

**COURSE:** HP 236D & DN Church History  
**CREDIT:** 3 Semester Hours  
**SEMESTER:** Fall, 2020, Cycle 3 (October 19-December 11, 2020)  
**TIME:** Mondays, 8:00-10:50 a.m.  
**INSTRUCTOR:** Colonel Teddy D. Bitner  
Office: 816-322-0110 extension 1511; Cell: 816-914-5119; Email  
teddy.bitner@calvary.edu

## I. DESCRIPTION

A study of Christendom in the course of its development from apostolic times to the end of the church age. The most important persons, problems, decisions and developments are traced.

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. OBJECTIVES

A. The purpose of this course is to acquaint you with the critical aspects of the history of the Church and help you appreciate the value of studying history. Basic understanding of the following elements will be achieved:

1. Awareness of contributions of key individuals associated with church history. (PLO 1) (Assessments B, D, E)
2. Understanding of major events and movements contributing to church history and be able to assess those events and movements from a Biblical perspective. (PLO 1)
3. Grasp of critical issues driving events. (PLO 1) (Assessments B, C, D, E)
4. Acquire an understanding of the characteristics of the Christian experience. (PLO 1, 4) (Assessments A, B, D, E)
5. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places. (PLO 1) (Assessments A, B, D, E)

B. Specific competencies to be achieved. The student:

1. Knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, and point of view. (PLO 1) (Assessments B, C, E)
2. Identifies major people, places, and events with their causes and consequences. (PLO 1, 4) (Assessments B, C, D, E)

3. Develops the ability to assess historical evidence in order to arrive at sound judgments relative to present and future issues. (PLO 1, 4) (Assessments A, B, D, E)
4. Develops the ability to determine the significance of facts, rather than simply memorize them, in order to prepare oneself for intellectual discussions. (PLO 1, 4) (Assessments B, C, D, E)
5. Understands how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1, 4) (Assessments B, D, E)
6. Understands the linkages between human decisions and consequences, especially from a Biblical perspective. (PLO 1, 4) (Assessments B, C, D, E)
7. Understands current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings, especially from a Biblical perspective. (PLO 1, 4) (Assessments B, C, D, E)

### III. REQUIREMENTS (ASSESSMENTS)

- A. Reading. You will be expected to complete the assigned reading from Cairns and Shelley. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements. Also, you will be required to read Noll's *Turning Points: Decisive Moments in the History of Christianity*. You will be asked to verify the percent of the assigned reading from the Cairns and Shelley when you take the final exam.
- B. Paper. You will be required to write a paper. Topic will be a review of an individual, event, or culture. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.) and is due as indicated in Canvas. All class papers must follow the [\*Chicago Manual of Style 17<sup>th</sup> edition\*](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition ("Turabian"). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.
- C. Tests. Two (2) tests will be given. The first exam will be conducted at approximately the fourth week, the second test will be the final examination. The exams will be posted on the course Canvas page, and you will be able to access and take the exams over a period of approximately one week. Tests will include true-false, multiple choice, matching, and fill-in questions. Extra credit questions will generally be essay. I will use ProctorU to electronically proctor the exams, which will be closed book and closed notes. Costs for ProctorU exams are listed below and are payable by the student to ProctorU at the time of the test:
  - 60 minutes or less - \$8
  - 61 – 120 minutes - \$10
  - 121-180 minutes - \$12

D. Book Report. You will read Mark Noll’s *Turning Points: Decisive Moments in the History of Christianity* and write an eight page book report due as indicated in Canvas. The book report will be organized as follows:

- a. Introduction
- b. Summary of the book (what did Noll cover in his book)
- c. Major themes (what point[s] is Noll trying to make?) that you identified during your reading
- d. Your assessment of Noll’s themes (do you agree with him, why or why not)
- e. Conclusion

E. Lectures and Discussion Questions. You will watch the lecture (online students) and answer discussions questions normally associated with each course lecture. You will comment on at least one classmate’s post. Discussion questions are normally due to be completed within one week of posting.

IV. METHODS

A. Conduct of the class will include a combination of lecture, discussion and question / answer. Student interaction during the conduct of each class session is strongly encouraged.

B. Grading and Attendance. I expect students to attend class regularly. My attendance policies are:

For in-class students, you may miss up to the equivalent of one week of class without penalty. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).

For distance students, I will take attendance once a week on Wednesday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. The same rule regarding grade reduction indicated above applies for distance delivery students.

In computing the final grade, I will weigh the work of the course in the following proportions:

First Examination	20%
Second Examination	20%
Discussion Questions	20%
Paper	15%
Book Report	15%
Textbook Reading	10%

V. MATERIALS

Cairns, Earle E., *Christianity through the Centuries: A History of the Christian Church*. Grand Rapids: Zondervan Publishing House, 1996. ISBN: 9780310208129 (or any other edition). Price: \$32.99. Kindle edition price is \$17.96. Available used for about \$5.00.

Knoll, Mark , *Turning Points: Decisive Moments in the History of Christianity*, Grand Rapids: Baker Academic, 2000. ISBN: 9780801062117. Price: \$21.99. Kindle edition price is \$14.06. Available used for about \$6.75.

Shelley, Bruce, *Church History in Plain Language (Updated Second Edition)*, Waco: Thomas Nelson, 1995. ISBN: 9780849938610 (or any other edition). Price \$29.99. Kindle edition price is \$9.90. Available used for about \$12.00.

