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CH 502 Church History II

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I. Course Description:

Church History II explores the development of the Christian Church from the time of the Reformation to the Modern Era. We will pay attention, through an examination of both primary and secondary materials, to the social, cultural, political and theological contexts in which the church grew. Beyond this, we will be attentive to the relevance of historical understanding for contemporary ministry. Lectures, reading, and posted discussion will constitute the major substance of our exploration.

II. Learning Goals

I. General Goals

1. To 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.
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 present 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 of Christian ministry.
10. To participate in the task of developing capable and effective Christian leadership for the contemporary church which will maintain its faithfulness to its vital heritage.

II. Specific 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 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.

12. To survey the major religious cults.

13. To trace the rise of modern missions and how Christianity became a global religion.

III. Texts:

The following texts are appropriate materials, in conjunction with class lectures, through which the student can actualize the course goals:


IV. Topical Outline:

Period I *The Reformation and Counter Reformation, 1517-1648*

A. The Background of the Reformation

B. The German Reformation

C. The Swiss Reformation

D. The Anglican Reformation

E. The Counter Reformation

Period II *Rationalism and Revivalism, 1648-1789*
A. The Establishment of Christianity in North America
B. Rationalism, Revivalism, and Roman Catholicism

Period III  Missions and Modernism, 1789-1914

A. Religion and Reform in Great Britain and Continental Europe
B. Challenges to the Faith
C. The American Church

Period IV  The Church Since 1914

A. The Church and the Social Question
B. Theological Transitions

V. Reading and Exam Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Gonzalez</th>
<th>Kerr</th>
<th>Collins</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test # 1</td>
<td>1-127</td>
<td>135-204</td>
<td>11-86</td>
<td>March 7th</td>
</tr>
<tr>
<td>Test # 2</td>
<td>128-233</td>
<td>205-262</td>
<td>87-156</td>
<td>April 11th</td>
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<tr>
<td>Test # 3</td>
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<td>263-394</td>
<td>157-211</td>
<td>Exams</td>
</tr>
</tbody>
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VI. Course Procedures:

A. Three examinations will be given during the semester (see chart above). Questions will be crafted in such a way so as to implement the course goals. Indeed, attention to these goals in studying will aid the student in preparation. These exams will not only include the designated reading material but also the class lectures. Please note that the exams will be heavily weighted towards the reading. The exams will constitute 75% of the grade.

If students miss an exam for any reason, then they must construct a study outline, based upon the appropriate material (testing dates and page numbers) in the Gonzalez text. The outline must be typed and thorough. A grade for the outline will not be assigned until after the final exam. The reason for this procedure is that students are not permitted to earn a higher grade on the outline than on their best in-class exam score. Please note that students only have this outline option once. If two exams are missed, then the student should repeat the course. This outline is due on the last day of class.

B. In light of (A) it is imperative that students attend class on a regular basis. Absenteeism (missing more than 2 classes) will result in grade reduction.
C. Class participation, attendance, and completion of the assigned readings will count as 25% of the grade.

D. A reading report which indicates that students have completed all of the readings is due on the day of the final exam. Studies at this time must also indicate how many times they were absent from class.

E. What Constitutes Reading

There have been several instances when students indicated (in a later confession) that they had simply "skimmed" the reading assignments and counted the pages in their reading report. This is unacceptable and represents deficient work. To prevent this occurrence again students may fulfill their reading assignment in one of two ways: First, they can outline all the reading material for the course and place it in a bound notebook. Or second, they can freshly underline or highlight their textbooks giving evidence that they have grappled with the material.

F. Students may receive extra credit (in the amount of one letter grade) if they write a fifteen to twenty page research paper (12 pt. double spaced) on a topic to be discussed with the professor. This paper is due on the last day of class. Please note: This paper is not required.

VII. Bibliography

General Histories of Christianity


Histories of Theology


**The Reformation**


**Rationalism and Revivalism**


**Contemporary Developments**


**American Evangelicalism**


