COURSE DESCRIPTION: This class is an historical study of the rise and development of the Christian Church from the time of the Protestant Reformation to the Present Day. The course will pay particular attention to the variety of Christian expressions that are found in America and the background to many of the current Christian debates. We will look at the Church from the straightforward historical approach, while, at the same time, taking note of the doctrines as they were hammered out in the fires of controversy. The format of the class will be lecture, group work, and discussion. You will need to take notes, as some of the lectures will include material that is not in the textbook.

PREREQUISITE: None

TEXT REQUIRED:


COURSE LEARNING OUTCOMES: The student, upon completion of this course, will:
1. Be exposed to a broad understanding of the history of the church.
2. Come to know names of major figures in church history, and their impact upon their culture and their times.
3. Know key dates, and their impact upon the church.
4. Have a working awareness of the important doctrinal movements that have occurred during the last 1000 plus years of the church’s existence.
5. Be able to discuss and interact with the major doctrines and theories that have been studied and developed throughout the history of the church.

COURSE ASSIGNMENTS & GRADING CRITERIA:
The following items are required for the course:
1. Learning Journal: A set of journal reflections demonstrating that you have read and thought about the Placher text. The journal articles should be a thoughtful consideration of each article in each chapter. Thus, if Placher requires the reading of 10 selections of writings (can be several independent readings from the same writer),
there should be 10 journal reflections that respond to the readings.

The reflection should be written in the form of a well-organized and well-crafted essay discussing the major points of each article. At the beginning of each paragraph, note down the writer, and the title of the reading. Each article in the chapter should receive no less than 2 paragraphs of reflection (could be more).

These journals should also include any questions or thoughts that arise as the materials from Shelley and Placher are studied in class or read. The writer should be able to reflect on these points during the course of a class session.

A copy of the Learning Journal Reflections shall be turned in to the Instructor at the beginning of each class session.

Turnitin.com (IF THE INSTRUCTOR CHOOSES THIS OPTION): the journal reflections for the readings each week will be submitted to turnitin.com by the time class meets each week. The first set of readings should, therefore, be submitted by class time on the first week of class. Student may ask for help if needed to set up account. For additional information contact Brenda Kerwin at the Houghton Memorial Library at Huntingdon.

2. Mid-term Exam: An exam given at week three. This exam will primarily consist of multiple choice questions, and cover only the material preceding the exam. Questions will be drawn from the reading and class discussion.

3. Final Exam: An exam given at week five. This exam will, again, primarily consist of multiple choice questions, and cover only the material preceding the exam. As before, the questions will be drawn from the reading and class discussion.

4. Class Discussion & Interaction: Each student will be evaluated by the instructor as to their contribution to the overall learning experience of the class. Thus, a grade will be assigned for the degree of discussion and effort made to understand and convey the meaning of the materials being considered.

GRADES:

Students will be graded according to a percentage within the four required learning activities:
1. Five Learning Journals Reflection Papers: 30%
2. Mid-term Exam: 25%
3. Final Exam: 30%
4. Class Discussion and Interaction: 15%

Grading Scale:
- 90—100=A
- 80—89.99=B
- 70—79.99=C
- 60—69.99=D
- below 60=F

RESEARCH PARAMETERS:
All outside research will be done under the following guidelines.
1) Research for books on subject matter covered in this class can be done by means of the Online Catalogue of the Library known as “Countess.”
2) No online sources will be allowed except through research done under the Huntingdon Library support system. This research support can be accessed in the following ways from the Huntingdon College Library website:
   a) On the Library webpage, click on Databases. Then, click on EBSCO Host. This will access the various periodicals found in the databases of the Library. You will then search among the databases for a Religion Periodical Database such as the Academic Search Premier, or the ATLA Religion Database, and do a search from that database.
   b) On the Library webpage, click on Databases. Then, click on the Routledge Reference database. From there you will be given a search engine to find articles for help in your research.
   c) From the Huntingdon College website, you may interface with the Alabama Virtual Library for research purposes. Click on “Campus and Library,” and then go to the “College and University” Age Group. From there you will find a number of different online helps for your research.

