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CH 502 X3 8 Church History II

Patrick Eby

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The syllabus for this course may be adjusted from time to time before the first day of the semester. This document is for CH502X3 course members only and is not intended for general distribution on the internet without the permission of the instructor.

Personal Introduction and Welcome:
Rev. Patrick Eby, professor
Email: patrick.eby@asburyseminary.edu (preferred for course business) or peby@drew.edu
Phone: (570) 839-4030 (home)
        (570) 972-4256 (cell)
B.A., Indiana Wesleyan University, 1986
M.Div., Asbury Theological Seminary, 1993
M.Phil., Drew University, 2006

Welcome to CH502! This course is an introduction to the history of the Christian church from the Reformation to the present. History is much more than names, dates, and places; it is the story of real people facing real problems. Church history, especially, is the story of our brothers and sisters in Christ trying to be faithful to the Gospel in the face of changing circumstances.

As we move through the course, I will be asking you to think about what people thought the heart of the Gospel was, and what they thought life together in community (that is, in the church) looked like. I will also be asking you to think about M L King whose stories particularly appeal to you, and why. As we think together about how our mothers and fathers in the faith have faced crises and challenges, we will become better able to equip those with whom we minister to understand and apply the riches of the Christian tradition to their own spiritual walk.

Course Description:
An introduction to the development of Christianity from the Reformation to the modern 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. (3 credit hours)

Course Objectives:
1. To acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
2. 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.
3. To understand the evolution of Christian doctrine with respect to Scripture and tradition and to learn to discern between form and content.
4. To appreciate the importance of primary sources in their original contexts and the nature and effects of historical interpretation.
5. To view the Church’s present ministry in the light of the prior beliefs and actions of the Christian community, and to develop capable and effective Christian ministry and leadership for the contemporary church which will maintain its faithfulness to its vital heritage.

6. To evaluate one’s Christian vocation in the light of the Christian tradition.

7. 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 Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Grasp the significant issues pertaining to salvation, the nature of the Church, and the sacraments in the Protestant Reformation, and understand the reasons why people on all sides of the Reformation debates thought the issues were worth dying (and often killing!) for.

2. Understand the major post-Reformation Western traditions—Roman Catholic, Lutheran, Anabaptist, Reformed, and Anglican—and their significant theologians.

3. Explain the eighteenth-century Enlightenment’s impact on the church.

4. Articulate the Puritan, Pietist, and revivalist traditions, and develop an appreciation for the place of Wesleyanism within the history of modern Christianity.

5. Understand the cultural and theological origins of the conflict between conservative and liberal Protestantism and its relevance for the contemporary Church.

6. Reflect on the problems and possibilities of church/state relations during this period, and explore the interaction between church and culture, with attention to the interaction of Western Christianity with non-Western theological traditions and cultures.

7. Understand the Eastern Orthodox critique of Western Christianity, and be able to relate the issues debated among Western Christians to the rather different Eastern perspective.

8. Trace the rise of modern missions and explain how Christianity became a global religion.

**Course Format:**

On the opening page of the course, you will see a number of different forums and links. Here’s a brief rundown of what they all mean.

- “Course News and Announcements” is just that: a forum where I will post official news, announcements, and reminders.
- “Syllabus” is where you can find a copy of this syllabus at any time.
- “To Professor” is for private communication with me. It will not be read by anyone else. If I think your question would actually benefit others in the course, I may ask you to post it to…
- “Course Questions,” which can be read by other students, and is a place for general questions about the syllabus, the assignments, terms and concepts you don’t understand, and anything else course-related you can think of.
• The “Prayer Forum” is for prayer requests you want to share with other class members.
• The “Open Forum” is a place to chat about anything and everything (in a loving and civil fashion) in an effort to build community. No one is required to participate in this forum; it is optional as you have time and interest.

Expectations:

What you can expect of me:
• Prompt replies to questions and postings.
• Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester.
• Prompt feedback and assessment on assignments.
• Occasional bloopers as I continue to learn this mode of teaching and interact with the class.

What I expect of you:
• Participation in online discussion in our course forums.
• On time completion of all assignments.
• Your honest questions when you don’t understand the material or the instructions.
• Your patience as we work together in this medium.

Module Agendas:
As part of Module One, please post a short autobiographical statement in the “Introductions: Getting to Know Each Other” forum. You will find more information on this in the first module.

Each module (after Module One, which is a brief introduction) will contain
• A short video by the Professor and a PowerPoint, which introduces the course material for that module.
• A list of the course reading assignments (which you will also find below here in the syllabus).
• A set of discussion questions (which will be posted in forums on the Moodle site for you to respond to).
• A list of key words, people, places, and events which you will want to know for the tests (which will be posted in forums on the Moodle site in each module).

