Course Syllabus

CH 512c
Church History II

Spring 2016 Online
Developed Winter 2013

Professor: David Erickson, Ph.D.

Student Access to Professor
The Professor invites and encourages students to visit with him regarding their academic assignments or other life issues during the course. The professor’s hours are somewhat flexible to meet your scheduling requirements or individual needs.

- Primary contact with the professor will be accomplished via Moodle messages. How to Send a Moodle Message: 1) Click the participants section of the course; 2) Click on the instructor’s name; 3) Scroll to the bottom of the page; 4) Click on the “Send Message” button; 5) This will open a new small window in which you can type your message; 6) Click send message. The instructor will respond to your message via Moodle.

- Secondary contact (only as a backup to primary contact) with the professor is through email: david.erickson@bmats.edu

- If you believe you need emergency contact, the professor’s work phone number is 903-586-2501 (Cell: 903-625-0132) The instructor contact time is Monday through Friday 8 a.m. to 8 p.m. Central Time. The instructor will not answer blocked numbers, and cannot respond to a blocked number if you don’t leave a message.

Delivery and Terms
This is NOT a self-paced course. The instructor has assigned deadlines for specific assignments as shown in the assignment schedule. The class begins January 25, 2016 and ends on May 12, 2016.

Course Texts
Required Books


**Course Description**
A survey of the history of Christianity from the Reformation to the present. Emphasis is given to the Protestant Reformation, the emergence of modern denominations, revival and missionary movements, and the origins of contemporary movements in Christianity.

**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 day.
2) Objective: Organize and implement research within the field of church history for the purpose of spiritual growth and personal devotions.
3) Objective: Organize and implement research into the original sources of church history.
4) Objective: Understand the impact Christianity has made on the world in order to function as an informed citizen in the modern world.
5) Objective: Understand the heritage and theological kinship of Baptists with prior dissenters from prevailing theological and ecclesiastical viewpoints.

**Course Philosophy**
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 Policies**

**Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Some student interactions will involve opinion which is neither right/wrong nor good/evil. My family values may be more/less socially open/closed than yours; my early life experiences may be different from yours; my denominational traditions may be distinct from yours; my journey in life may have taken a divergent path from yours. Be considerate in all responses to show discretion, regard, and courtesy.

**Assignments Due:** All assignments will be turned in to the instructor on the due date, by 11:55 p.m. Central Time. You may turn your completed work in earlier than the due date. You are expected to adhere to all deadlines without fail. Moodle will not allow you to submit work after it is due and 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 personal impediments that may arise immediately before something is due. 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.

Contact the instructor if there is an extreme, extraordinary emergency in your life. If the student and instructor agree there is an extreme, extraordinary circumstance, the work will be turned in no later than one class week from due date.

**Grammar and Style**: Major papers and book reviews are expected to employ proper English grammar and must conform to the standards in Kate Turabian, *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 may 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 if they are concerned about it being returned.

**Academic Honesty**: 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 exclusively for that course. The student is asserting that the thoughts are the student's own original work unless credit is explicitly given to sources via citation. The student is asserting that the words written are the student’s own original work unless words are enclosed in quotation marks. 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, not quoting properly, and submitting without approval work originally prepared by the student for another course. Students found engaging in academic dishonesty will be subject to various disciplinary measures.

**Americans with Disabilities Act**: BMA Seminary supports the Americans with Disabilities Act (ADA). Students with physical or learning disabilities desiring additional assistance must consult with the Dean’s office prior to enrollment or as early as possible after the disability is diagnosed. Procedures for assisting students will require a physician’s written verification of the disability and probable benefit(s) of specific assistance for student learning, a student’s specific written request(s) for assistance from the seminary, and the informing of the seminary faculty. Reasonable accommodations will be given in accordance with the federal and state laws though the Dean’s Office. Contact the Dean’s Office in the main administration building in person or:

- by mail: P.O. Box 670, Jacksonville, TX 75766
- by phone: 800-259-5673
- by email: bmats@bmats.edu

Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve their Christian, educational, and life goals.
Lack of Engagement: Online courses are designed for the student to become engaged quickly, early, and to the maximum for the successful completion of the course. The instructor will follow the current Baptist Missionary Association Theological Seminary Student Handbook (page 3) process of assigning the grade of “F” due to the student’s non-participation/engagement in the course.

