

DEPARTMENT OF HISTORY & POLITICAL SCIENCE
ANDREWS UNIVERSITY
BERRIEN SPRINGS, Michigan 49104

HIST316 /RELH 316. History of the Christian Church I (3 hrs)
(Fall Semester 2009)

Instructor: John J. Markovic, Ph.D.
Class: MW 12:30 – 13:45, Griggs Hall 205
Office: MW 15:00 – 16:30 and F 12:30-13:30
Th 13:00 – 15:20, and other times by appointment
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D2L: DESIRE TO LEARN ACCESS

Both this syllabus and the Readings & Assignments Schedule is posted on D2L. To access D2L, go to <http://d2l.andrews.edu>, and use your AU username and password to access D2L.

To access the course look under “My Andrews University Courses” and there should be a + sign next to the semester that you are in. Click on the + sign and your courses will be listed. Click on “HIST316/RELH316. History of the Christian Church I” and you will the page where news and instructions from us teachers will appear throughout the semester.

To access the Readings & Assignment Schedule click on “Content” (in the upper left corner, immediately below the AU logo), and then click on “Information.” You will see the Syllabus and the Readings & Assignments Schedule.

To access the readings, click module “Readings” and then choose the appropriate reading assignment for the day.

NOTE: If you have problems and need help, if username and password do not work, or you have any other technology question, contact Marsha Beal at 471-6200 or email at dlit@andrews.edu.

COURSE DESCRIPTION

This course is designed to trace, study and analyze the history of the Christian Church from the formation of the Christian community immediately after the resurrection of Jesus Christ in the first century to the Protestant Reformation of the sixteenth century. The course will address intellectual, cultural, social, economic and political developments (that is, forces and restraints) that influenced, shaped and characterized the life and development of the Church. Due to the nature of the subject matter, we will inevitably discuss theological issues as well as the history of the Church.

PREREQUISITES

A survey course in Western Civilization or equivalent, or by teacher’s permission.

OBJECTIVES

To acquire a *body of knowledge* of the past events (such as: the persecutions of the Church, the Edict of Milan, the coronation of Charles the Great, the Crusades, and so forth), of major developments (such as the schisms within the Church, the confluence of religious, intellectual and philosophical ideas), and of important individuals (such as Constantine, Gregory the Great, Innocent II, Luther), all intended to enable you to critically and intelligently analyze and appraise the nature and character of Christianity today.

To acquire a *historical context* which will help you better understand issues and problems facing both you and Christianity today.

To develop historical, spiritual and philosophical *discernment and acumen* as not to allow misinformed, uninformed, and unscrupulous media agents, politicians, evangelists, religious zealots or anyone else dupe you into believing lies, bigotry, variety of destructive -isms, and so forth.

GOALS

Goals are precious stones and gold nuggets we find during this 15-weeks long intellectual journey. They are beyond the objectives of this course. To reach these goals, one has to earnestly and continually keep working toward, so as to develop the habit of learning. It is the learners who become wise and humble before God. You as a student ought to set and identify your own goals while in this course. I, as your teacher, cannot make those choices for you, though I can help you reach your goals.

REQUIRED TEXTS

The Story of Christianity. Volume I. The Early Church to the Dawn of the Reformation, (San Francisco: HarperCollins, 1984), by Justo L Gonzalez.

Turning Points. Decisive Moments in the History of Christianity (Grand Rapids, MI: Baker Books, 1997), by Mark A. Knoll.

RECOMMENDED TEXTS

Documents of the Christian Church, 3rd ed. (Oxford, GB: Oxford University Press, 1999), edited by Henry Bettenson and Chris Maunder.

Our Father Abraham. Jewish Roots of the Christian Faith, by Marvin R. Wilson (Grand Rapids, MI: William B. Eerdmans Publishing Co., 1989)

Jewish Influence on Christian Reform Movements, by Louis Israel Newman (New York: Columbia University Press, 1925).

History of the World Christian Movement. Volume I: Earliest Christianity to 1453, by Dale T. Irvin and Scott W. Sunquist (New York: Orbis Books, 2001).

The History of Christian Thought, by Jonathan Hill (Downers Grove, IL: InterVarsity Press, 2003).

REQUIREMENTS

In order to complete the course successfully, a student is expected to

- a. **attend classes on a regular basis.** Students are expected to enter the classroom **on time** and attend classes regularly. High number of non-excused absences will not be appreciated, and may result in reducing the final grade for one letter (for example, from A- to B-). Eight or more (20%) non-excused absences may result in F grade (see 2009-2010 Class Schedule, p. 3). Regular attendance improves student's performance at the time of examinations, and **it may make** a difference in the final grade.
- b. **complete the readings assigned** by the instructor—on time.
- c. **complete quizzes**, always given at the beginning of the class period. Quizzes are unannounced, the dates are random, and will cover the assigned reading for the day. For the reading schedule see below.
- d. **complete exams.** There are three exams (each a combination of identification of terms, short answers and long essays) for the course material—two, during the semester, each 50 minutes long, and the final exam, 2 hours long.
- e. **complete a short term research paper.** The term paper shall be from 10 to 12 pages long (including footnotes/endnotes), double-spaced, and typed. Consult with the instructor for a topic and research methods.

