

CHS 5500 DLS: The Story of the Christian Faith
ASHLAND THEOLOGICAL SEMINARY
Fall Semester, 2020
Online Synchronous Course, Thursday 6-9pm (Sept 3- Dec 17, 2020)
Dr. Onalee J. Pierce
Email: opierce@ashland.edu
Phone: (614) 440-1657 (no calls or texts after 10pm please)

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

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

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. Identify 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

Bantu, Vince L. *A Multitude of All Peoples: Engaging Ancient Christianity's Global Identity*. Downers Grove: InterVarsity Press, 2020 (ISBN: 978-0-8308-5107-2)

Dowley, Tim, ed. *Introduction to the History of Christianity*, 3rd ed. Minneapolis: Fortress Press, 2018. (ISBN: 978-1506445960)

Noll, Mark A. and Carolyn Nystrom. *Clouds of Witnesses: Christian Voices from Africa and Asia*. Downers Grove: InterVarsity Press, 2011. (ISBN: 978-0-8308-3834-9)

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

This course utilizes an online component (Blackboard) 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 Blackboard (assistance in Blackboard is provided in video format through Learn AU). 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.

Instruction for this course will be each Thursday, from 6-9pm via Zoom, with everyone participating from home. These sessions will include lecture and discussion (discussion may be done in break-out rooms, depending on class size). There will be several short breaks incorporated into the course time. Please think of this as a regular class: log into Zoom on time, return from breaks in a timely manner, and be present during lecture and discussion. This means avoiding distractions as much as possible: find a quiet place for class, avoid multi-tasking, resist the call of social media. You are encouraged to keep your video feed on during class time (and your microphone muted, except when speaking). All materials (such as handouts, power point slides for lectures, and discussion questions) for the course will be available in Blackboard. The historical sketches will be uploaded in Blackboard. Finally, the midterm exam and the final exam will be taken in Blackboard.

Discussions (20%): Zoom break-out discussions are the primary way in which you participate in the course and interact with others. The discussions will be centered primarily on the readings for each week (discussion questions will be provided). Your participation will be evaluated by evidence presented that you have read the assigned reading material in its entirety, that you have grasped key concepts and ideas, that the questions you pose are related to the readings and their implications for our work in the course, and by thoughtful and respectful responses to your co-learners. Constructive disagreement is encouraged, but courtesy at all times is required. Any discourtesy will result in a deduction from your grade. Depending on the size of the class, you will be put into teams.

Historical Sketches (50% total; 12.5% each). You will choose one person who was a part of the church and influenced it in some way for each of four historical sketches. You may choose the subject for each of your sketches. However, you must read *at least* 10 pages from a primary source¹ either written by the person or about him or her at the time. It is highly recommended that you choose people from a variety of backgrounds and/or theologies. (Don't be afraid to choose someone with whom you disagree!) The format for the sketches is attached to the end of the syllabus (pg 9). For the first sketch, the person should be from the 100- 750 AD and is due **September 19**. The subject of the second sketch should be from

¹ For more information about what constitutes a primary source, please see Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition (Chicago: University of Chicago Press, 2018), 3.1. If you have remaining questions, please contact the professor.

750-1500 AD² and is due **October 10**. The third sketch should focus on a person from 1500-1750 AD and is due **November 7**. The fourth sketch will be on a figure from 1750 to the present and is due **December 5**.

Midterm and Final Exams (30%; 15% each). The tests for the course will be completed in Blackboard. Both the midterm and the final will consist of objective questions (multiple choice/ matching/ true or false/ etc.) and one essay question. A study guide will be posted one week before each test. The midterm will cover the early church up to the Reformation weeks (1-7); the final will cover from the Reformation to the present (weeks 8-15). You will have 90 minutes to complete the posted test anytime between the times given. The midterm exam must be completed between **Tuesday, October 20 at 6am and Thursday, October 22 by 6pm** (week 8). The final exam will be **Thursday, December 17 (between 6am-11:59pm)** (Week 16).