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – No shows fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

Accommodation of Special Needs - Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their
disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

**Academic Honesty** – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

**First Night Assignment due at the beginning of class week 1.**

- **Reading**
  - *Shelley*, Chapters 23-28
  - *Journal Readings*, Placher - Chapter 1

- **Writing**
  - Hard copy of Learning Journal is Turned in at Start of Class

- **Research**
  - Study and reflection on primary works in Placher

**CLASS SCHEDULE:**

**Week 1: Module 1 Outcomes**

By the end of this Module, students are expected to understand:

- The state of the Church prior to the Reformation and the Reforms called for by John Hus and John Wycliffe;
- The life of Martin Luther and the process by which his inquiries into the Church led to the Reformation;
- The development and growth of the Reformation movement;
- The excesses that occurred due to the new freedoms experienced during the Reformation;
- The movement of the Reformation into Switzerland, and the growth of the Anabaptism movement;
- The life and work of Calvin and the Expansion of Reformed Theology;
- The Reasons for the Reformation in England, and the Formation of the Anglican Church;
- Catholic Reaction to the Protestant Reformation and the Reformation within the Roman Catholic System;
Student Preparation for Module 1

- **Reading**
  - *Shelley*, Chapters 23-28
  - *Journal Readings*, Placher - Chapter 1
- **Writing**
  - Hard copy of Learning Journal is Turned in at Start of Class
- **Research**
  - Study and reflection on primary works in Placher

Classroom Activities for Module One

1.1 *Introductions and Overview*: Introduction of class members to one another and to instructor. Overview of syllabus, and explanation of requirements for class;
1.2 *Class Lecture*: on Subject Matter beginning with the value of studying Church History.
1.3 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals and readings.
1.4 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals.
1.5 *Discussion of Points Raised by Small Groups & Lecture*: some examples might include:
  1.5a: Discuss the major events leading up to the Reformation;
  1.5b: What role did the personalities of the characters of the Reformation play (Henry VIII, Martin Luther, Menno Simons, etc.)?
  1.5c: Differentiate the major doctrines that arose in the Reformation movement;
  1.5d: Make connections between modern denominations and these doctrines;
  1.5e: Does reform still occur in the modern church?
  1.5f: How is reform best accomplished within the Church?

Week 2: Module Two Outcomes

By the end of this Module, students are expected to understand:

- The Expansion of Christianity in the New World, and the Catholic Missionary Movement;
- The Puritan Movement in England, and the Founding of the Protectorate;
- The Growth and Differentiation of Denominations;
- The Development of the Rationalist Movement, and its Expression in Deism;
- Blaise Pascal and the Pietists;
- The Wesleyan Revival and its Impact in England;

Student Preparation for Module Two

- **Reading**
  - *Shelley*, Chapters 29-34
  - *Journal Readings*, Placher - Chapters 2-3
• Writing
  • Hard copy of Learning Journal is turned in at start of class
• Research
  • Study and reflection on primary works in Placher

Classroom Activities for Module Two
2.1 Quick overview of previous module, and any questions or concerns about class, final project, etc.
2.2 Class Lecture: review of subject matter for week;
2.3 Small Group Work: Break into small groups to discuss points of readings that were raised in journals and readings;
2.4 Report of Small Groups: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;
2.5 Discussion of Points Raised by Small Groups & Lecture; some examples might include:
  2.5a: The Conflict between the Established Church and the concepts put forth by the Pilgrims;
  2.5b: Discuss the coming of the Puritans to America, and their view of God’s Covenant in America;
  2.5c: What were the questions raised by the Puritan movement & the connection between life and faith;
  2.5d: How do denominations shape the church?
  2.5e: Discuss the conflicts between the Rationalist movement and the Church, and how they affected the Church;
  2.5f: Discuss the Pietists’ attempt to offset the influences of the Rationalists, and their view of Church Life;
  2.5g: Talk about the distinctions made by the Wesley’s with regard to theology and the social ministries

Week 3: Module Three Outcomes
By the end of this Module, students are expected to understand:
• The Concept of Voluntary-ism in America, and the Great Awakening;
• The Concept of Church and State in American Cultural Life;
• The Revolutionary Movement in Europe; Liberalism; and Infallibility;
• The Evangelicals; the Attack on Slavery; and the Oxford Movement;
• The Growth of Modern Missions;
• The Second Great Awakening, and the Camp Meeting Movement;
• The Conflict over Slavery in America;
• New Challenges to Christianity;
• The Reaction of the Church to the Development of Biblical Criticism, Urbanization, the Scientific Theory of Evolution, and the Communist Movement;
• The Growth of New Religious Sects in the United States;
• The Difficulties Created by Urbanization;

Student Preparation for Module Three
• Reading
  • Shelley, Chapters 35-39
  • Journal Readings, Placher - Chapter 4-5
• Writing
  • Hard copy of Learning Journal is turned in at start of class
• Study
  • Prepare for Mid-Term Examination
• Research
  • Study and reflection on primary works in Placher