PARTICIPATION

I expect your participation in the classroom, and outside the classroom when necessary. I aim to create a classroom environment in which we can discuss the material read for the day. To achieve such atmosphere we all need to participate. Lectures alone do not facilitate learning, reading and analysis of the material by all members of the class is necessary. I will ask questions, and I encourage you to do the same. Your comments are always welcomed, whether in the classroom or outside of it. Feel free to come to my office and discuss issues and problems related to the course.

CLASSROOM ATMOSPHERE

A productive and open discussion involves personal exposure, meaning you or other students are taking risks by expressing your ideas and thoughts. Your ideas may not be in accord with those of the others, but your point—as long as it is honest, supported, and sensible—needs to be respected by all in the class. The same applies to each of you toward other students.

Questions, discussion, humor, cheer, and laughter are a part of the class, but scoffing, jeer, or any other form of contempt for the opinions of others is not.

Bad manners and disrespect of the class time will not be tolerated.

ELECTRONICS

Turn off cell phones. The use of laptops is **strongly** discouraged. Taking notes on your laptop is acceptable, but surfing the web and writing or reading email is not. We teachers reserve the right to inspect how you use your laptop in the classroom. No use of any other electronic devices during the class time is allowed.

EMERGENCIES

If you are facing personal problems, see your advisor, and let your advisor know that he/she is always welcome to call me and discuss your absence from my class.

If you anticipate a field trip, let me know in advance.

If you have to leave the campus because of death in the family, make sure you inform me in person, by phone, or by e-mail. Your medical excuse has to come from your physician, not from a nurse. An altered or corrected note will not be accepted. In any case, do not ignore the problem. If the emergency prevents you from informing me in advance, then make sure you do so immediately following your return to the campus. If you missed a test for any reason, and you care about the grade, do not wait, do not ignore it. Inform me immediately of what is happening your life.

Turn off cell phone. No use of other electronic devices allowed during the class period.

ACADEMIC HONESTY

Plagiarism is when you turn in someone else's work as your own. It is stealing. It is unacceptable, and in the academic community the punishment is severe. Any evidence of plagiarism or cheating during the exam will result in the failing grade for the entire course.

SUPPORT SERVICES

If you have problems, don't be shy or afraid, come and talk to me.

The most important tool on the campus is James White Library. The staff will always be happy to help you. Writing labs are also available. If you have problems reading, there is help to improve your reading skills. Computer labs are available, use them for your written assignments. If you need tutorial help, or help with reading and writing, let me know or inquire at the Student Success Center (Nethery Hall, 3rd floor).

DISABILITY ACCOMMODATIONS

If you qualify for accommodations under the American Disabilities Act, please see me (the instructor) as soon as possible for referral and assistance in arranging such accommodations. Students with diagnosed disabilities may request accommodations from the Office of Student Success.

GRADING STRUCTURE

research paper:	100 pts	(40% of final grade)
3 exams:	300 pts	(50% of final grade)
quizzes	50 pts	(10% of final grade)

A	above 93%	Superior	C+	77-79%	
A-	90-92%		C	73-76%	Average
B+	87-89%		C-	70-72%	
B	83-86%	Above average	D	60-69%	Below average
B-	80-82%		F	below 60%	

UNDERSTANDING HISTORY: HOW MUCH DO WE KNOW?

Only a part of what was observed in the past was remembered by those who observed it;
only a part of what was remembered was recorded;
only a part of what was recorded has survived;
only a part of what has survived has come to the attention of a historian;
only a part of what has come to his attention is credible;
only a part of what is credible has been grasped; and
only a part of what has been grasped can be expounded or narrated by the historian.

Louis Gottschalk, *Understanding History* (1950)

CLASS AND READING SCHEDULE
(Fall Semester 2009)

MON	Aug 24.	Introduction
WED	26.	The Fullness of Time (Gonzalez, xv-xvii; 1-22; Noll, 11-22)
MON	Aug 31.	The Church Pushed Out on Its Own (Noll, 23-46) “When the Church Left Israel,” (Markovic, 20-21)
WED	Sept 2.	The Church Persecuted, from Nero to Marcus Aurelius (Gonzalez, 23-48)
MON	7.	Labor Day: no class
WED	9.	The Church Fathers (Gonzalez, 49-81)
MON	14.	Justin Martyr (Apology and Dialogue with Trypho (selected passages)
WED	16.	The Persecutions of the Third Century (Gonzalez, 82-109)
MON	21.	The Monastic Movement and other Heresies (Gonzalez, 136-157)
WED	23.	Church under Constantine (Gonzalez, 112-135)
MON	28.	The Council of Nicaea (Gonzalez, 158-167; Noll, 47-64)
WED	30.	FIRST EXAM
MON	Oct 5.	The Fight for Orthodoxy (Gonzalez, 168-206)
WED	7.	Augustine of Hippo (Gonzales, 207-220) <i>Confessions</i> and <i>The City of God</i> (selected passages)
MON	12.	Mid-semester recess: no class
WED	14.	The Council of Chalcedon, 451 (Noll 65-82)
MON	19.	The Monastic Rescue of the Church (Noll, 83-105)
WED	21.	The Church and the Barbarians (Gonzalez, 222-250)
MON	26.	Eastern Christianity (Gonzalez, 251-265)
WED	28.	The Making of the Catholic Emperor (Gonzalez, 266-276) The Coronation of Charlemagne (Noll 107-127)
MON	Nov 2.	SECOND EXAM
WED	4.	The Church Attacks Back (Gonzalez, 277-300)
MON	9.	The Great Schism (Noll, 129-150)
WED	11.	The Golden Age of Medieval Christianity (Gonzalez, 301-323)
MON	16.	Judaism on Trial (Maccoby, selected passages)
WED	18.	The Church and the Renaissance Movement (Gonzalez, 324-341)
MON	23.	The Background of the Reformation (Gonzalez, 342-374)
WED	25.	Thanksgiving: no class
MON	30.	The Protestant Reformation (Noll, 151-174)
WED	Dec 2.	Colonial Christianity (Gonzalez, 379-411)
MON	7.	FINAL EXAM at 13:30 – 15:30 (1:30 – 3:30 p.m.)