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; when in doubt, include a citation. The instructor will spot-check for plagiarism. *For this course, **all papers must be submitted via the appropriate drop-box in Blackboard.***

Late Policy: Papers and exams turned in after the deadline will be docked five points for each day late, unless permission to do otherwise was granted by the professor ahead of time. Late discussion forum posts will not receive credit unless permission to do otherwise was granted by the professor ahead of time.

D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Zoom Discussions	4b, 4c, 4d	20%
Historical Sketches	4b, 4c, 4d	50%
Exams	4a	30%

IV. Course Schedule

<i>Week</i>	<i>Dates</i>	<i>Lecture/Topic</i>	<i>Readings/Assignments</i>
1	September 3	Background & the Early Church	Dowley, pg 3-54 Bantu, pg. 1-9 “The Martyrdom of Polycarp,” from http://www.earlychristianwritings.com/

² Although Martin Luther was born in 1483 (and, therefore, technically fitting into this time span), if you would like to write about him, please do so for the third sketch since he did not rise to prominence until after 1500.

			text/martyrdompolycarp-lake.html ³
2	September 10	The Church in Theological Controversy	Dowley, pg 55-94 Bantu, pg. 72-118 Tertullian, <i>Against Praxeas</i> , Chapters 2-5 from: http://www.newadvent.org/fathers/0317.htm
3	September 17	The Imperial Church	Dowley, pg 95-150 Bantu, pg. 119-164 Athanasius, <i>On the Incarnation of the Word</i> , chap 2 from: http://www.ccel.org/ccel/athanasius/incarnation.iii.html Chalcedonian Creed from: http://orthodoxwiki.org/Chalcedonian_Creed Historical Sketch #1 Due: Saturday, September 19
4	September 24	Great Theologians; The Rise of Monasticism	Dowley, pg. 151-184 Bantu, pg. 165-217 Augustine, <i>Confessions</i> , Book VIII from http://www.newadvent.org/fathers/110108.htm
5	October 1	The Early Medieval Church	Dowley, pg 185-220 <i>Rule of St. Benedict</i> , chapters 1-7, from http://www.ccel.org/ccel/benedict/rule
6	October 8	The High Middle Ages	Dowley, pg 221-266 Thomas Aquinas, <i>Summa Theologica</i> , Book 2, Question 5, “Those who have faith,” from: http://www.newadvent.org/summa/3005.htm Historical Sketch #2 Due: Saturday, October 10
7	October 15	Calls for Reform	Dowley, pg 267-304 Unam Sanctum, from http://www.fordham.edu/halsall/source/b8-

³ Please note: if you are copying the links from the syllabus and pasting them in a search engine, you will need to delete the spaces that allow the link to fit in the box.

			<p>unam.html</p> <p>Thomas a Kempis, Imitation of Christ, chapters 1-9, from: http://www.catholictreasury.info/books/imitation_of_Christ/index.php</p>
8	October 22	The Reformation	<p>Dowley, pg 305-346</p> <p>Martin Luther, "Ninety-Five Theses," from http://www.luther.de/en/95thesen.html</p> <p>Midterm Exam: Must be completed between Tuesday, October 20 and October 22 (before 6pm)</p>
9	October 29	The Reformation	<p>Dowley, pg. 347-388</p> <p>"Schleitheim Confession of Faith," from http://www.anabaptists.org/history/the-schleitheim-confession.html</p> <p>The Council of Trent (1545-1563), Sessions 4, 6, and 23, from http://history.hanover.edu/texts/trent.html</p>
10	November 5	Seventeenth- & Eighteenth-Century Renewal Movements	<p>Dowley, 389-456 Noll & Nystrom, 9-62</p> <p>Johann Arndt, True Christianity, Book One, Chapters 22 (starts pg. 172) and 24 (starts pg. 181), from: http://www.gutenberg.org/files/34736/34736-pdf.pdf?session_id=bb9cd3579ac9ea74a1406c588913608c31122a61</p> <p>Historical Sketch #3 Due: Saturday, November 7</p>
11	November 12	Europe in the Nineteenth Century	<p>Dowley, 457-492 Noll & Nystrom, 63-95</p> <p>Pope Pius IX, "Syllabus of Errors," from: http://www.papalencyclicals.net/Pius09/p9syll.htm</p>
12	November 19	American Christianity	<p>Dowley, 493-564 Noll & Nystrom, 99-140</p> <p>Charles Finney, Lectures on Revival of Religion, Lecture I, from: http://www.ccel.org/ccel/finney/revivals.iii.i.html</p>