**Classroom Activities for Module Three**

3.1 *Quick overview* of previous module, and any questions or concerns about class, final project, etc.
3.2 *Mid-term Exam*;
3.3 *Class Lecture*: review of subject matter for week;
3.4 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals and readings;
3.5 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;
3.6 *Discussion of Points Raised by Small Groups & Lecture*: some examples might include:
  3.6a: Make connections to the growth of Christianity and the Revivals that ran throughout America;
  3.6b: Describe the Great Awakening and its impact on Religious Life; and, in particular, its relationship to men like George Whitefield and Isaac Backus.
  3.6c: Discuss the growing issue of Church – State relations, and the response of the Church;
  3.6c: Discuss the Revolutionary zeal that shook Europe, and its interaction with the Church;
  3.6d: Discuss rationalism in light of formalism and scholasticism in religion;
  3.6e: How did the Roman Catholic Church respond to Nationalistic movements and their resistance to papal power? Explain the growth of Revivalism, Pietism, Mysticism, and the Methodist movement;
  3.6f: Be familiar with the Evangelical Movement, and particularly the Clapham Community and the Oxford Movements. How did they impact the Church?
  3.6g: How did the Modern Missionary movement come into being; who were the primary leaders of this movement, and what did they do to foster its growth?
  3.6h: Know about the Westward movement of the Church in America; its innovations, its emphases; and the challenges coming from culture;

**Week 4: Module Four Outcomes**

By the end of this Module, students are expected to understand:

• The Growth of Liberalism, Neo-Orthodoxy, and Radical Theologies;
• The Social Justice Movement and its Place in the Church;
• The Conflict between Fundamentalism and Liberalism and the Growth of the Evangelical Movement;
The Struggles of the Church during the Two World Wars;
The Development of Political Movements in Active Opposition to Christianity;
The Growth of the Ecumenical Movement;

Student Preparation for Module Four

Reading
- Shelley, Chapters 40-44
- Journal Readings, Placher - Chapter 6-7

Writing
- Hard copy of Learning Journal is turned in at start of class

Research
- Study and reflection on primary works in Placher

Classroom Activities for Module Four

4.1 Review of Mid-term Test;
4.2 Quick overview of previous module, and any questions or concerns about class, final project, etc.
4.3 Class Lecture: review of subject matter for week;
4.4 Small Group Work: Break into small groups to discuss points of readings that were raised in journals and readings;
4.5 Report of Small Groups: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;
4.6 Discussion of Points Raised by Small Groups & Lecture; some examples might include:
   4.6a: Describe the Abolitionist and Non-Conformist movements and the growth of missions;
   4.6b: Discuss the Impact of the Challenges of Biblical Criticism & Evolution;
   4.6c: Describe the Nature of Revivalism and the Second Great Awakening;
   4.6d: How did the Social Reform Movement Affect the Church?
   4.6e: Explain the Nature and Importance of Parachurch Organizations and the Church;
   4.6f: Discuss theological Liberalism, and its doctrinal distinctives;
   4.6g: Describe the state of the Church in the World Wars;
   4.6h: How does the development of the German Christians and the Confessing Church in Germany exemplify the difficulty of uniting Christianity and the State?
   4.6i: Discuss Evangelicalism as a Theological System; and the rise of Fundamentalism and its distinctives;
   4.6j: Know about the Ecumenical Movement and its impact on the World Church.

Week 5: Module Five Outcomes

By the end of this Module, students are expected to understand:

- The rise of the Pentecostal and Holiness movements, and the re-emergence of the Roman Catholic Church;
• The principles of church growth and decline in church membership among the mainline denominations;
• The Importance of Vatican II
• The Growth of Christianity in the Third World
• The Concept of Globalization, and Global Village;
• What Role Christianity has played in the Opening of “Markets” World-wide;
• The Place of Christianity in the Third Millenium

Student Preparation for Module Five
• Reading
  • Shelley, Chapters 45-48
  • Journal Readings, Chapter 8
• Writing
  • Hard copy of Learning Journal is Turned in at Start of Class
• Research
  • Study and reflection on primary works in Placher
• Study
  • For Final Exam

Classroom Activities for Module Five
  5.1 Quick overview of previous module, and any questions or concerns about class, final project, etc.
  5.2 Final Exam;
  5.3 Class Lecture: review of subject matter for week;
  5.4 Small Group Work: Break into small groups to discuss points of readings that were raised in journals and readings;
  5.5 Report of Small Groups: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;
  5.6 Discussion of Points Raised by Small Groups & Lecture; some examples might include:
    5.6a: Know about Pope John XXIII, and how Vatican II affected the position of Catholicism in the Christian World;
    5.6b: Discuss secularization in the West; the growth of Christianity in Africa; and the Response to Humanism;
    5.6b: Discussion of the role of Christianity and politics; the impact of Media on Culture; the growth of the Religious Right; and the development of the Megachurch Model.
    5.6c: Explain globalization; its impact on the Church; and the concept of Pluralism;
    5.6d: Discuss the changing climate towards Christianity throughout the World; its acceptance in Asian countries; and the threat from Jihadist Islam