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## CH 502 Church History II

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**CH 502  
CHURCH HISTORY II**

Spring Semester 2002  
ATS Florida  
Tuesday 9:00-11:40 a.m.  
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**PURPOSE/DESCRIPTION**

This course is 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.

**COURSE OBJECTIVES (See addendum)**

**SCHEDULE/OUTLINE**

***Part I. The 16<sup>th</sup> Century Reformations***

Tue Feb 12 The Context of Reform in the 16<sup>th</sup> Century

Tue Feb 19 NO CLASS

Tue Feb 26 Martin Luther and German Reform

Reading: Story, 6-45

***Reflection Paper Options:***

Luther, "Christian Nobility," *Three Treatises*, 1-112

Luther, "Babylonian Captivity," *Three Treatises*, 113-260

Luther, "Freedom of Christian," *Three Treatises*, 261-316

Tue Mar 05 Zwingli in Zurich and the Radical Reformers  
*The Marburg Colloquy: Eucharistic Theology and Worship*

***Drama***

Reading: Story, 46-60, [86-109]

***Reflection Paper Options:***

Zwingli, "Lord's Supper,"

Bromiley, *Zwingli & Bullinger*, 176-238

Hutter, *Brotherly Faithfulness*, 5-101 or 103-83

Video Option: "The Radicals"

Tue Mar 12 John Calvin, His *Institutes*, and Calvinism  
Anglicanism and the English *Via Media*

Reading: Story, 61-85

**Reflection Paper Options:**

Calvin, *Instructions in Faith*

Thompson, *Liturgies of the Western Church*, 227-84

Taylor, *Holy Living*, 109-88

Video Option: “*A Man for All Seasons*”

Tue Mar 19 New Catholic Orders and Tridentine Reform

**Discussion**

Reading: Story, 110-24

**Discussion Reading:**

Teresa, *Let Nothing Disturb You* (ed. Kirvan)

**Reflection Paper Options:**

Ignatius of Loyola, *Spiritual Exercises*

Teresa of Avila, *Interior Castle*

Zagano, *Woman to Woman*, 36-69

**Part II. The Church in Ages of Revolution and Reason**

Tue Mar 26 The Aftermath of Reform and the Rise of Puritanism  
*Acts of Sedition*

**Drama**

Reading: Story, 132-63, [164-78], 196-204

**Reflection Paper Options:**

Richard Baxter, *The Reformed Pastor*

John Bunyan, *The Pilgrim's Progress*

John Locke, *The Reasonableness of Christianity*

**SPRING READING WEEK**

Tue Apr 09 Protestant Scholasticism and the Enlightenment  
Pietism and Evangelicalism  
“*Her Own Story*”

**Discussion**

Reading: Story, 179-195, 205-16

**Discussion Reading:**

Chilcote, *Her Own Story*

**Reflection Paper Options:**

P. J. Spener, *Pia Desideria*

John Wesley, *Sermons* (any three)

Whaling, *J. & C. Wesley*, 77-171, or 175-295, or 299-377

Tue Apr 16 Reform and Renewal Church History Quiz  
The Roots of American Christianity

Reading: Story, 217-50, [262-81]

**Reflection Paper Options:**

Ruether & Keller, *In Our Own Voices*

(any **one** of chapters 1 2, 4, **or** 5)

Video Option: “*Wrestling With God*” (A. Campbell)

**Part III. A Truly Global Christianity**

Tue Apr 23 The Enigmatic 19<sup>th</sup> Century  
The Birth of Global Mission  
The Rise of Classical Liberalism

Reading: [Story 1, 379-411], Story, 282-320

**Reflection Paper Options:**

Ngugi, *The River Between*

Video Option: “*The Mission*”

F. Schleiermacher, *On Religion, First Speech* (1-25,  
**or Third Speech** (119-46), **or Fifth Speech** (210-65))

Zagano, *Woman to Woman*, 70-107

Tue Apr 30 The Social Gospel Movement  
Slaves and Women in the Social Conscience

