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CH 502 Church History II

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CH 502
CHURCH HISTORY II

Fall 2006

J. Steven O'Malley, Instructor

Credit: Three Semester Hours

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I want to welcome each of you to the continuation of our class in the history of Christianity, which continues this semester with the Protestant Reformation and proceeds through the modern religious awakenings and the Enlightenment to a consideration of recent historical and theological developments in nineteenth and twentieth centuries. It is my prayer that we will continue to discern the movement of the Holy Spirit, as God has been tapping persons and impacting cultures with the cleansing and transforming power of the gospel of our Lord Jesus Christ. I would also pray that we will sense God's leading in showing each member of our class where his/her strategic role in Christ's Body is to be found, so that the Church may become ever more faithful in its obedience to her Lord, and that the prayer "Thy kingdom come" might become an ever more present reality in our world.

Course Description

This course is the second part of a two-semester study that intends to introduce students to the development of the Christian Church from the Protestant Reformation to the Modern Era. Our emphasis will be placed upon central historical figures, movements and theological issues, with attention given to their relevance for our ministry today. Emphasis will be placed upon important primary texts, as well as interpretive studies.

General 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.

Specific Learning Goals:

1. To identify the key historical period 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.
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.

Course Assignments and Requirements

We will have three essay exams based upon the reading in Gonzalez, *The Story of Christianity* (volume two), in relation to the lectures, source readings, and selections from Gonzalez' *History of Christian Thought* (Vol. 3), including one at the end of the semester. They will consist of short-answer questions that can be answered in ca. 50 words, as well as an essay question. The examinations will focus on both the theory and practice of Christian ministry, in historical perspective. Questions will be crafted in such a way as to implement the course goals. Attention to these goals will aid the student in preparation.

[note: include a reading report with final exam, which will represent five of the 20 points for participation.]

Grading: Points will be assigned for the completion of the above course requirements as follows:

First Exam.....	50
Second Exam.....	50
Final Exam.....	100
Participation.....	15
Reading Report.....	<u>5</u>
Total.....	220 points

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

198-220 A (90-100%)

176-197 B (80-90%)
154-175 C (70-80%)
132-153 D (60-70%)
below 131 F

Required Textbooks

Bettenson, Henry, ed., Documents of the Christian Church (Oxford paperback, second ed.). This is a record of crucial letters and texts of official church proclamations that shaped the direction of church leadership in the history of the church.

Gonzalez, Justo. The Story of Christianity, Vol. 2 (Abingdon paper ed., 1984)
A concise, but insightful, analysis of the history of modern Christianity that weaves a narrative which is often compelling for the reader.

Gonzalez, Justo. History of Christian Thought, Vol.3 (Abingdon, 1971)
An in-depth treatment of theological developments. (abbreviated: HCT)

Kerr, Hugh T., ed., Readings in Christian Thought. (Abingdon paper ed ed.,1990). A concise collection of selected texts illustrating the style and message of major writers in the history of Christian thought (through the modern era).

Rand-McNally Historical Atlas of the World (paperback ed., which gives geographical perspective on the global dimensions of modern Christianity).

Recognizing that this course is primarily an introduction to the history of Christianity, we are also provided with an attached bibliography of primary and secondary works that will enable us to begin an ongoing reading program in the literature of the history of the church (ATS library call numbers are included). I would also encourage you to begin building a good library with tools that will be useful to you on a long-term basis. Be sure to allocate enough time and resources to acquire the tools you will need.

Reading and Lecture Schedule

You are strongly encouraged to start early and keep up with our reading schedule (and even get ahead!). Another important reading tip is to read an assignment before it is discussed in class. Then, after the class session, reread the same material (an in-depth reading!) before proceeding to the next assignment.

Week

September 6

Martin Luther; Gonzalez, 2-4 (=Chapters); Kerr, 20 (=selection no.); Bettenson, pp. 182-211; HCT, 2 (Chapter).

September 13

Zwingli and the Anabaptists; Gonzalez, 5-6; Kerr, 26; HCT, ?

September 20

Calvin and the Anglicans; Gonzalez, 7-8; Kerr, 22, 24; Bettenson, pp. 212f, 214-243; HCT, 6.

September 27

Review

Exam One: September 30 (Thursday)

The Later Struggles of Protestantism and the Counter Reformation
Gonzalez, 9-11, 15; Kerr, 23, 2?

October 4

The Puritans and Protestant Orthodoxy; Gonzalez, 17-18; Kerr, 21 and 27; and Bettenson, pp. 244-251, 258-267; HCT, 10 (pp.254-272), 12.

October 11

The Enlightenment, Labadism, and Reformed Pietism; Gonzalez, 19, 23 (selected pages) Kerr, 31?

October 18

Radical Pietism, Lutheran Pietism, and Methodism; Gonzalez, 22-23; Kerr 28, 31; Bettenson, pp.252-255. Spener: Pia Desideria

October 25

Review

Exam Two (select question on HCT, 2,6, or 10).*

November 1

Christianity in Colonial and Nineteenth Century America and France; Gonzalez, 24-26; Kerr, 29-30; and Bettenson, pp. 282-290, 256f.

November 8

Latin America and Protestant Theology in the Nineteenth Century; Gonzalez, 27-28; Kerr, 32, 34, 41-44; HCT, 13.

November 15

Catholicism, Orthodoxy, and the Rise of World Missions; Gonzalez, 29-33; Kerr, 36.

November 29

The World Wars and Theological Reorientation; Gonzalez, 34-36; Kerr, 46, 47,50,51,52, and 55; Bettenson, pp. 327-334 (ecumenism).

December 6

Christianity at the Beginning of the Twenty First Century
Review

December 13

Final Exam (Select question from HCT, 13).*

*What is distinctive about the understanding of Christ and salvation in Luther or Calvin for the first exam, in Arminius or Spener for the second exam, and in Schleiermacher or Barth for the third exam?

[note: in showing how they are distinctive, note major points of divergence from their historical counterparts; also, discuss their thought in their historical contexts]

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