

SHAW UNIVERSITY DIVINITY SCHOOL
 HIS 502-01
 HISTORY OF THE CHRISTIAN CHURCH II
 Prerequisite: HIS 501 HISTORY OF THE CHRISTIAN CHURCH I
 Spring 2009
 Saturday: 2:30-5:00
 Leonard Hall, Room 2005

INSTRUCTOR: Dr. James Arthur Holmes

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Office Hours: Tuesday: 2:00 - 6:00 P.M.

Wednesday: 2:00 - 5:00 P.M.

Friday: 2:00 - 4:00 P.M.

Mission Statements

MRE Program Mission	MDiv Program Mission
<p>The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church</p>	<p>The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church</p>

Program Goals

MRE Program Goals	MDiv Program Goals
<p>1. to equip students with the capacity for critical and constructive theological</p>	<p>1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our</p>

<p>reflection regarding the content and processes of educational ministry;</p> <ol style="list-style-type: none"> 2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; 3. to assist students with personal growth and spiritual maturity; and 4. to provides skills in teaching and in design, administration, and assessment of educational programming. 	<p>religious heritage;</p> <ol style="list-style-type: none"> 2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions; 3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness; 4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.
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Program Learning Outcomes

MRE Program Learning Outcomes (PLOs)	Mdiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God's people; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education; 4. Graduates will demonstrate a capacity to design and t.o carry out a lesson plan necessary for effective educational ministries 	<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community; 4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership

COURSE DESCRIPTION:

A study of the historical development of the Church from the Reformation to the Modern Period. Special attention will be placed on the growth of the Church, major theological and institutional issues, and persons in context.

STUDENT LEARNING OUTCOMES:

Student Learning Outcomes (SLO) At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>	Linkage to MRE Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>
1. Identify the key individuals and groups and their distinctive views and major contributions to church history during the fifteenth century through the Modern Period.	Exam questions, Position Papers and Oral Reports	1.	1
2. understand the major movements and the issues that influenced the church during the fifteenth century through the Modern Period.	Exam questions, Position Papers and Oral Reports	1.	1
3. understand the growth, reform and expansion of the Church from its European roots during the fifteenth century to its contemporary worldwide influence	Exam questions, Position Papers and Oral Reports	1.	1
4. apply church historical facts and analysis to academic church and community work	Exam questions, Position Papers and	1.	1,4.

	Oral Reports		
5. be equipped with the essential historical Christian background from the Reformation Period to the Modern Period for further graduate Theological Education	Exam questions, Position Papers and oral Reports		

TEXTBOOKS:

Chidester, David. Christianity: A Global History. HarperCollins: San Francisco, 2000.

Latourette, Kenneth. A History of Christianity: Beginnings to 1500. Volume I. Revised Edition. Prince Press: Mass., 2000.

_____ A History of Christianity: Reformation to the Present. Volume II. Revised Edition. Prince Press: Mass., 2000.

Noll, Mark A. A History of Christianity in the United States and Canada. Grand Rapids: Eerdmans, 1992.

_____ The Old Religion in a New World. Grand Rapids: Eerdmans, 2002.

ADDITIONAL TEXTBOOKS:

Bennett, Lerone. Before the Mayflower: A History of Black America. Johnson: Chicago, 2001.

Bettenson, Henry. Editor. Documents of the Christian Church. N.Y.: Oxford, 1967.

Braaten, Carl E. and Jenson, Robert W. Editors. Union with Christ: The New Finnish Interpretation of Luther. Grand Rapids: Eerdmans, 1998.

Day, Peter. Editor. Dictionary of Religious Orders. Bath: Manning Partnership, 2001.