Reading: Story, 250-61

**Reflection Paper Options:**

Howard Thurman, *Deep River*

Ruether & Keller, *In Our Own Voices*

(any **one** of chapters 6, 7, 8 **or** 10)

Tue May 07 The Dawn of the 20<sup>th</sup> Century  
Dietrich Bonhoeffer and the Cost of Discipleship

**Discussion**

Christian Apologetics

Reading: Story, 330-37, 360-87

**Discussion Reading:**

Bonhoeffer, *Life Together*

**Reflection Paper Options:**

C. S. Lewis, *The Case for Christianity*

M. L. King, Jr., *Why We Can't Wait*

Video Option: “*Shadowlands*”

Tue May 14 NO CLASS

Tue May 21 Global Church History Quiz  
The Ecumenical Century  
Global Christianity and Its Challenges  
Signs of Renewal and Hope

Reading: Story, 321-22, 338-59, 388-97

**Reflection Paper Options:**

Dorothy Day, *Loaves and Fishes*

Henri Nouwen, *The Road to Peace*

Video Option: "Entertaining Angels"

## RESOURCES

### Required Texts:

Justo Gonzalez, *The Story of Christianity*, Volume 2 (Story)

Teresa of Avila, *Let Nothing Disturb You*

Paul Chilcote, *Her Own Story*

Dietrich Bonhoeffer, *Life Together*

### Supplemental Texts (in order of appearance):

Martin Luther, *Three Treatises*

G. W. Bromiley, ed., *Zwingli and Bullinger*

Jakob Hutter, *Brotherly Faithfulness*

John Calvin, *Instructions in Faith*

Bard Thompson, ed., *Liturgies of the Western Church*

Jeremy Taylor, *Holy Living*

Ignatius of Loyola, *The Spiritual Exercises*

Teresa of Avila, *Interior Castle*

P. Zagano, *Woman to Woman*

Richard Baxter, *The Reformed Pastor*

John Bunyan, *The Pilgrim's Progress*

John Locke, *The Reasonableness of Christianity*

Phillip J. Spener, *Pia Desideria*

John Wesley, *Sermons*

Frank Whaling, ed., *John & Charles Wesley*

R. Ruether & R. Keller, eds., *In Our Own Voices*

Ngugi Wa Thiong'o, *The River Between*

Friedrich Schleiermacher, *On Religion*

Howard Thurman, *Deep River*

C. S. Lewis, *The Case for Christianity*

Martin L. King, Jr., *Why We Can't Wait*

Dorothy Day, *Loaves and Fishes*

Henri Nouwen, *The Road to Peace*

### Reference Works on Reserve:

Carol Lee Flinders, *Enduring Grace: Living Portraits of Seven Women Mystics*  
K. S. Latourette, *A History of Christianity*  
J. Lynch, *The Medieval Church*  
Alistar McGrath, *Reformation Thought: An Introduction*  
Williston Walker, *A History of the Christian Church*  
Merry Wiesner, *Women and Gender in Early Modern Europe*

## REQUIREMENTS AND EVALUATION

1. **General Class Participation** (10%). Your lively and informed participation in all class activities is valuable for you and contributes to the edification of all. Active involvement in class will be taken into account in determining final grades. There are three formal discussions scheduled in the syllabus.

Tue, Mar 19	Teresa, <i>Let Nothing Disturb You</i>
Tue, Apr 09	Chilcote, <i>Her Own Story</i>
Tue, May 07	Bonhoeffer, <i>Life Together</i>

It is important that you read, study, and inwardly digest the assigned discussion readings for these sessions. Come to the discussion with your own one page set of questions and/or observations, to be turned in following discussion. Sometimes these discussions will take place in small groups; sometimes within the context of the entire class.