13	November 26	NO CLASS!	EAT TURKEY!
14	December 3	American Christianity	Dowley, 565-622 Noll & Nystrom, 141-200 Martin Luther King, Jr, "Letter from Birmingham Jail," from http://abacus.bates.edu/admin/offices/dos/mlk/letter.html Historical Sketch #4 Due: Saturday, December 5
15	December 10	Global Christianity	Dowley, 623-643 Noll & Nystrom, 201-274 B.V. Subbamma, "Evangelization among Women," from: https://www.lausanne.org/docs/lau1docs/0765.pdf
16	December 17	Final Exam	Final Exam: Thursday, December 17 (between 6am- 11:59pm)

V. Recommendations for Lifelong Learning

As you participate in this course and engage in the material, you will encounter figures who intrigue you. Make note of these and, as you continue on in your seminary career and in your ministry, bring these people along with you. Continue to investigate them, allowing their life-lessons and wisdom to permeate your walk.

Also, the Selected Bibliography below contains many wonderful resources which may further enrich your appreciation for church history. You may also want to consider consulting journals such as *Church History* and *Fides et Historia* or subscribing to <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. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	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.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography⁴

General Texts

Barrett, David B. *World Christian Encyclopedia*. New York: Oxford, 1982.

Brauer, Jerald C. *The Westminster Dictionary of the Christian Church*. Westminster, 1971.

Cross, L. and E.A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. New York: Oxford, 1974.

⁴ This is a limited selection of sources. For a more extended list, please see the course Blackboard page.

- Douglas, J.D. *The New International Dictionary of the Christian Church*. Grand Rapids: Zondervan, 1974.
- González, Justo L. *A History of Christian Thought*, 3 vols., rev. ed. Nashville: Abingdon, 1987.
- _____. *The Story of Christianity: The Early Church to the Present Day*. Peabody, MA: Prince Press, 1985.
- Latourette, Kenneth Scott. *A History of Christianity*, 2 vols., rev. ed. Peabody, MA: Prince Press, 1975.
- O'Collins, Gerald. *Catholicism: The Story of Catholic Christianity*. Oxford: Oxford University Press, 2015.
- Rea, Robert F. *Why Church History Matters: An Invitation to Love and Learn from Our Past*. Downers Grove: InterVarsity Press, 2014.
- Shelley, Bruce L. *Church History in Plain Language*, 2nd ed. Nashville: Nelson, 1995.
- Walker, Williston. *A History of the Christian Church*. Charles Scribner's Sons, 1985.

Anthologies

- Bettenson, H. *Documents of the Christian Church*. New York: Oxford University Press.
- Bindley, T.H. and F.W. Green. *The Oecumenical Documents of the Faith*. Methuen.
- McGrath, Alister. *Christian Literature: An Anthology*. Wiley.
- Oden, Amy. *In Her Words: Women's Writings in the History of Christian Thought*. Nashville: Abingdon, 1994.
- Stevenson, J. *Creeds, Councils and Controversies (371-461)*. SPCK.
- _____. *A New Eusebius*. SPCK.
- Van Voorst, Robert E. *Readings in Christianity*. Wadsworth.

Multi-Volume Series

- The Cambridge History of Christianity. New York: Cambridge University Press, 2008.
- Classics of Western Spirituality. Paulist Press.
- Encyclopedia of ancient Christianity*. General editor Angelo Di Berardino. Downers Grove: Intervarsity Press, 2014.
- IVP Histories Series
- Library of Christian Classics. Westminster.
- Library of Protestant Thought. Oxford University Press.
- The Pelican History of the Church. Penguin Books.
- SPCK Church History Series (TEF Volumes)

HISTORICAL SKETCH FORMAT

I. Context (2-3 paragraphs)

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.*)

II. Background information (1-2 paragraphs)

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.).

III. Ministry information (3-4 paragraphs)

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.

IV. Present Day Applications (2-3 paragraphs)

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.

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****