- Estep, William.** The Anabaptist Story: An Introduction to 16th Century Anabaptism. Third Edition. Grand Rapids: Eerdmans, 2001.
- Fitts, Leroy.** History of Black Baptist. Nashville: Broadman Press, 1985.
- Gassmann, Gunther.** Historical Dictionary of Lutheranism. London: Scarecrow Press, 2001
- Handy, Robert.** A History of the Churches in the United States and Canada. New York: Oxford University Press, 2004.
- Hendall, R.T.** Calvin and English Calvinism to 1649. Carlise: Paternoster, 2001
- Holmes, George. Editor.** The Oxford Illustrated History of Medieval Europe. N.Y.: Oxford University Press, 2001.
- Kinghorn, Kenneth Cain.** The Heritage of American Methodism. Nashville: Abingdon, 1999.
- Kostlevy, William C. Editor.** Historical Dictionary of the Holiness Movement. London: Scarecrow Press, 2001.
- Kung, Hans.** The Catholic Church: A Short History. N.Y.: Modern Library, 2001.
- Leith, John.** Introduction to the Reformed Tradition. Louisville: Westminster/John Knox, 2000
- Lincoln, C. Eric, and Lawrence H. Mamiya.** The Black Church in the American Experience. Duke, 1990.
- Lull, Timothy F. Editor.** Martin Luther's Basic Theological Writings. Minneapolis: Fortress Press, 1989.
- Lund, Eric.** Documents from the History of Lutheranism 1570-1750. Augsburg/Fortress, 2001.
- Mead, Frank and Samuel Hill.** Handbook of Denominations. 11th Edition. Revised by Craig Atwood. Nashville: Abingdon, 2001.
- Norwood, Fredrick.** The Story of American Methodism: A History of the Methodist and Their Relations. Nashville: Abingdon, 2001.
- Parker, T.H.L.** Calvin: An Introduction to his Thought. Louisville: Westminster John Knox, 2001.

Roberts, R. Phillip. Continuity and Change: London Calvinistic Baptist and The Evangelical Revival, 1760-1820. UK: Roberts Richard Owens Publishing, 1989.

Sanders, Cheryl. Saints in Exile: The Holiness Pentecostal Experience in African -American Religion and Culture. Oxford, 1996.

Valentine, Simon Ross. John Bennett and the Origin Of Methodism and the Evangelical Revival in England. MD: Scarecrow, 1997.

Walker, Wilinston. The History of the Christian Church. New York: Charles Scribners Sons, 2000.

Weigel, George. The Truth of Catholicism: Ten Controversies Explored. Harper: San Francisco, 2001.

GRADING SCALE:

The following grading scale will be employed for all assignments and for the final grade:

90-100	A	70-79	C
80-89	B	60-69	D
		Below 60	F

All written assignments should conform to the guidelines in the Divinity School's "Guidelines for Written Assignments," available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

A Indicates the student has significantly exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All the required parts of the assignment are present, and the written presentation is consistently above average, with no errors in spelling or grammar.

B Indicates the student has exceeded the minimum expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the written presentation is above average, with no errors in spelling or grammar.

C Indicates the student has met the minimum expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present, and the written presentation is acceptable, with minimal errors in spelling or grammar.

D Indicates the student has not met the minimum expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the written presentation is inadequate in grammar, spelling, or format.

F Indicates the work is not acceptable for graduate-level study.

An incomplete is given only when extraordinary circumstances (extended illness, death, in the family, etc.) prevent the student from completing all the assignments before the end of the semester. An incomplete must be made up before the end of the following semester, or the grade will automatically change to an F, and the course must be repeated. Please note: Any student who receives an incomplete, regardless of the reason will not be able to receive an A in the course. The highest grade possible for a student who receives an incomplete will be a "B".

ATTENDANCE:

Regular and punctual attendance at all class meetings and participation in all class discussions is expected of all students a (weight 10% of the grade). It will be extremely difficult to pass this class if a student misses more than one class meeting. AN E-MAILED OR TELEPHONED MESSAGE IS *NOT* AN EXCUSED ABSENCE. The instructor will determine excused absences. (In other words only the instructor may excuse a student.) It is the responsibility of the student to get the missed notes for any missed class. Absence from unannounced or announced quizzes, tests and other assignments may be made up at the discretion of the instructor. If a student misses more than one class period he or she may receive a failing grade for the course.

If the student is dropped from the Class Roll for failure to attend class, it is the responsibility of the student to clear the matter with the Registrar's office.

ASSIGNMENTS:

Honor Pledge

The University's policy on plagiarism located on page sixteen in the Shaw University Handbook will apply to all assignments in this course. The University's policy on plagiarism further states that repeated violations may result in suspension from the university.

Please do not site the Wikipedia as it is not an authorized source.

Please submit all text documents as Rich Text Files (rtf) instead of .doc files normally produced by Microsoft Word. To create an RTF file, write your document with your usual word processor then save it (use "File-Save As," then choose type and select the .rtf suffix from the

drop-down box). You may contact the library staff with any questions.

An announced Black Board quiz will be given during the semester (10% of the final grade).