2. **Reflection Papers** (40%). Each student is required to write/complete *two* Reflection Papers/Projects, from any two Parts of the course. Each assignment is due on the day indicated in the syllabus. No exceptions! There are many options, including participation in dramatic presentations. Lots of choices!! Each assignment is worth 20% of your final grade. The manners in which you may complete these options include:

1. **Reflection Paper.** In the syllabus you will note "Reflection Options." The many options are either selections of primary historical texts or videos. The Reflection Paper is essentially a 5-6 page (typed and double-spaced) historical/textual analysis of a "reading/video viewing" from these listings (or any other approved by the instructor). A "Guideline" for this exercise will be distributed on the first day of class.

2. **Creative Reflection.** Some of you may have a creative bent, which you would like to exercise. Therefore, you may choose to do some sort of creative reflection on any one, but no more than one of these assignments. The dramas are considered to be creative exercises, so you cannot participate in more than one of the three dramatic options. "Creative reflection," however, is a term that covers a multitude of possibilities! You may wish to submit poetry, artwork, dramas, multi-media presentations of slides and/or music, liturgical items, etc., etc. The only stipulation associated with this option is

that:

- A) you submit an "Abstract" of **the text upon which you are reflecting** (see Reflection Paper Guidelines), and
- B) you include a concise narrative in **two pages**, describing your project and its meaning in light of the text.

3. ***History Comes to Life Drama.*** You may choose to participate in a small group re-enactment of an important "historical" event or historical drama. There are two such opportunities (which may also require a reflective component):

- |                |                             |
|----------------|-----------------------------|
| A) Tue, Mar 05 | <i>The Marburg Colloquy</i> |
| B) Tue, Mar 26 | <i>Acts of Sedition</i>     |

4. **Individual Options.** Any other creative options can be explored in consultation with the instructor. You may wish to prepare a biographical "first person" presentation or a "traditional" lecture/presentation on a topic of interest. Feel free to broach your own ideas!

3. **Quizzes (20%).** There will be two objective quizzes that cover the material of each Part of the course. Each quiz will be valued at 10% of the final grade and will be administered:

- |             |  |                         |
|-------------|--|-------------------------|
| Tue, Apr 16 | Reform and Renewal Church History Quiz | Covering Story, 6-216   |
| Tue, May 21 | Global Church History Quiz             | Covering Story, 217-397 |

4. **Final Practical Project (30%).** The final component of the course is a practical project, due **no later than Friday, May 24**. The purpose of this project is to translate your learning from the course into something that is relevant and pertinent to your ministry. The project can take many forms. You may wish to focus on a particular figure, event, or theme. You may wish to prepare a broad survey of an era or period. Whatever the focus of the project, the point is to bring the treasures of the past to life in your own contextual setting, to help the people you are called to serve fall in love with their story!

To use Kierkegaard's words, "a concluding unscientific postscript." I request that you pay special attention to those sections of the Student Handbook dealing with standards of conduct. These are important to the integrity of our community and the high ethical standards we expect of those who are preparing for Christian ministry. Abuse of these policies will be handled accordingly. In addition to these standards, it is important for you to realize that due dates will be strictly enforced, both for your good and for mine. If you encounter difficulties in the ordering of your tasks and responsibilities, the critical key is "talk to me!" In most cases you will find me extremely empathetic and supportive. I want to help you learn and progress toward your goals related to ministry. If you don't communicate your need for an "extension" before a due date, I have no recourse but to penalize you for late work. Please, talk to me!

***Remembering. . .  
constitutes the primary vocation of the  
church.  
Remembering is the chief activity of  
Christians,  
for remembering involves action  
guided and empowered by the Holy Spirit.  
Remembering is a mode of worship  
which impels the worshiper to represent  
Christ in the world  
as the agent of justice and love.***

(John E. Booty)

***Prepare to meet some fabulous mentors in the faith  
as we make our journey together!***



## **COURSE OBJECTIVES ADDENDUM**

### **A. GENERAL LEARNING GOALS:**

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.

