CH 502 Church History II

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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 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 completed my Ph.D. studies at Fuller Theological Seminary, and received the degree last summer.

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, and you may be able to talk to me in real time with First Class’ instant messenger during my office hours.

Office Hours: Tuesday and Thursday 5:00-6:00 p.m. PST.

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 (20000XXXXXX 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.

Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://virtual.asburyseminary.edu you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester:
   a) Course News and Announcements, where I will post items important for the entire class;
   b) Syllabus, where a copy of the syllabus is provided;
   c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
   d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;

f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

3. **Resources**, a section located on the left side, provides links to items you may want to use often in the semester.

**Course Description:** (from Course Catalogue)

“An introduction to the development of Christianity from the apostolic period to the Reformation. 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 first century to the Reformation. Emphasis will be placed on the major individuals, movements and theological debates that have shaped Christianity up to the 1500s. 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 of the historical and theological currents of the Christian tradition.

**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 bi-weekly modules by the posted dates.

2. Take part in on-line discussions. 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 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 (and I prefer that you respond to classmates who have little to no response yet on their answers rather than jumping in an already large discussion). 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, with 3 points per answer for each answer to a discussion question up to 2 questions and 2 points per response for each response up to 2 responses to a classmate). If you do not participate fully in the module, I may initially question you about it (to make sure you are okay, etc.) but if you repeatedly do not participate, I will not call you on it each time. It is your responsibility to see that you participate.

3. Write 3 response papers to material chosen by the instructor. These are not research 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) for each paper for the first two papers. I want the third paper to include a two page summary and a four 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 papers to be well-thought out beforehand, well-reasoned and well-written (i.e. grammar, spelling).

   The first two papers are worth 10 pts each. I will award points this way: 5 points for completing the assignment correctly (i.e., two page summary, three page critique), and 5 points for grammar and spelling (I will take off a point for every mistake up to 5 points). The last paper will be worth double in each area.

   The first paper will be due at the end of the first module, the second paper due at the end of the third module, and the fourth paper is 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 (I will provide the list of group members), and a forum for group discussion will be provided. 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 third module. The list of people I want you to present to me are Pope John Paul II; Archbishop Oscar Romero; Aleksandr Solzhenitsyn, Mother Theresa; and Archbishop Desmond Tutu.

   I want your presentation to answer three questions – who this person was (their basic biography), what they did (their accomplishments specifically or why they matter to the study of church history), and what lessons we can learn from their lives (your opinion is what I want). Each presentation
will be placed in 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 an 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 group (through the forum) before the end of the first week and decide which of the following people you would like to study: I want each member of your group to e-mail me, or post a message in To Professor, by Friday, February 22 as to your joint decision (I ask for a message from each of you so I will know that you are in agreement). Because I will not allow two groups to cover the same person, it is a first come, first pick basis in deciding which group presents which person. So contact your group members as soon as possible.

This assignment is worth 40 points. I will award 20 points based on the final outcome, and 20 points based on the individual contribution to the group. This means I will be monitoring the groups, in the forum (so do your work there rather than sending individual emails) to see if everyone is contributing by offering suggestions for the presentation, and responding to the suggestions of everyone else. The rest of the group 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 me by the end of the third module (an assignment link will be provided).

5. Successfully answer three exams which will be given throughout the course and which will cover the material given only in the two modules immediately preceding the exam. The first exam will cover the material in modules 1 & 2, and will be given at the end of the second module. The second exam will cover the material in modules 3 & 4 and will be given at the end of the fourth 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 short 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 (during office hours two days a week). I am still involved in pastoral ministry in the Los Angeles area, so there is always the chance I will need to visit a hospital, courtroom, jail, etc., during my office hours. This will not happen, however, if it is not a critical situation.

2. Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester on a weekly basis.

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. I will only be grading your homework at one time so I will return the grades a week from the due date and not from when you turned in your assignments.

4. Hopefully no more than occasional mistakes as I am, even after a few courses under my belt, still learning 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 as a class and in your groups.

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 Course Questions forum, so everyone may
benefit from your question. If you have a problem with me, please contact me privately (using To Professor) 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 forums – 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. An exception to this rule is that you 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 300 points possible. So if you earn 273 points, which is about 91% of 300, you will receive an “A -” for the course.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Bi-Weekly On-Line Discussions</td>
<td>10 pts.</td>
<td>70 pts.</td>
</tr>
<tr>
<td>2 Paper Responses</td>
<td>10 pts.</td>
<td>20 pts.</td>
</tr>
<tr>
<td>1 Final Paper</td>
<td>20 pts.</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>40 pts.</td>
<td>40 pts.</td>
</tr>
<tr>
<td>3 Tests</td>
<td>50 pts.</td>
<td>150 pts.</td>
</tr>
</tbody>
</table>

**Total Points Possible:** 300 pts

Required Reading:

1985).


**Course Schedule:** Spring 2007 session begins February 11 and ends May 23. (Modules include due dates for their completion in bold)

I. Reformation

A. Module #1: The Protestant and Catholic Reformation

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: February 22, 11:59 p.m. EST**

B. Module #2: Second Generation Reformation

2. Take part in on-line discussion based on module questions.
3. Study for, then take, first exam.

**Module #2 Completion Date: March 7, 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 190-211.
2. Take part in on-line discussion based on module questions.
3. Study for second exam.
Module #3 Completion Date: March 21, 11:59 p.m. EST

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

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: April 11, 11:59 p.m. EST

III. *Global Christianity*

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

1. Read Gonzalez 274-281; and Hastings 192-237, 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: April 25, 11:59 p.m. EST

B. Module #6: *Christianity in Eastern Europe and the Pacific*

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: May 9, 11:59 p.m. EST

C. Module #7: *Christianity in Asia*

2. Take part in on-line discussions based on module questions by Friday, Mary 23, 11:59 p.m. EST
3. Study for, then take, the third exam by Friday, Dec. 14, 1159 EST.
4. Turn in final response paper on Jenkin’s *The Next Christendom* by Friday, May 23, 11:59 p.m. EST.

Module #7 Completion Date: May 23, 11:59 p.m. EST