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


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.

**Online Discussions (30%):** Online discussions are the primary way in which you participate in the course and interact with others and your participation in these discussions will constitute your weekly “attendance” for the course. Therefore, non-participation in the discussions after two weeks will require extra work or a reduction of your grade. Non-participation after three weeks will result in failure or withdrawal from the course. Your participation will be evaluated not just by completing the required number of posts but by the quality of your online interaction. Your online 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’ postings. 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.

Each week there will be two discussion forums: one will cover the week’s reading from the textbook (i.e., the selections from the Dowley and/or the Noll & Nystrom text); the other will discuss the primary source readings (i.e., those from the internet). The professor will post a series of questions to help facilitate discussion. In both forums each week the student will write one substantial paragraph in response to at least one of these questions and will write a one-paragraph response to one classmate (so, each student will make a minimum of four posts each week—two initial posts and two responses). All initial posts must be made each week by Wednesday at 11:59 pm. All responses must be made each week by Friday at 11:59 pm. **Late posts will not receive credit.**

**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 source** 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 8). For the first sketch, the person should be from the 100-750 AD and is due **February 1.** The subject of the second sketch should be from

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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 AD\(^2\) and is due **February 22**. The third sketch should focus on a person from 1500-1750 AD and is due **March 28**. The fourth sketch will be on a figure from 1750 to the present and is due **April 18**.

*Midterm and Final Exams (20%; 10% each).* 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 6 am and 11:59 pm the day of the exam. The midterm exam will be given on **Monday, March 2** (week 8). The final exam will be **Wednesday, April 29** (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**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions</td>
<td>4b, 4c, 4d</td>
<td>30%</td>
</tr>
<tr>
<td>Historical Sketches</td>
<td>4b, 4c, 4d</td>
<td>50%</td>
</tr>
<tr>
<td>Exams</td>
<td>4a</td>
<td>20%</td>
</tr>
</tbody>
</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>3</td>
<td>January 26-</td>
<td>The Imperial Church</td>
<td>Dowley, pg 95-150&lt;br&gt;(assignment continued on page 4)</td>
</tr>
</tbody>
</table>

\(^2\) 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time跨度</th>
<th>主题</th>
<th>来源</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>February 2-8</td>
<td>Great Theologians; The Rise of Monasticism</td>
<td>Dowley, pg. 151-184</td>
</tr>
<tr>
<td>5</td>
<td>February 9-15</td>
<td>The Early Medieval Church</td>
<td>Dowley, pg 185-220</td>
</tr>
<tr>
<td>6</td>
<td>February 16-22</td>
<td>The High Middle Ages</td>
<td>Dowley, pg 221-266</td>
</tr>
<tr>
<td>7</td>
<td>February 23-29</td>
<td>Calls for Reform</td>
<td>Dowley, pg 267-304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unam Sanctum, from <a href="http://www.fordham.edu/halsall/source/b8-unam.html">http://www.fordham.edu/halsall/source/b8-unam.html</a></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 1-7</td>
<td>The Reformation</td>
<td>Dowley, pg 305-346</td>
</tr>
<tr>
<td>9</td>
<td>March 8-14</td>
<td><strong>SPRING BREAK!!!</strong></td>
<td>Relax!</td>
</tr>
<tr>
<td>10</td>
<td>March 15-21</td>
<td>The Reformation</td>
<td>Dowley, pg. 347-388</td>
</tr>
</tbody>
</table>

(assignment continued on pg. 5)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
The Council of Trent (1545-1563), Sessions 4, 6, and 23, from http://history.hanover.edu/texts/trent.html |
| 12   | March 29-April 4 | Europe in the Nineteenth Century | Dowley, 389-456  
Noll & Nystrom, 9-62 (continued on page 5)  
Johann Arndt, True Christianity, Book One, Chapters 22 and 24, from: http://www.gutenberg.org/files/34736/34736-pdf.pdf?session_id=bb9cd3579ac9ea74a1406c588913608c31122a61  
Historical Sketch #3 Due: Saturday, March 28 |
| 13   | April 5-11 | American Christianity | Dowley, 457-492  
Noll & Nystrom, 63-95  
Pope Pius IX, “Syllabus of Errors,” from: http://www.papalencyclicals.net/Pius09/p9syl.htm |
| 14   | April 12-18 | American Christianity | Dowley, 493-564  
Noll & Nystrom, 99-140  
Charles Finney, Lectures on Revival of Religion, Lecture I, from: http://www.ccel.org/ccel/finney/revivals.iii.i.html |
| 15   | April 19-25 | Global Christianity | Dowley, 565-622  
Noll & Nystrom, 141-200  
Historical Sketch #4 Due: Saturday, April 18 |
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. Seminary Writing Consultation Service
The Seminary Writing Consultation 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 [Writing Center Online](http://www.christianitytoday.com/history/) and select “Seminary Writing Center” from the drop down 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, 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</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>3.7</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89-91</td>
<td></td>
</tr>
</tbody>
</table>
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
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 Bibliography³

General Texts

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

³ This is a limited selection of sources. For a more extended list, please see the course Blackboard page.
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***