### **B. SPECIFIC LEARNING GOALS:**

1. To identify the key historical periods of the Reformation and Post-Reformation eras.
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 ministries within the Christian community and its efforts to relate to the social and political structures of the modern world, remaining attentive to the insights of the humanities.
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, and with attention to the interaction of Western Christianity with non-Western theological traditions and cultural expressions of Christianity.
12. To survey the major religious cults, 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.

## ***REFLECTION OPTIONS***

### ***Part I. The 16<sup>th</sup> Century Reformations***

(12 Reading Options; 2 Viewing Options; 1 Dramatic Option)

- |     |        |   |
|-----|--------|---|
| Tue | Feb 26 | Luther, "Christian Nobility," <i>Three Treatises</i> , 1-112<br>Luther, "Babylonian Captivity," <i>Three Treatises</i> , 113-260<br>Luther, "Freedom of Christian," <i>Three Treatises</i> , 261-316        |
| Tue | Mar 05 | Zwingli, "On the Lord's Supper," Bromiley, <i>Zwingli and Bullinger</i> , 176-238<br>Hutter, <i>Brotherly Faithfulness</i> , 5-101 or 103-83<br>Video Option: "The Radicals"<br><i>The Marburg Colloquy</i> |
|     |        | <b><i>Drama</i></b>   |
| Tue | Mar 12 | Calvin, <i>Instructions in Faith</i><br>Thompson, <i>Liturgies of the Western Church</i> , 227-84<br>Taylor, <i>Holy Living</i> , 109-88<br>Video Option: "A Man for All Seasons"                           |
| Tue | Mar 19 | Ignatius of Loyola, <i>Spiritual Exercises</i><br>Teresa of Avila, <i>Interior Castle</i><br>Zagano, <i>Woman to Woman</i> , 36-69  |

### ***Part II. The Church in Ages of Revolution and Reason***

(12 Reading Options; 1 Viewing Option; 2 Dramatic Options)

- |     |        |  |
|-----|--------|--|
| Tue | Mar 26 | Richard Baxter, <i>The Reformed Pastor</i><br>John Bunyan, <i>The Pilgrim's Progress</i><br>John Locke, <i>The Reasonableness of Christianity</i><br><i>Acts of Sedition</i> |
|     |        | <b><i>Drama</i></b>  |
| Tue | Apr 09 | P. J. Spener, <i>Pia Desideria</i><br>John Wesley, <i>Sermons</i> (any three)<br>Whaling, <i>J. &amp; C. Wesley</i> , 77-171 or 175-295 or 299-377                           |
| Tue | Apr 16 | Ruether & Keller, <i>In Our Own Voices</i> (any <i>one</i> of chapters 1 2, 4, or 5)<br>Video Option: "Wrestling With God" (A. Campbell)<br><i>The American Crucible</i>     |

***Drama***

### ***Part III. A Truly Global Christianity***

(14 Reading; 3 Viewing Options)

- |     |        |   |
|-----|--------|---|
| Tue | Apr 23 | Ngugi, <i>The River Between</i><br>F. Schleiermacher, <i>On Religion, First Speech</i> (1-25),<br><u>or</u> <i>Third Speech</i> (119-46),<br><u>or</u> <i>Fifth Speech</i> (210-65)<br>Zagano, <i>Woman to Woman</i> , 70-107<br>Video Option: “ <i>The Mission</i> ” |
| Tue | Apr 30 | Howard Thurman, <i>Deep River</i><br>Ruether & Keller, <i>In Our Own Voices</i> (any <i>one</i> of chapters 6, 7, 8 <i>or</i> 10)   |
| Tue | May 07 | C. S. Lewis, <i>The Case for Christianity</i><br>M. L. King, Jr., <i>Why We Can’t Wait</i><br>Video Option: “ <i>Shadowlands</i> ”  |
| Tue | May 21 | Dorothy Day, <i>Loaves and Fishes</i><br>Henri Nouwen, <i>The Road to Peace</i><br>Video Option: “ <i>Entertaining Angels</i> ”   |