For each module, you will be responsible for completing the following assignments:
• Respond to two of the questions with an initial response. (The first will be due by the first Friday morning at 9:00am, the second one by the second Tuesday morning at 9:00am)
• Give feedback that is substantive to 4 of your classmates initial postings. (see below for timing)
Assignment Descriptions and Methods of Evaluation:

1. **Responses to discussion questions and to classmates’ posts** (worth 50 points per module) Your participation in the Discussion Board (DB) will be graded with the following Grading Matrix: (The only exception to this is week one when your grade (still worth 50 points) will be based on participation and your completion of the syllabus test.)

   The assigned grade for each of your initial responses and the assigned grade for your responses to classmates will be averaged and points will be deducted from the averaged grade as needed for items 3 and 4.

   Formula $\rightarrow \frac{(\text{Initial Response 1} + \text{Initial Response 2} + \text{Responses to Classmates})}{3} - \text{points deduction from Items 3 & 4} = \text{Grade for Discussion for Module.}$

   1. Initial response
      - 90 -100 Well researched and documented, well written and organized, complete, answers the question. Student shares personal experiences in the subject area that further clarifies the discussion. Student references the current professional literature as found in professional journals (can be journals from online database at Asbury), not web sites or just the text.
      - 82 -89 Some research and documentation (only cites text or web site materials), written in an understandable manner but not completely organized. Addresses the question asked but does not completely answer the question.
      - 74-81 Response does not address the question asked, is disorganized and difficult to follow, no evidence of research.

   2. Response to classmates is substantive
      - 90 -100 Further clarifies classmate’s posting and adds to the substance of the contribution with researched (cites the current professional literature) and documented response, or critiques the contribution in a positive manner with one (1) researched and documented posting. Student shares personal experiences in the subject area that further clarifies the topic. Well written and easy to follow.
      - 82 -89 Further clarifies classmate’s posting and adds to the substance of the contribution utilizing limited research and documentation in the area (only cites text). Critiques contribution in a positive manner with limited research and documentation. Written in an understandable manner but not completely organized.
      - 74 -81 Does not clarify nor critique posting. Student posts a disorganized response, difficult to follow. No evidence of research and/or no documentation.

   3. Responds to classmates a minimum of three separate days of discussion board
      - Try to spread these postings out over the life of the DB— One response early, one at the middle point and one toward the end. That way we can all benefit from the expertise of each other over the entire time the DB is active for that module. Points will be deducted for each day less than three separate days of contribution. Discussion forums are expected to focus on the discussion topic.
4. Responds to a minimum of three times to classmates postings
   Minus 10 points for only three postings
   Minus 15 points for only two postings
   Minus 20 points for only one posting

To clarify, for each discussion board you are to post two original threads in response to the questions, respond to a minimum of four of your classmate’s postings. You cannot do all of this in one day. You must post on three different days while the discussion board is active. You have two weeks for each module. Be sure to clarify anything you are confused about before being graded for the first discussion board.

2. Write 4 reflection papers (each paper worth 50 points per module):
   The first three reflection papers will be completed modules 2-5. Out of these 4 modules you need to write 3 reflection papers. In other words you can skip a reflection paper in one module. If you write a reflection paper for each module I will use your top 3 grades.

   Each paper should be 2-3 pages, double-spaced, 12 point font. These papers will ask you to reflect on one of the primary texts from the module that we are studying each week. You will need to answer the following questions:
   • What are the theological and/or practical issues at stake in the document? What is the problem which God’s people are facing?
   • How does the author suggest that the problem be resolved?

   There are usually going to be several “right answers” to these questions (even the first one!), so your grade will be based on whether you think critically about what is going on in the document and back your points up with evidence, not whether you come up with one “right” analysis. Asking questions about documents written by real live people is what historians do all the time, and it sometimes requires creative thinking and the ability to make intuitive leaps. Not only will this exercise help you understand the way people in the past thought and acted, but it will help you develop your own skills of critical analysis when faced with new ideas and documents in your ministry.

   The fourth reflection paper will be a five-page response to the Jenkins book. This paper should include a two-page summary and a three-page critique of the work.
   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 paper to be well thought out beforehand, well reasoned and well written (i.e. grammar, spelling).
3. **Complete the required reading.** Download a reading report at the beginning of the semester and keep track of what you have read. A grade will be given for the percentage of pages read. For instance, if you read 1200 of the assigned 1400 pages (an approximate number) you would receive a 43 for your reading grade. $1200/1400 = 85.7\%$. $85.7\%$ of 50 = 43. Any recommended reading you do will be ‘extra credit’.

4. **Complete two exams which will be given throughout the course and which will be comprehensive.** The first exam (worth 150 points) will cover the material in modules 1-4, and will be given the first week of the fifth module (You can take the test any time between October 20-24). The second exam (worth 200 points) will cover the material for the entire class and will be given after a review in the eighth module (You can take the test any time between December 10-12).