A first Position/Research Paper (six pages) on a Church History topic assigned by the instructor. Students are not allowed to change the topic. The Position/Research Papers should present conclusions about the topic along with essential information and reasons for the conclusions. The printed copies are due on February 21, 2009, at 11:00A.M. This is both an Oral Report and a Written Report. The Oral Report will be given in accordance with a schedule provided by the instructor. The two assignments taken together are worth 20% of the grade.

A second Position/Research Paper (ten pages) on a Church History topic assigned by the instructor. Students are not allowed to change the topic. The Research/Position Paper should present conclusions about the topic together with helpful information and reasons for the conclusion. The Research Paper is to be presented as a Formal Graduate Degree Paper conforming to the Shaw University Divinity School Guidelines for Writing 2001. The printed copy is due at the beginning of the class on April 4, 2009 (weight: 20%).

Examinations will be given at mid semester (weight: 20% of the final grade) and at the end of the semester (weight 20% of the final grade). The student is required to sit for both Mid- term and Final Examinations. If the student fails to sit for either of the exams, the student will receive the grade of "F" for the missed examinations. A Make-up Examination may be given at the discretion of the instructor. The date of the Mid-term Examination is February 28, at 2:30 P.M. and the Final Examination is May 2, at 2:30 P.M.

All lectures, discussions, and assignments will integrate the theory and practice of ministry. In addition, the academic work will focus on ministry in a global context.

This course will utilize experiences, poetry, prose, and other relevant literature to help demonstrate an understanding of Church History.

Master of Religious Education (MRE) students will in consultation with the instructor tailor their assignments to meet the needs of the general goals of the MRE Program.

Please be sure that your work is properly documented, as plagiarism or academic dishonesty will not be tolerated. Students are expected to complete their work in the time frame of the course.

No work will be accepted after the close of the course. Under normal circumstances incompletes will not be given.

Multiple submission of a work is unacceptable. That is to say, please do not submit a paper that you have used in a previous course.

Late work will be penalized. Ten points will be deducted from all late work. In fact ten points will be deducted for every week the work is late.

Proper classroom decorum will be maintained. Disruptive behavior, i.e., talking on cell phones, having cell phones to ring in class, talking in class, walking in and out of class, having a family member to interrupt the class, interrupting a classmate before he or she provides an answer to the instructor's question, constantly interrupting the instructor, disrespecting the instructor, or inappropriate dress, will not be tolerated. This behavior will be reported to the Chief Academic Officer's Office. A consistent disruptive student may be asked to leave the class.

COURSE OUTLINE

PERIOD ONE

- Jan 17 Introduction: Review of Syllabus and Course Requirements. Library Orientation. Mr. Clark. Pre-Test.
- Jan 24 Crusades and Consequences. Latourette, Vol. I, Chapter 17 and Walker, pgs. 219-400.
- Jan 31 New Religious Movements, Heresies, and Scholasticism. Latourette, Vol. II. , pgs. 30-400. Walker, Periods Four and Five, pgs. 179-291. Chidester, pgs. 159-351.

PERIOD TWO

- Feb 7 The Reformation: Latourette, Vol. II. , Chapters 30 – 43, Walker, pgs. 419-566, Chidester, pgs. 159—558.
- Feb 14 The Anabaptists Movement. William Estep. The Anabaptist Story: An Introduction to 16th Century.
- Feb 21 The Evangelical Revival in Great Britain, Wesley and Methodism. Roberts, Chapters 1-4 and Valentine, Chapters 1-4. Global Transformations, Chidester, Chapters 21-30. First Position/Research Papers (six pages) are due.
- Feb 28 Mid term

PERIOD THREE

- April 4 The Transplantation of Christianity to the Americas, The Old Religions in a New World, Chidester, Chapters 1-12, pgs. 1-276.
A History of Christianity in the United States and Canada, Mary A. Noll. Chapters 1-11, pgs. 1-310. The Black Church and Politics. Ten Pages Research/Position papers are due.
- April 11 Easter/ Spring Break
- April 18 A History of the Churches in the United States and Canada, Robert Handy. A History of Christianity in the United States and Canada, pgs. 1-427. Mary A. Noll, Chapters 12-20, pgs. 311-550.
- April 25 The Contemporary Black Church: Lincoln, C. Eric, and Lawrence H. Mamiya. The Black Church in the American Experience. Duke 1990.
Saints in and Exile: The Holiness Pentecostal Experience in African American Religion and Culture. Sanders, Cheryl. Oxford, 1996.
- May 2 Final Examination