Course Assignments

Please note for all assignments: Moodle will not allow you to submit work after the deadline date.

1. Forums
(12 discussions) The student will have the opportunity to respond to discussion opportunities and questions each week. Discussion opportunities are to be returned via Moodle.

To receive full credit, each student must:
- have her/his name on all discussion threads (there may be more than one thread per week).
- post a reply of at least 100 words to the discussion question (worth up to 15 points).
- post a reply of at least 50 words to another student’s post. You are encouraged to reply to more than one student (worth up to 10 points).
- post responses that substantially contribute to the discussion of the material learned that week.
- formulate complete sentences using good English.
- be civil in responses.
- one reply to the question and one reply to another student’s answer are the minimal requirements, additional responses will receive additional points up to a maximum of 25 points.

NOTE: When you respond to the professor’s discussion starter, Moodle will not allow you to see other students’ responses for a brief period (this is the time period when you can still edit your post). Refresh the page after a few minutes and you will be able to see other students’ responses.

2. Reading Quizzes
(22 quizzes) There will be quizzes based on each chapter of the required readings for each week. Questions will come from the textbooks. All quizzes are open book and consist of objective questions (true/false, matching, or multiple choice). Quizzes are time-limited, in order to take a quiz effectively it is important to be familiar with the information before beginning the exam. You can take a quiz up to two times before it is due. There is a required 6 hour delay between your first and second attempt. Your highest scoring quiz attempt will be counted for your grade.

3. Exams
(2 exams) Exams will consist of essay questions. These should be answered with essays of at least one page in length that demonstrate the student’s mastery of the material and the ability to think critically and constructively about what has been learned. Exams are open book. You have
unlimited opportunities to take the exams until the time that they are due. The last exam submitted will be counted for your grade.

4. Biographies
(2 biographies) There are two five (5) page double spaced biographical papers due during the semester. Each paper will cover a person from the lists found below. Students must do one paper from List 1 and one paper from List 2. 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 if possible. 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 available on Moodle.

List 1 (Due March 1)
Johannes Oecolampadius
Martin Bucer
Andreas Karlstadt
Conrad Grebel
Hans Denck
Michael Sattler
Balthasar Hubmaier
Melchior Hoffmann
Jacob Hutter
Pilgram Marpeck
Peter Riedemann
Menno Simon
Dirk Philips
Jacob Ammann

List 2 (Due April 12)
David Brainerd
Henry Spaulding
Robert Morrison
J. Hudson Taylor
Jonathan Goforth
John Williams
John G. Paton
Mary Slessor
Gladys Aylward
C. T. Studd
Samuel Zwemer
C. I. Scofield
William Cameron Townsend
Charles Finney
John R. Mott

5. Book Summaries
(2 summaries) On the dates specified in the schedule, submit summaries of *The Anabaptist Story* (Summary 1) and *How Christianity Changed the World* (Summary 2). A book summary is five (5) pages, double-spaced, and includes: a brief introduction (1 page or less), a summary of the book’s contents (3-4 pages), and a brief conclusion (1 page or less). A book summary should include full bibliographic information for the book at the top of the first page. Quotations from or references to the book being summarized should be noted with parenthetical page citations.

6. History of Your Church
(1 research report) Write a history of your local congregation or another church with which you are familiar. This project is intended to introduce you to the process of documenting history from original sources. In the writing of this history, you are encouraged to consult church minutes and records, to examine records kept by various associations or conventions, to interview longtime church members, and to contact former pastors. These are only a few of the many resources that
might be available to you. Research should try to uncover key facts and dates such as: when the church was founded; who served the church as pastors and deacons; how the church prospered in measures such as membership and finances; where the church was located and any changes made to the physical facilities; and what kind of culture the church has developed. Your research should be documented in a seven to ten (7-10) page double spaced paper. The paper must use footnotes that conform to the standards in Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed.

**Course Grades:**

There are seven parts to student grades in this course:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Percentage each</th>
<th>Total Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forums (12 opportunities)</td>
<td>2%</td>
<td>25%</td>
</tr>
<tr>
<td>Reading Quizzes (22 opportunities)</td>
<td>1.1%</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (2 exams)</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Biographies</td>
<td>8%</td>
<td>16%</td>
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<tr>
<td>Book Summaries</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>History of Your Church</td>
<td>12%</td>
<td>12%</td>
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</table>

There will be two bonus point/extra credit opportunities during the course.