The following is a breakdown of the point value for assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value/each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Bi-Weekly On-Line Discussions</td>
<td>50 pts.</td>
<td>350 pts.</td>
</tr>
<tr>
<td>4 Reflection Papers</td>
<td>50 pts.</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Reading</td>
<td>100 pts.</td>
<td>100 pts.</td>
</tr>
<tr>
<td>2 Tests</td>
<td>150 and 200 pts.</td>
<td>350 pts.</td>
</tr>
</tbody>
</table>

**Total Points Possible:** 1000 pts.

Upon completion of all requirements, grades will be determined in the following manner:

A (93-100%) (930-1000 points) An A indicates exceptional work: surpassing, markedly outstanding achievement of course objectives.
A- (90-92.5) (900-929 points) outstanding achievement of course objectives.
B+ (88-89.5) (880-899 points) A B indicates good work: strong, significant achievement of course objectives
B (83-87.5) (830-879 points) Achievement of course objectives
B- (80-82.5) (800-829 points) Achievement of course objectives
C+ (78-79.5) (780-799 points) A C indicates acceptable work: basic, essential achievement of course objectives
C (73-77.5) (730-779 points) achievement of course objectives
C- (70-72.5) (700-729 points) A D indicates marginal work: inadequate, minimal achievement of course objectives
D+ (68-69.5) (680-699 points) achievement of course objectives
D (63-67.5) (630-699 points) D- (60-62.5) (600-629 points) An F indicates unacceptable work: failure to achieve course objectives
F (below 60) (599 points or below)

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. 32)
Guidelines:

• **Assignments:** All assignments are due by the stated due dates. Note, all assignments and test are due at 9:00am instead of the normal 11:59pm. This gives you a 9-hour grace period. Late assignments will be penalized 5% per day late. For instance a paper earning a 95% turned in one day late would receive a 90%.

• **How to Submit Your Work:** Please upload your reflection papers via the “Assignment” link in each module, rather than emailing them to me. This link will take you to a webpage where you can browse for your paper among your files, select it, and upload it. The webpage will also remind you of the assignment’s due date.
  - If you run into any technical difficulties with this process, please contact either me or the Information Commons (Info_Commons@asburyseminary.edu, 859-858-2233, or toll-free: 866-454-2733) so we can get the bugs worked out as soon as possible.

• **Citations:** Any direct quotes from or references to ideas which are not your own, whether from the primary source texts, the textbook, or outside resources (suggestions for these will be distributed with each module), should be acknowledged with a citation. If you have question about how to cite a work you can visit the following website for more in-depth examples of how to cite various formats (books, articles, websites, etc.): [http://www.liu.edu/CWIS/CWP/library/workshop/citation.htm](http://www.liu.edu/CWIS/CWP/library/workshop/citation.htm)

• **Postings:** Initial postings should be between 100 and 150 words. Responses should be between 50 and 100 words.

• **Loving and Civil Discussion:** A crucial element of this course is the dialogue that we enter into with each other. All discussions are to be in the vein of encouragement, gentleness, patience, persistence, and hope. This does not mean that we will not challenge, confront, or question each other. It does mean that these things will be undertaken for the purpose of growth and stimulation to think and understand the subject at hand more deeply and more intimately.

Required Texts:


Primary readings listed under required texts in modules linked to online texts.

Recommended Texts:

*Chronological and Background Charts of Church History* by Robert Walton (revised edition). Zondervan, 2005. These charts provide quick reference to a number of events, people, and ideas in church history from a Protestant perspective.
Primary readings listed under recommended texts in module linked to online texts.

Questions:

- For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:  ExL_Office@asburyseminary.edu, (859) 858-2393
- For **technical support, library research support, library loans, and ExL media** contact Information Commons:  Info_Commons@asburyseminary.edu, (859) 858-2233, or 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](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](http://www.asburyseminary.edu/icommons/index.shtml)
   - 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 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](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).
Course Requirements and Due Dates:

The semester runs from September 2-December 12 (November 24-28 is reading week for those on a geophysical campus). The last day to add a course, or drop and receive a full refund, is September 5. The last day to drop without receiving a grade of F is October 10.

Module One: Introductions (September 2-5)

- View PowerPoint Lecture and Video
- Post a short autobiographical statement in the “Introductions” forum.
- Read the “Web resources on church history” document (feel free to explore some of the suggested links).
- Read the suggested links on plagiarism and how to cite sources.
- Go through the two required tutorials (both were originally prepared for undergraduates at Acadia University in Canada, but are still just as helpful for graduate education). (Note: the tutorials do not “play well” with Firefox. If you have trouble, try viewing them in Internet Explorer).
- Post in the “What I learned” forum one new thing you learned about citing sources or evaluating websites.
- Take the syllabus quiz until you score above 9. This is a pass/fail quiz. If you receive above a 9 or above you will get a 10, below a 9, you will receive a 0 so please take it until you get above a 9. It is an open syllabus quiz. Due by September 6 at 9:00am.

