Course Description

This course is designed to enlighten the student in the development of Christianity from its inception to the present day. Emphasis will be given to the early Church Fathers, the Ecumenical Councils, Western Christianity in its Catholic expression, the Reformation period, denominationalism, revivalism, the modern missions movement, and current movements within Christianity. The course will pay particular attention to events and movements that are significant to the history and development of Baptists.

Course Purpose

One value of studying Christian history is to gain perspective from the past that enables us to live better as believers in the present and the future. Our predecessors have heroically served Christ, struggled desperately with their faith, and made many mistakes. Their experiences can encourage us and make us wiser. Another value of studying Christian history is to understand ourselves better. Each one of us has been deeply influenced by the social, intellectual, and theological environment that surrounds us. This influence is so pervasive, we are often unaware of how it effects us. When we study history we meet with people from different cultures and experiences. Learning how they faithfully, though imperfectly, served Christ and interpreted God’s Word, helps us to see our own blind spots as we serve Christ and interpret God’s Word.

Course Texts


Course Requirements

1. **Exams**
   There will be two (2) exams during the semester, each worth 15% of the overall grade for the course. Exams will test the student’s comprehension of the assigned reading, class discussion, and lectures. Taking good notes will be critical to success on the exams. In addition, a comprehensive final exam will be given at the end of the semester. It will be worth 25% of the overall grade for the course.

2. **Reflection Papers**
   Every week (excepting exam days) you will bring to class a one (1) page single-spaced reflection paper from the week’s reading. A reflection paper should
include the following: a summation of the main points in the weekly reading (simply reproducing the headings from the chapter is not acceptable), any reaction or reflection on the reading, and two or three questions about the reading. The reading reflections may be in the form of paragraphs, an outline, or bullet points. Reflection papers must be written in proper English. These papers are worth 20% of the final grade. Your lowest scoring paper will be dropped in the calculation of your final grade.

3. **Recitation**

   Every student should come to class prepared to intelligently discuss the assigned reading. Class discussion forms a critical part of the learning experience and good discussion can only occur when both the students and professor prepare for it. You are expected to be able to summarize and discuss the main ideas from the reading, as well as to interpret relevant Scripture passages. On any day a student may be called on to lead the class discussion. Students may “pass” on class discussion one time without penalty. Unexcused absences automatically count as a “pass.”

4. **Major Paper**

   There is one ten to twelve (10-12) page double spaced paper due during the semester. This paper will demonstrate the student’s ability to think critically about persons, events, and ideas in church history. This paper is not to be a mere recital of facts that have been unearthed about a particular person or event. The student must present a thesis and argue for its validity by presenting relevant data. The paper will be graded on the effectiveness of its argument, its consideration of all the relevant facts, grammar and form. The paper must reference at least ten sources including at least two journal articles. The paper must strictly conform to the standards in Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed.

   The student should begin considering a paper topic early in the semester. A preliminary bibliography and proposed outline for the paper must be submitted on March 11th. This proposal should briefly state (in one paragraph) the thesis about which the student will write, provide an outline of the major headings in the paper, and include a preliminary bibliography that demonstrates that there is enough material available to complete the project. Please consult with the professor about potential topics before the proposal is submitted. Additionally, if you wish to research a particular subject but are unable to find enough material the professor may be able to assist you in finding more material.

**Course Grades**

- Recitation 10%
- Reflection Papers 20%
- Major Paper 20%
- Semester Exams 30%
- Final Exam 20%
The seminary’s standardized grading scale will be followed in assigning final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
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<tr>
<td>B</td>
<td>81-90%</td>
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<tr>
<td>C</td>
<td>71-80%</td>
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<tr>
<td>D</td>
<td>61-70%</td>
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<tr>
<td>F</td>
<td>0-61%</td>
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Course Policies

1. **Attendance**
Students are expected to attend every class session. More than one unexcused absence will result in grade reduction. Under certain circumstances, such as the severe illness, injury, or death of an immediate family member or your own illness or injury, every effort will be made to accommodate you, provided you contact the professor to explain your situation. Additionally, it is recognized that many of you are engaged in professional Christian ministry, which will sometimes intrude on your academic life. The professor will try to accommodate the needs of your people as you attempt to balance the needs of ministry and study.

2. **Deadlines**
You are expected to adhere to all deadlines without fail. Late work is automatically worth zero points. You have been informed of the various due dates well in advance and are expected to meet them regardless of any personal impediments. Deadlines are a fact of life. You can choose to plan ahead so that you meet them, or you can be content with the mediocrity of last-minute work. Either way, you still have to be on time.

3. **Academic Integrity**
The sanctity of truth is central to those who believe in a God who cannot lie and who forbids false witness. Academic honesty is the application in the academic world of the sanctity of truth. A student who submits work as part of the requirements for a course thereby asserts that the student personally has done that work and that it has not been submitted for credit in any other course without permission. Unless credit is explicitly given to sources, the student is asserting that the words and/or the thoughts are the student's own original work. Academic dishonesty is falling short of these standards. It includes, but is not limited to: cheating, submitting work which was prepared by another person, not giving credit on papers to sources, and submitting without approval work originally prepared by the student for another course.

4. **Special Needs**
Individuals with documented impairments who may need special circumstances for exams, classroom participation, or assignments should contact the professor at the beginning of the course in order for special arrangements to be considered.
5. Syllabus Disclaimer
This syllabus is intended to reflect accurately the course description, content outline, objectives, grading scale, attendance requirements, and other information necessary for students to appraise the course. However, during the course of the term the professor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that change during the semester. All such modifications will occur during a regularly scheduled class meeting.

Schedule
Spring 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading:</th>
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</thead>
<tbody>
<tr>
<td>January 28</td>
<td>Introduction</td>
<td>Cairns 17-35</td>
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<tr>
<td>February 4</td>
<td>The Beginning of the End</td>
<td>Cairns 39-79</td>
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<tr>
<td>February 11</td>
<td>Enemies Within and Without</td>
<td>Cairns 80-117</td>
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<tr>
<td>February 18</td>
<td>Creating a Permanent Institution</td>
<td>Cairns 118-155</td>
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<tr>
<td>February 25</td>
<td>The Long Winter</td>
<td>Cairns 159-201</td>
</tr>
<tr>
<td>March 4</td>
<td>First Exam</td>
<td>Disciples or Heretics?</td>
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<tr>
<td>March 11</td>
<td>These Happy Golden Years</td>
<td>Cairns 202-238</td>
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<tr>
<td>March 18</td>
<td>A Cracking Synthesis</td>
<td>Cairns 239-279</td>
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<tr>
<td>March 25</td>
<td>Back to the Bible</td>
<td>Cairns 280-319</td>
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<tr>
<td>April 1</td>
<td>Or Not</td>
<td>Cairns 320-353</td>
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<tr>
<td>April 8</td>
<td>New Shores, New Problems</td>
<td>Cairns 354-397</td>
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</tbody>
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April 15  Second Exam
       A Spreading Flame
Reading:  Cairns 398-417

April 22  Spring Break

April 29  Uncertain Destiny
Papers Due
Reading:  Cairns 418-458

May 6  And That’s Why We’re in This Mess
Reading:  Cairns 459-534

May 18  Final Exam