This course utilizes an online component (Blue Quill) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up access does not usually work satisfactorily in this course) is required, as is familiarity with the use of Blue Quill (assistance in Blue Quill is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student.

Please contact the AU Help Desk (419-289-5405) or Jonathan Cole (jcole@ashland.edu or 419-289-5770) immediately if on the first day of the quarter you cannot access the course online.
B. Attendance
According to the student handbook, attendance to all on-line class sessions is expected unless the professor has been notified in advance. You will be expected to participate in the online assignments each week. It is strongly recommended that you log on to Blue Quill and review the readings and online assignments no later than Tuesday of each week. Any student not participating in the group discussions or weekly online assignments will, at the discretion of the professor, be required to do additional work, receive a lower grade or withdraw from the class.

C. Assignments/Assessment of Student Learning

- **Historical Sketches (10 points each [30 points or % total])**. You will choose one person for each historical sketch (professor approval needed no later than one week before the assignment is due). The format for the sketches is attached to the end of the syllabus (pg 11). For the first sketch, the individual should be selected from the era of 100 CE-650 CE and is due by 11:59 p.m. on or before September 27 (Week 5). The subject of the second sketch should come from the era of 650 CE-1300 CE and is due by 11:59 p.m. on or before November 1 (Week 10). The third sketch should focus on a subject from the era of 1300 CE-the present and is due by 11:59 p.m. on or before December 6 (Week 14). It is highly recommended that you choose people from a variety of backgrounds and/or theologies.

- **Online Discussion (25 points or %)**. You will be placed in teams to discuss questions posted by the professor (weeks 3, 4, 8 and 13). (5 points possible for each weekly discussion).
  
  o A question will be posted on the discussion board in Blue Quill on the weeks noted above. Your original post (250-300 words) should answer the question and reflect your comprehension of individuals, the historical events and/or theological issues surrounding the era as noted in the readings. The purpose of the assignment is to use critical thinking skills and clarify your thoughts through online discussion. Therefore, support your conclusion/s with references from the readings and discuss practical application/s to contemporary ministry. Comments should also reflect on how or in what way/s (positively or negatively) this person, event or issue might influence our understanding of core identity, character and calling.
  
  o You will be expected to respond, at a minimum, to three different individuals in your assigned team. Your first response should be approximately 150 words and will reflect on the original post of your team members. You are encouraged to keep the discussion going as long as necessary to reach a conclusion. This will enrich the dialogue experience and give each member an opportunity to form a more critical and educated opinion of the material and question. Each person’s response and participation will be reviewed by the professor; brief comments or simple statement/s such as “I agree” will not be considered as a substantive response and will reflect poorly on the student’s final score.
  
  o **Timeliness of Post.** It is expected that all members will participate in a timely manner and respond to each original post in the online discussion.
    - Your original comment must be posted by 11:59 p.m. on Wednesday, or .5 point deduction.
    - All dialogue posts to the team should be completed by 11:59 p.m. on Saturday, or .5 point deduction.
  
  o All discussion of the topic will take place online in the **Group Discussion Forum** in Blue Quill. It is expected that all students will follow the general rules of online discussion etiquette. (http://www.albion.com/netiquette/corerules.html)
• **Summary Paper Review (20 points or %) (5 points possible for each of four assignments)** (Weeks 3, 4, 8 and 13).
  o Following each of the group discussions you will post a summary paper (300 – 350 words) to the professor’s question or discussion topic of the week.
  o You will need to show your comprehension of the reading material, critical comments that resulted from your participation in the discussion, practical applications for ministry and any ideas that influenced your understanding of core identity, character and calling.
  o It is expected that the student will use at least one quote from the textual materials and one quote from the peer discussion.
  o The **Summary Paper Drop Box** will close at 11:59 p.m. on Sunday and **no papers** will be received after that time.

• **Reflection Paper (20 points or %) (5 points possible for each of four assignments)**. (Weeks 1, 6, 11, and 15)
  o This assignment is equivalent to the summary paper, only without the reflection on the group discussion.
  o You will need to show your comprehension of the reading material, critical comments that resulted from your readings, practical applications for ministry and any ideas that influenced your understanding of core identity, character and calling.
  o It is expected that the student will use a minimum of two (2) brief quotes from the textual materials and outside readings.
  o The **Reflection Paper Drop Box** will close at 11:59 p.m. on Sunday and **no papers** will be received after that time.