Module Two: The Reformations (September 6-19)

- View PowerPoint Lecture and Video
- Participate in online discussion based on module questions.
  - Initial Responses due September 12, 9:00am and September 16, 9:00am.
- Read Gonzalez, chapters 1-13
- Read Kerr, 136-181 (Luther, Melanchthon, Calvin, Bullinger, Cranmer, The Council of Trent, Menno Simons, and Westminster Confession)
- Read Hastings, chapter 7 (Reformation and Counter-Reformation)
- You can use any of the following readings for a reflection paper in this module. Reflection paper is due September 20, 9:00am.
  - Required Reading:
    - Luther’s Preface to the Epistle to the Romans, http://www.iclnet.org/pub/resources/text/wittenberg/german.bible/rom-eng.txt
  - Recommended Reading:
    - The Schleitheim Confession, http://members.iquest.net/~jswartz/schleitheim/

Module Three: Orthodoxy, Rationalism, and Pietism (September 20-October 3)
• View PowerPoint Lecture and Video
• Participate in online discussion based on module questions.
  o  Initial Responses due September 26, 9:00am and September 30, 9:00am.
• Read Gonzalez, chapters 14-24
• Read Hastings, chapter 12 (Christianity in Western Europe from the Enlightenment)
• Read Kerr, 186-211 (Woolman, Wesley, Edwards, Kant)
• You can use any of the following readings for a reflection paper in this module.
  Reflection paper is due October 4, 9:00am.
  o  Required Reading:
    ▪  John Wesley’s sermon - “Scriptural Christianity,”
      http://www.ccel.org/ccel/wesley/sermons.v.iv.html
    ▪  John Wesley’s sermon - “Salvation by Faith,”
      http://www.ccel.org/ccel/wesley/sermons.v.i.html
  o  Recommended Reading:

Module Four:  The Nineteenth Century (October 4-October 17)

• View PowerPoint Lecture and Video
• Participate in online discussion based on module questions.
  o  Initial Responses due October 10, 9:00am and October 14, 9:00am.
• Read Gonzalez, chapters 25-26, 28-29
• Read Kerr, 212-262
• You can use any of the following readings for a reflection paper in this module.
  Reflection paper is due October 18, 9:00am.
  o  Required Reading:
  o  Recommended Reading:

Module Five:  The Twentieth Century (October 18-31)

• Take first exam.  It will be available from October 20, 9:00am – October 25, 9:00am.
• View PowerPoint Lecture and Video
• Participate in online discussion based on module questions.
  o  Initial Responses due October 24, 9:00am and October 28, 9:00am.
• Read Gonzalez, chapters 31, 33-35
• Read Kerr, 263-393
• You can use any of the following readings for a reflection paper in this module.
  Reflection paper is due November 1, 9:00am.
  o  Required Reading:
    ▪  Harry Emerson Fosdick’s “Shall the Fundamentalists Win?”
      http://historymatters.gmu.edu/d/5070/
  o  Recommended Reading:
- Excerpt from Walter Rauschenbusch’s Christianity and the Social Crisis, [http://www.fordham.edu/halsall/mod/rausch-socialgospel.html](http://www.fordham.edu/halsall/mod/rausch-socialgospel.html)
- Excerpt from J. Gresham Machen’s Christianity and Liberalism, [http://www.ovrlnd.com/Machen/Machen2.html](http://www.ovrlnd.com/Machen/Machen2.html)

Module Six: Christianity in the Southern Hemisphere (November 1-14)

- View PowerPoint Lecture and Video
- Participate in online discussion based on module questions.
  - *Initial Responses due November 7, 9:00am and November 11, 9:00am.*
- Read Gonzalez, chapters 27, 30, 36
- Read Hastings, chapter 6, 9 (Africa, Latin America)
- Begin reading Jenkins for Reflection paper #4

Module Seven: Christianity in the East (November 15-December 5) Includes an extra week because of reading week.

- View PowerPoint Lecture and Video
- Participate in online discussion based on module questions.
  - *Initial Responses due November 21, 9:00am and December 2, 9:00am.*
- Read Gonzalez, chapters 32
- Read Hastings, chapter 5, 8, 10, 13 (India, Eastern Europe, China, Australasia and the Pacific)
- Finish reading Jenkins for Reflection paper #4
- *Turn in Response Paper #4 on December 6 by 9:00am.*

Module Eight: Review and Final Exam (December 6 - 12)

- Participate in online review.
- Take final exam. *It will be available from December 10, 9:00am – December 13, 9:00am.*