*The New American Standard Bible*, La Habra, CA: Foundation Publications, 1995. ISBN: 9781885217721. Price: \$5.99. Available used for about \$ 0.01. NOTE: The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. TENTATIVE CLASS SCHEDULE: (Assigned reading from Cairns *Christianity through the Centuries* and Shelley’s *Church History in Plain Language*)

Lesson	Date	Subject	Reading Reading “C”=Cairns “S”=Shelley
1	October 19, 2020	The Fullness of Time	C: Chap 1 S: Chap 1
2		On This Rock / To the Jew First Then to the Greek	C: Chap 2, 3, 4 S: Chap 2, 3, 7
3		Books and Parchments Early Church Government	C: Chap 5, 6 S: Chap 8, 14-15
4	October 26, 2020	Christ or Caesar	C: Chap 7 S: Chap 4
5		Fables, Doctrines, and Contending for the Faith	C: Chap 8-9 S: Chap 5
6		Church Closes Ranks	C: 10 S: 6,9
7	November 2, 2020	The Church Faces the Empire and Barbarians	C: Chap 11 S: Chap 9

<b>Lesson</b>	<b>Date</b>	<b>Subject</b>	<b>Reading</b> <u>Reading</u> "C"= <i>Cairns</i> "S"= <i>Shelley</i>
8		The Conciliar Controversy and Creedal Development	C: Chap 12 S: Chap 10,11
9		Golden Age of Church Fathers	C: Chap 13 S: Chap 13
10	November 9, 2020	The Cloisters, Hierarchy and Liturgy The First Pope	C: Chap 14-16 S: Chap 11,12
11		Christian Losses and Expansion / <b>First Exam Due</b>	C: Chap 17 S: Chap 16
12	November 16, 2020	The Revival of Imperialism Emergency of the Holy Roman Empire	C: Chap 18, 19 S: Chap 18
13		Revival and Schism, Zenith of Papal Power Crusaders and Reformers	C: Chap 20, 22 S: Chap 19
14		Medieval Learning and Worship	C: Chap 23 S: Chap 20, 21
15	November 23, 2020	Attempts at Internal Reform The Papacy Faces External Opposition / <b>Book Report Due</b>	C: Chap 24, 25 S: Chap 20,21
16		Background to the Reformation Luther and the German Reformation	C: Chap 26, 27 S: Chap 23, 24
17		Reformation in Switzerland and Reformed Faith outside Switzerland Reformation and Puritanism in England	C: Chap 28-30 S: Chap 26-28
18	November 30, 2020	Counter-Reformation Establishment of Christianity in North America	C: Chap 31-32 S: Chap 27, 29
19		Rationalism, Revivalism and Roman Catholicism Roman Catholic Victories and Losses/ <b>Research Paper Due</b>	C: Chap 33, 34 S: Chap 32-34, 36
20		Religion and Reform in Great Britain and Europe Foes of the Faith	C: Chap 35, 36 S: Chap 34, 35, 38
21/22	December 7, 2020	The American Church in the National Era The Changing World and Liberal Decline / Ecumenism and Evangelicals	C: Chap 37-39 S: Chap 39, 41 / C: Chap 40-42 S: 44-48

<b>Lesson</b>	<b>Date</b>	<b>Subject</b>	<b>Reading</b> <u>Reading</u> "C"= <i>Cairns</i> "S"= <i>Shelley</i>
		The Contemporary Church-Trends and Issues / <b>Final Exam Due; Reading Report Due</b>	

VII. POTENTIAL PAPER TOPICS (list not all inclusive, only suggestions)

**People:**

Paul	Charlemagne	Henry VIII of England	Dwight Moody
Peter	Constantine	Martin Luther	Georg Hegel
John	Pope Gregory VII	John Calvin	Charles Darwin
Irenaeus	Pope Innocent III	John Knox	C. S. Lewis
Chrysostom	Francis of Assisi	Hulderich Zwingli	Francis Schaeffer
Jerome	Acquinas	Jonathan Edwards	Billy Graham
Ambrose	Anselm	William Penn	Karl Barth
Augustine	John Wycliffe	John Wesley	Charles Colson
Pope Gregory the Great	John Huss	George Whitefield	Pope John Paul II
Pepin		Charles Spurgeon	

**Movements**

Gnosticism	Franciscans	Puritans	Fundamentalism
Donatism	Dominicans	Separatists	Deep Ecology
Islam	Universities	Deism	Liberation Theology
Monasticism	Mysticism	Rationalism	Feminist Theology
Scholasticism	Renaissance	Biblical Criticism	Atheism
The Crusades	Reformation	Materialism	Darwinism
Cistercians	Counter-Reformation	Theological Liberalism	Communism
Waldenses	Biblical Humanists	Urbanization	National Socialism

Students with disabilities have the responsibility of informing the DSS Director ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

**CALVARY UNIVERSITY EVALUATION SHEET**

Student Name: \_\_\_\_\_

Date Due: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Course Number/Name: \_\_\_\_\_

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	<b>KNOWLEDGE</b> Recalls details of previously learned material, including relevant facts and theories.
	<b>COMPREHENSION</b> Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	<b>APPLICATION</b> Applies rules, methods, concepts, principles, and laws as required by questions.
	<b>ANALYSIS</b> Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	<b>SYNTHESIS</b> Sees the whole of a concept, theory or idea by means of its constituent parts.
	<b>EVALUATION</b> Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	<b>PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES</b> Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	<b>SPELLING/GRAMMAR/SYNTAX</b> Follows the accepted norms of spelling, grammar, and syntax.
	<b>TURABIAN STYLE</b> The lesson has been submitted neatly and according to relevant school submission guidelines.
	<b>ACADEMIC LEVEL SATISFIED</b> Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	<b>TOTAL POINTS</b>
	<b><u>FINAL GRADE</u></b>

Computation of Grade: Maximum Points Possible = 100

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72	D- = 60-62

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

<b>COMMENTS ON LESSON:</b>		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

**REMARKS:**