• **Reading Journal (10 points or %).**
  Keep a record of all reading done for this course (the texts and collateral reading in preparation for all online assignments). All readings must be documented in writing and signed by the student, when submitting each update and final journal report. See example journal below. (Please use the **table function** under the insert tab in Microsoft Word to create you Journal. List: date, author, title, pages read, reflections) (When you click on the inserted table a layout tab will appear and will allow you to edit your table’s cells, rows and columns). **Note!! No Excel forms please!!**

Reading Journal setup and updates are due weeks 2, 7, and 12. All journal updates will record the amount of reading completed up to the point of the report due date. **Upload your final Reading Journal report to Blue Quill, Reading Journal Folder, on or before 11:59 p.m., Tuesday, December 15, 2015.**

**Reading Journal form example:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Book/Article</th>
<th>No. pages</th>
<th>Reflections/ideas (brief)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
I have read ______ % of texts assignments listed in the syllabus.  Total Pages Read ______
I have read ______ % of the online assignments listed in Blue Quill Total Pages Read ______

Signed ______________________________________________  Date _____________

- Writing Guidelines.  When writing your papers, please follow these general guidelines: use 12-point Times New Roman or Courier New fonts only; use one inch margins; use Turabian formatting for citations.  Be certain to cite all your sources used in your papers.  NO plagiarism, accidental or otherwise!  Ten or more words taken from any source must be cited.  All papers will be posted in Blue Quill by the scheduled due date and time!  The professor will not accept any emailed assignment/s unless it was approved before the due date.

- Mid-term and Final Exams (bonus exams) required.

  - Take the bonus objective midterm exam week 9 of the course (required).  Two points will be awarded to all students achieving 85% or better; 1 points for 70% or better.  1/2 point for taking the exam but not better than 70%.  Your final grade will not be issued if you do not take the exam.

  - Take the bonus objective final exam week 15 of the course (required).  Three points will be awarded to all students achieving 90% or better; 2 points for 80% and 1 point for 70% or better.  1/2 point for taking the exam but not better than 70%.  Your final grade will not be issued if you do not take the exam.

D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Historical Sketches</td>
<td>30%</td>
<td>4a, b, c, d</td>
</tr>
<tr>
<td>Online dialogues</td>
<td>20%</td>
<td>4a, b</td>
</tr>
<tr>
<td>Discussion summary papers</td>
<td>20%</td>
<td>4a, b, c, d</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>20%</td>
<td>4a, b, c, d</td>
</tr>
<tr>
<td>Reading Journal</td>
<td>10%</td>
<td>4c</td>
</tr>
</tbody>
</table>

