at the desk can not answer your questions, they will direct you to the person or department who can.

For interlibrary loans, contact Dot_James@asburyseminary.edu. Or you can call toll-free 1-866-454-2733

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

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

ExL students are encouraged to contact Hannah Kirsch 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.

Hannah_Kirsch@asburyseminary.edu

Or call the toll-free number and ask to be transferred to Hannah (x2189).

Online Databases:

To access the online library resources including the library catalog and full-text journal databases, go to www.asburyseminary.edu/library 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 ten digit number (20000XXXXX where XXXXX = your student id). If you have questions, contact the information commons desk.

Windows and Icons

The Course Center will contain a copy of the syllabus as well as all class modules.

The Discussion Center will be used for all public communications. Anytime you have a question or comment about the course, the modules, the

assignments, or anything else that would be of interest to your classmates and me, you should post to the Discussion Center.

The CH502 Office is for private correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates.

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 share prayer concerns, study, ask questions, or to explore topics. 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, the services in Estes Chapel, ExL Updates, Guidelines for Success, helpful hints, interesting links, a Powerpoint Viewer, and a Real Audio player. I encourage you to take advantage of all these resources, and particularly to utilize the chapel access in order to connect with the seminary's on-campus opportunities for spiritual growth.