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

- **A** 91-100%
- **B** 81-90%
- **C** 71-80%
- **D** 61-70%
- **F** 0-61%
# CH 512c Schedule
## Spring 2016

<table>
<thead>
<tr>
<th>Topic</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Value</th>
<th>Required Reading</th>
<th>Date Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE REFORMATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Jan 28</td>
<td>Syllabus Quiz (Extra Credit)</td>
<td>2</td>
<td>Course Syllabus</td>
<td>Now</td>
</tr>
<tr>
<td>The Renaissance</td>
<td>Feb 2</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 1-2</td>
<td>Now</td>
</tr>
<tr>
<td>The Magisterial Reformation</td>
<td>Feb 9</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 3-4</td>
<td>Feb 3</td>
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<tr>
<td>The Radical Reformation</td>
<td>Feb 16</td>
<td>Forum Quiz</td>
<td>2</td>
<td>Woodbridge 5</td>
<td>Feb 10</td>
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<td>Solidifying the Reformation</td>
<td>Feb 23</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 6-7</td>
<td>Feb 17</td>
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<tr>
<td></td>
<td></td>
<td>Summary 1</td>
<td>2</td>
<td>Estep</td>
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<tr>
<td><strong>THE AGE OF LIGHTS</strong></td>
<td></td>
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<tr>
<td>Tumult and Authority</td>
<td>Mar 1</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 8-9</td>
<td>Feb 24</td>
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<tr>
<td>Evangelicals in the Age of Reason</td>
<td>Mar 8</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 10-11</td>
<td>Mar 2</td>
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<td>Pietists in the Age of Reason</td>
<td>Mar 15</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 12-13</td>
<td>Mar 9</td>
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<tr>
<td>Mid-Term</td>
<td>Mar 22</td>
<td>Mid-Term Exam</td>
<td>5</td>
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<td>Mar 16</td>
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<tr>
<td><strong>THE NINETEENTH CENTURY</strong></td>
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<tr>
<td>Revolutionizing Christianity</td>
<td>Mar 29</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 14-15</td>
<td>Mar 23</td>
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<tr>
<td>Missions to the Far Corners of the Earth</td>
<td>Apr 5</td>
<td>Forum Quiz</td>
<td>2</td>
<td>Woodbridge 16</td>
<td>Mar 30</td>
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<tr>
<td>Churches Old and New</td>
<td>Apr 12</td>
<td>Forum Quizzes</td>
<td>2</td>
<td>Woodbridge 17-18</td>
<td>Apr 6</td>
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<tr>
<td></td>
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<td>Biography 2</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Summary 1</td>
<td>2</td>
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THE TWENTIETH CENTURY AND BEYOND

<table>
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<tr>
<th>The Fracturing of Theology</th>
<th>Apr 19</th>
<th>Forum Quizzes Summary 2</th>
<th>2 2 6</th>
<th>Woodbridge 19-20 Schmidt</th>
<th>Apr 13</th>
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<tbody>
<tr>
<td>Evangelicals and the Future</td>
<td>May 3</td>
<td>Forum Quizzes History of Your Church</td>
<td>2 2 12</td>
<td>Woodbridge 21-22</td>
<td>Apr 20</td>
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<tr>
<td>Finals Week</td>
<td>May 10</td>
<td>Final Exam Course Evaluation (extra credit)</td>
<td>5</td>
<td></td>
<td>May 4</td>
</tr>
</tbody>
</table>

**COURSE CONTRACT:** By continuing with the course, you certify that you:
- have thoroughly read the syllabus and all relevant orientation information.
- understand that this course has a fixed start and end date.
- understand the delivery mode of this course is not self-paced.
- understand that this is not a watered-down course--you will use the same textbook and complete the same requirements as in a traditional classroom.
- agree to submit your assignments electronically or as instructed by your instructor within the accepted timeframe.
- are the student officially enrolled in this course and you are actually performing your own work.
- agree to the course conditions and requirements, especially the provisions of academic honesty and personal integrity in an online course.

Failing to fulfill the course contract will result in failure of the course and other appropriate disciplinary actions, if necessary.