IV. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 24-30, 2015</td>
<td>Introduction to the Course – Why Study Our Spiritual History</td>
<td>Bendroth - Entire Post a one paragraph bio and picture. Read and comment on the bios of other classmates. Post your Reflection Paper in the drop box on or before 11:59 p.m., Sunday, August 30.</td>
</tr>
<tr>
<td>2</td>
<td>August 31-September 6, 2015</td>
<td>Background and the Early Church</td>
<td>Dowley, 14-25; 37-43; 56-81; Noll Chapter 1 Online Reading assignments – See Blue Quill Post your Reading Journal setup and update before 11:59 p.m., Sunday, September 6.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Suggested Reading</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>5</td>
<td>September 21-27, 2015</td>
<td>The Medieval Church and the Papacy</td>
<td>Dowley, 226-246; 260-282; Noll Chapter 5-6</td>
</tr>
<tr>
<td>6</td>
<td>September 28- October 4, 2015</td>
<td>The Medieval Church - Scholasticism</td>
<td>Dowley, 283-306</td>
</tr>
<tr>
<td>7</td>
<td>October 5-11, 2015</td>
<td>Calls for Reform</td>
<td>Dowley, 320-3365</td>
</tr>
<tr>
<td>9</td>
<td>October 19-25, 2015</td>
<td>Reformation, cont. English Reformation, Puritanism</td>
<td>Dowley,395-409; Noll, Chapter 8</td>
</tr>
<tr>
<td>10</td>
<td>October 26-November 1, 2015</td>
<td>Catholic Counter Reformation and Religious Wars</td>
<td>Dowley,410-434; Noll, Chapter 9</td>
</tr>
<tr>
<td>11</td>
<td>November 2-8, 2015</td>
<td>Reason and Revivalism</td>
<td>Dowley,436-506; Noll, Chapter 10-11</td>
</tr>
<tr>
<td>12</td>
<td>November 9-15, 2015</td>
<td>Christianity in America, Colonial Period</td>
<td>Online Reading assignments – See Blue Quill</td>
</tr>
<tr>
<td>13</td>
<td>November 16-22, 2015</td>
<td>Christianity in America, Nineteenth century</td>
<td>Online Reading assignments – See Blue Quill</td>
</tr>
<tr>
<td>14</td>
<td>November 23-29, 2015</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>November 30- December 6, 2015</td>
<td>Christianity in America, Liberalism and Evangelicalism</td>
<td>Dowley, 518-547; 646-653</td>
</tr>
</tbody>
</table>
V. Recommendations for Lifelong Learning

Visiting the past opens the door to a host of witnesses to the Christian faith. Some will inspire you to live your life with renewed dedication. Some events will disappoint you and even guide you in a practical way not to make similar mistakes or errors. In one way or another understanding of the history of the Christian church will challenge your thinking and actions about the faith.

I would encourage you to explore topics or personalities of Church History that have challenged you the most. This can be done by reading sources from the bibliography listed below or by doing research online, reading professional journals or joining professional organizations. I have listed a few sources in each category for your consideration.


Professional historical organizations: The Conference on Faith and History (see http://www.huntington.edu/cfhh/ for more information), The Evangelical Theological Society (see http://www.etsjets.org/ for more information).

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162or by e-mail at atswc@ashland.edu.

C. Students with Disabilities

Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require
accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References

General Texts

Anthologies
Stevenson, J. Creeds, Councils and Controversies (371-461). SPCK.
_________. A New Eusebius. SPCK.

Multi-Volume Series
Classics of Western Spirituality. Paulist Press.
IVP Histories Series
SPCK Church History Series (TEF Volumes)

Early Church History/Patristics
Young, Frances. From Nicea to Chalcedon. Fortress, 1983.

Middle Ages


**Reformation**


**Scholasticism/Rationalism**


American Church History


10 (Revised 8/28/2015)

**Global Christianity**


Clark, Donald N. *Christianity in Modern Korea*. University Press, 1986.


Ware, Timothy. *The Orthodox Church*. Penguin, 1993.

**X. HISTORICAL SKETCH FORMAT**

**I. Context**

What are some main events that happened during the lifetime of the individual? What are some events/church happenings/theologies that may have shaped the life and ministry of the person? Briefly describe the culture of the day. (NB—this section should not include details about the person’s life.) Entire paper should be approximately four pages, no more. Please note point four under V. C. of this is syllabus.

2-3 paragraphs

**II. Background information**

Describe what is known (or in some cases, may be logically inferred) about the person’s life before he/she became prominent (such as details about the person’s family life, childhood, education/training, etc.).

1-2 paragraphs

**III. Ministry information**
Discuss aspects such as calling into ministry, the primary influencers in the person’s life, obstacles in ministry, climactic moments, distinctive thoughts/theologies, writings, etc. You decide what is most important to include.

2-3 paragraphs

IV. Present Day Applications

With an understanding of the cultural differences, what are some aspects of the individual’s life that can be applied to ours? Think of both positives and negatives (i.e., things to emulate— and things to avoid). You may use first person here, but ONLY here.

2-3 paragraphs

V. Bibliography

You should use at least three scholarly sources. Additionally, one source must be a primary source, i.e. book, journal, letters or general writings of the character (this may be from the internet). You are strongly encouraged to use professional historical journal articles when possible (see VII. above)