Course Description

This course is a continuation of General Church History I, surveying Christianity from the Reformation to the present. Emphasis is given to the influence of Reformation theology, the emergence of various denominations during and after the Reformation, the rise of Baptists, the growth of American Christianity, the modern missionary impulse, the emergence of theological liberalism, and the secularization of Christianity.

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 Objectives

By the end of the course the student should:

1) Objective: Demonstrate a general knowledge of key figures and movements in church history from the Reformation to the present.
   Acquisition: The student will complete weekly readings and participate in weekly class discussions and lectures.
   Assessment: Success will be measured by class participation, the writing of reflection papers, and questions on the exams.

2) Objective: Have the ability to engage in ongoing research within the field of church history for the purpose of spiritual growth and personal devotions.
   Acquisition: The student will conduct individual research and writing on significant individuals in church history.
   Assessment: Success will be measured by the completion of biographies that successfully meet the criteria in the grading rubric.
3) Objective: Understand the importance of believers’ churches and their theological and historical significance.
   Acquisition: The student will attend lectures, complete weekly readings, and read *The Reformers and Their Stepchildren*.
   Assessment: Success will be measured by class participation and the completion of a critical book review that successfully meets the criteria in the grading rubric.

4) Objective: Understand the impact Christianity has made on the world.
   Acquisition: The student will attend lectures, complete weekly readings, and read *How Christianity Changed the World*.
   Assessment: Success will be measured by class participation and the completion of a critical book review that successfully meets the criteria in the grading rubric.

**Course Texts**


or


or


*Any of the three editions of Gonzalez available is acceptable. The second edition was released in December 2010 and should be readily available but most used books available this semester will be of the first edition. The Prince Press edition includes both volumes in one binding and is a cheaper alternative as it can be used for two semesters.*

Most textbooks for Seminary classes are available for purchase at Marie’s Christian Book & Gift Center, 597 S. Ragsdale, Jacksonville.

**Course Requirements**

1. **Exams**
   There will be two (2) major exams, a mid-term and a final, 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. The final exam is not comprehensive.

2. **Biographies**
   There are two five (5) page double spaced biographical papers due during the semester. Each paper will cover a person from the list found on the schedule. Students must do one paper before the mid-term exam and one paper after the mid-term exam. A paper should examine the life of a significant Christian, with attention given to his or her theological contributions and historical significance. The biography must reference a minimum of three scholarly sources and should also include original sources. The biographies must use footnotes that conform to the standards in Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. The paper will be graded according to the rubric attached to this syllabus.
   The paper will be presented to the class on the assigned date. You are expected to be able to answer questions from the class and the professor after your presentation. Each biographical paper is worth 12.5% of the final grade.

3. **Book Reviews**
   Submit book reviews on the specified dates for the books written by Verduin and Schmidt. A book review is five (5) pages, double-spaced, and includes: a brief introduction, possibly with biographical information on the author (1 page or less), a summary of the book’s contents (3 pages), critical reflection on the book (1 pages), and a brief conclusion (1 paragraph). A book review should include full bibliographic information for the book under review at the top of the first page. Quotations from or references to the book being reviewed should be noted with parenthetical page citations. See the [sample book review](#) in the Syllabi section of the website for additional guidance.
   The book review will be graded according to the rubric attached to this syllabus. Each book review is worth 12.5% of the final grade.

4. **Reflection Papers**
   Every week (excepting exam days) 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), a reaction to 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 10% of the final grade. The lowest scoring paper will be dropped in the calculation of your grade.

5. **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. 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.”
Course Grades

The seminary’s standardized grading scale will be followed in assigning final grades:

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<tr>
<th>Component</th>
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<tr>
<td>Exams</td>
<td>30%</td>
<td>A</td>
<td>91-100%</td>
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<tr>
<td>Biographies</td>
<td>25%</td>
<td>B</td>
<td>81-90%</td>
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<tr>
<td>Book Reviews</td>
<td>25%</td>
<td>C</td>
<td>71-80%</td>
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<tr>
<td>Reflection Papers</td>
<td>10%</td>
<td>D</td>
<td>61-70%</td>
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<td>Recitation</td>
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Course Policies

1. **Attendance and Participation**
   Students are expected to attend every class session. More than one unexcused absence will result in a grade reduction. Under certain circumstances, such as the severe illness, injury, or death of an immediate family member or your own illness, injury, or death, 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.

   Personal electronic devices (computers, cell phones) may be used in class for taking notes only. Using the internet, texting, or taking phone calls during class is strictly prohibited unless given explicit permission to do so. A violation of this rule may result in expulsion from class or the prohibition of electronic devices in the classroom.

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. **Grammar and Style**
   Biographies and book reviews are expected to employ proper English grammar and must conform to the standards in Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed.* (on issues that Turabian does not address, consult *The Chicago Manual of Style, 15th ed.*). **Papers that have more than three grammatical errors or more than two style errors will be returned to the student for correction.** The student must then resubmit a grammatically sound and stylistically proper paper. The grade of the paper will be reduced 10 percentage points every day after their paper has been returned until...
an adequate paper is produced. Students are encouraged to consult with the professor before submitting their paper to ensure that it will not be returned.

4. **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.

5. **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.

6. **Syllabus Disclaimer**
During the course of the term the professor reserves the right to modify any portion of this syllabus as may appear necessary. All such modifications will occur during a regularly scheduled class meeting.
Schedule
Spring 2011

Jan. 25 Introduction

Feb. 1 German Reformers, Gonzalez 6-45

Feb. 8 Swiss Reformers, Gonzalez 46-69
Bios: Ulrich Zwingli Johannes Oecolampadius
      John Calvin Martin Bucer

Feb. 15 English Reformers, Gonzalez 70-109
Bios: Thomas More John Knox
      Thomas Cranmer Robert Browne

Feb. 22 Catholic Reformers, Gonzalez 110-148
Bios: Ignatius Loyola Cornelius Jansen
      Pope Paul IV

Mar. 1 Radical Reformers
Due: Verduin, The Reformers and Their Stepchildren
Bios: Balthasar Hubmaier Peter Riedemann
      Melchior Hoffmann Menno Simon
      Pilgram Marpeck

Mar. 8 Puritans in England and North America, Gonzalez 149-163, 217-230
Bios: William Ames Benjamin Keach
      John Clarke David Brainerd
      Hanserd Knollys

Mar. 15 Mid-Term Exam

Mar. 22 Theology and Piety in the Age of Reason, Gonzalez 164-216
Bios: Jacobus Arminius Nicolas von Zinzendorf
      Francis Turretin John Wesley
      George Fox

Mar. 29 A Time for Tolerance and Liberty, Gonzalez 238-281
Bios: Shubal Stearns Charles Finney
      John Leland John Newton

Apr. 5 The Modern Missions Movement, Gonzalez 303-322
Bios: William Carey J. Hudson Taylor
      Adoniram Judson Mary Slessor
      Gerhard Oncken
Apr. 12  Spring Break

Apr. 19  A House Built on Sand, Gonzalez 282-302
        Bios: John L. Dagg          Walter Rauschenbusch
        James R. Graves           Cyrus I. Scofield
        Augustus H. Strong

Apr. 26  Old Churches in a New Age, Gonzalez 330-359
        Bios: Evan Roberts        Pope John XXIII
        Karl Barth               Joseph Ratzinger

May 3  Seeking Stability, Gonzalez 360-398
       Due: Schmidt, *How Christianity Changed the World*
       Bios: John R. Mott        C. Peter Wagner
       Carl F. H. Henry          Bob Jones, Sr.
       James H. Cone

May 10  Final