I. **Course Description**

This course enables students to understand the development of the church in historical context, with special emphasis on the theological, cultural, philosophical, and political factors that shaped the church.

II. **Student Learning Outcomes**

As a result of this course, students will be able to:

1. Not assessed in this course.
2. Not assessed in this course.
3. Not assessed in this course.
4a. Demonstrate a breadth of knowledge about important people, movements, and events in church history.
4b. Analyze the cultural contexts that shaped the life and thought of various individuals during the history of the church.
4c. Reflect critically on significant primary source documents from the history of the church.
4d. Apply insights from church history to the contemporary church.
5. Not assessed in this course.
6. Not assessed in this course.

III. **Course Requirements**

A. **Textbooks and Other Materials**

The following textbooks are required for the course:


The student will read additional primary source materials each week as well as resources related to the historical sketches assignment detailed below.
B. **Attendance**

   According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. **Assignments/Assessment of Student Learning**

1. **Discussion facilitator (10% of final grade)**

   Each student will lead the primary source discussion time for at least one session. The class will be divided into an appropriate number of groups, based on the size of the class, during the opening class session. At this time each student will indicate which week(s) he or she will facilitate the primary source discussion. Class discussions will occur on all but the first, eighth, and sixteenth weeks. As the facilitator, you should work through the relevant primary sources carefully and prepare enough discussion questions for a 30-minute discussion. Where appropriate, you should also draw in insights from the Dowley text and make points of application from the material to the church today. Turn in your list of questions to the professor the week that you lead the discussion.

2. **Four biographical sketches (15% each of final grade; total 60%).**

   Each student is to choose one person for each of four biographical sketches. You must read at least 10 pages from a primary source written either by the person or about him or her during or shortly after that person’s lifetime. It is highly recommended that you choose people from diverse backgrounds and/or theologies, even people with whom you might disagree. The format for the sketches is found at the end of the syllabus (p. 11). The first sketch is to focus on a person who lived between 100 and 500 CE and is due **January 26**. The subject of the second sketch should be between 500 and 1500 CE and is due **February 16**. The third sketch should focus on a person who lived between 1500 CE and 1700 and is due **March 22**. The final sketch is to focus on a person who lived between 1700 and the present and is due **April 12**.

3. **Two exams (15% each of final grade; total 30%)**

   Two exams exam will be administered during the course on **March 1** and **April 26**. The first exam will cover all the material prior to the Reformation and the second exam will cover the material from the Reformation to the present. Study guides will be provided and details concerning the exams will be discussed in class.

D. **Calculation of Grade and Connection of Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion facilitation</td>
<td>4c, 4d</td>
<td>10%</td>
</tr>
<tr>
<td>Biographical sketches</td>
<td>4b, 4c, 4d</td>
<td>60%</td>
</tr>
<tr>
<td>Exams</td>
<td>4a</td>
<td>30%</td>
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</table>
### IV. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 12</td>
<td>Background and Development of the Early Church</td>
<td>Dowley, 23-44</td>
</tr>
<tr>
<td>2</td>
<td>January 19</td>
<td>The Church in the Second and Third Centuries</td>
<td>Dowley, 46-102</td>
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<tr>
<td></td>
<td></td>
<td>Epistle to Diognetus from:</td>
<td><a href="http://www.ccel.org/ccel/richardson/fathers.x.i.ii.html">http://www.ccel.org/ccel/richardson/fathers.x.i.ii.html</a></td>
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<tr>
<td>3</td>
<td>January 26</td>
<td>The Imperial Church and Doctrinal Controversy</td>
<td>Dowley, 102-152</td>
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<tr>
<td></td>
<td></td>
<td>Biographical sketch #1 due</td>
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<tr>
<td></td>
<td></td>
<td>Athanasius’ <em>On the Incarnation of the Word</em>, chapter 2,</td>
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<td></td>
<td></td>
<td>from: <a href="http://www.ccel.org/ccel/athanasius/incarnation.iii.html">http://www.ccel.org/ccel/athanasius/incarnation.iii.html</a></td>
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<td></td>
<td></td>
<td>Chalcedonian Creed from:</td>
<td></td>
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<td></td>
<td></td>
<td><a href="http://orthodoxwiki.org/Chalcedonian_Creed">http://orthodoxwiki.org/Chalcedonian_Creed</a></td>
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<tr>
<td>4</td>
<td>February 2</td>
<td>Outstanding Leaders of the Fourth Century and the Collapse in the West</td>
<td>Dowley, 153-182</td>
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<tr>
<td></td>
<td></td>
<td>Augustine, <em>Confessions</em>, Book VIII (omit chapters 6 and 10)</td>
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<td></td>
<td></td>
<td>from: <a href="http://www.newadvent.org/fathers/110108.htm">http://www.newadvent.org/fathers/110108.htm</a></td>
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<tr>
<td>5</td>
<td>February 9</td>
<td>The Early Middle Ages</td>
<td>Dowley, 183-214</td>
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<td></td>
<td></td>
<td><em>Rule of St. Benedict</em>, chapters 1-7, from:</td>
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<td><a href="http://www.osb.org/rb/text/toc.html">http://www.osb.org/rb/text/toc.html</a></td>
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<tr>
<td>6</td>
<td>February 16</td>
<td>The Medieval Church</td>
<td>Dowley, 215-274</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biographical sketch #2 due</td>
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<td></td>
<td></td>
<td>Catherine of Genoa, <em>Life and Teachings</em>, excerpt, from:</td>
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<td>7</td>
<td>February 23</td>
<td>The Seeds of Reform</td>
<td>Dowley, 275-303</td>
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<td></td>
<td></td>
<td>Thomas a Kempis, <em>Imitation of Christ</em>, chapters 1-9, from:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><a href="http://kempis-imitationofchrist.com/online-text/">http://kempis-imitationofchrist.com/online-text/</a></td>
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<tr>
<td>8</td>
<td>March 1</td>
<td>The Reformation</td>
<td>Dowley, 304-328</td>
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<td></td>
<td></td>
<td>Midterm exam</td>
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<td>9</td>
<td>March 8</td>
<td>No class</td>
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<td>10</td>
<td>March 15</td>
<td>The Reformation</td>
<td>Dowley, 329-360</td>
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<tr>
<td></td>
<td></td>
<td>Martin Luther, “Ninety-Five Theses,” from,</td>
<td></td>
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<td></td>
<td></td>
<td><a href="http://www.luther.de/en/95thesen.html">http://www.luther.de/en/95thesen.html</a></td>
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<td>“Schleitheim Confession of Faith,” from:</td>
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<td><a href="http://courses.washington.edu/hist112/SCHLEITHEIM%20CONFESION%20OF%20FAITH.htm">http://courses.washington.edu/hist112/SCHLEITHEIM%20CONFESION%20OF%20FAITH.htm</a></td>
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<td>11</td>
<td>March 22</td>
<td>Reformers of the Reformation</td>
<td>Dowley, 361-407</td>
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<tr>
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<td></td>
<td>Biographical sketch #3 due</td>
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<tr>
<td></td>
<td></td>
<td>Johann Arndt, <em>True Christianity</em>, Book One, Chapters 22 and 24, from:</td>
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<td><a href="http://www.gutenberg.org/files/34736/34736-h/34736-h.html">http://www.gutenberg.org/files/34736/34736-h/34736-h.html</a></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Source(s)</td>
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<tr>
<td>12</td>
<td>March 29</td>
<td>Challenges to the Traditional Order</td>
<td>Dowley, 408-424</td>
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<td></td>
<td></td>
<td></td>
<td>Noll and Nystrom, 9-95</td>
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<td></td>
<td></td>
<td>Thomas Jefferson, “The Jefferson Bible,” chapters 1-11 and 61-69, from:</td>
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<tr>
<td>13</td>
<td>April 5</td>
<td>Political and Religious Developments in the Eighteenth and Nineteenth Centuries</td>
<td>Dowley, 425-471</td>
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<tr>
<td></td>
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<td></td>
<td>Noll and Nystrom, 97-166</td>
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<td>Pope Pius IX, “Syllabus of Errors,” from:</td>
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<td><a href="http://academic.brooklyn.cuny.edu/history/dfg/amrl/syl-err.htm">http://academic.brooklyn.cuny.edu/history/dfg/amrl/syl-err.htm</a></td>
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<tr>
<td>14</td>
<td>April 12</td>
<td>The American Church</td>
<td>Dowley, 472-525</td>
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<td></td>
<td></td>
<td></td>
<td>Noll and Nystrom, 167-213</td>
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<td><strong>Biographical sketch #4 due</strong></td>
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<td></td>
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<td>Charles Finney, Lectures on Revival of Religion, Lecture I,</td>
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<td></td>
<td></td>
<td></td>
<td>from:</td>
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<td></td>
<td><a href="http://www.ccel.org/ccel/finney/revivals.iii.i.html">http://www.ccel.org/ccel/finney/revivals.iii.i.html</a></td>
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<tr>
<td>15</td>
<td>April 19</td>
<td>The American Church and Developments in the Twentieth Century</td>
<td>Dowley, 526-589</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Noll and Nystrom, 214-277</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Martin Luther King, Jr., “I Have a Dream Speech,” from:</td>
</tr>
<tr>
<td>16</td>
<td>April 26</td>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>

V. Recommendations for Lifelong Learning

This course will introduce you to many figures in church history who have made a significant impact upon the church and the larger society. You may want to explore some of these people more extensively by acquiring resources found in the bibliography or by conducting your own bibliographic research. There are many men and women in the course of church history whose lives can serve as mentors and models of the Christlike life. Plan to acquaint yourself with them during and after your seminary experience.

One resource that would be a good starting point for your exploration is the Christian History and Biography website. Examine the website and consider subscribing: http://www.christianitytoday.com/history/

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 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities

A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

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>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>77-79</td>
<td></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>
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) 7

Early Church History/Patristics


Young, Frances. *From Nicea to Chalcedon*. Fortress, 1983.

**Middle Ages**


**Reformation**


**Scholasticism/Rationalism/Pietism**


**American Church History**


**Global Christianity**


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


Ware, Timothy. *The Orthodox Church.* Penguin, 1993.
BIographical Sketch Format

I. Context

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. (Note: this section should not include details about the person’s life.)

*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, distinctive characteristics, 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.

*3-4 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 secondary sources and only one may be from the internet (the Dowley text does not qualify as one of these sources, though you should include it in your bibliography if you did use it as a source). You are strongly encouraged to reference journal articles when possible. Additionally, one source must be a primary source (this may be from the internet).

**The total page count should be 3-4 pages total, double spaced**