INSTRUCTIONS FOR WRITING YOUR TERM PAPER

There is no need for anyone to end up with a low grade on the term paper. If you follow the instructions, do your work on a consistent basis throughout the semester, you should be able to complete and write a paper deserving the high grade. I will give full credit for every report turned in on due date. Those turned in late will lose points. I will guide your research and occasionally help you with writing. Throughout the semester, keep in close consultation with me as you work on your paper. I may be of help. Keep your notes, and all paper work. At the end of the semester, I will ask you to turn in all your notes, drafts, along with the final draft. The objective is to take you through the process of learning to do research and write well. After all, that is what historians do beside teaching. The final draft of your paper will be graded according to the established criteria (see below).

Due dates for various reports:

- WED Sep 2. Topic statement due. On a sheet of paper tell me your topic, why did you chose it, and what do you expect from your research.
- WED Sep 9. Selected bibliography. Give me a list of books (a dozen) which may be of use for your research. Note that this list is not definitive, many books will be dropped off and new ones added to it.
- MON Sep. 14. Thesis statement. By this time you should be able to formulate your thesis or statement of objective. This is a very crucial part of your paper, and it is not easy to do it. A well formulated thesis statement will definitely make your research and writing easier.
- MON Oct 5. First report due. In this report you tell me how much work is done to date. I expect at least two dozen of quotes, notes, etc. which are closely reflecting your thesis statement. You should have at least couple of pages written by now, moving toward the first draft. Note that I do not expect good organization, grammar and syntax at this time.
- WED Oct 21. Second report due. Same as the previous report. I want to see substantial progress. By now you should have the first draft of your paper done, at least eight pages written. Do not waste time on editing and correcting grammar and syntax at this stage.
- MON Nov 9. Third report due. This report must be in before the Thanksgiving break. By this time you should have your first draft done, twelve to fifteen pages written. From this point on you should work on editing and correcting your paper, with minor additions that require research. You may even have some time during the break to work on your paper. I certainly want to read it.
- MON Nov 30. Your paper due. I want to read it during this week, and if necessary ask you to change few things in order to polish the work and earn the best grade possible.

The final draft of your paper will be graded on the following criteria:

thesis / objective	15 points
organization / style	10 points
grammar / syntax	15 points
research / content	30 points
analysis / synthesis	30 points

Note: for each late submission of the above paper requirement, 2 points will be deducted from the final score of your paper.

Andrews University
College of Arts and Science

THIS IS WHERE YOUR TITLE GOES: ALL IN CAPITAL LETTERS

A Paper
Presented in Partial Fulfillment
of the Requirements for the Course
HIST/RELH 316. History of the Christian Church I

by
Your Name
October 25, 2009

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THIS IS WHERE YOUR TITLE GOES: ALL IN CAPITAL LETTERS

The text of your paper begins here

Other notes:

Use either footnotes at the bottom of the page, or endnotes at the end of the text. For the rules on how to write a paper for humanities, use either *The Chicago Manual of Style* or Turabian.

At the end of your paper you should have a section “Selected Bibliography” where all the sources you have used are listed in alphabetical order. Several examples (for a book, an article in a scholarly journal, an article published as a chapter in a book, or an article from a daily newspaper) follows.

Selected Bibliography

Huntington, Samuel. *The Clash of Civilizations. Remaking of World Order*. New York: Simon & Schuster, 1996.

Davidson, Jo Ann. “Genesis Matriarchs Engage Feminism.” *Adventist University Seminary Studies* 40 (Autumn 2002): 169-178.

Markovic, John Jovan. “The Ecclesiastical Roots of the Holocaust: From the Adversus Judaeos Tradition to the Holocaust.” In *Thinking in the Shadow of Hell. The Impact of the Holocaust on Theology and Jewish-Christian Relations*, ed. by Jacques B. Doukhan. Berrien Springs, MI: Andrews University Press, 2002, 3-27.

James Smith. “The War in the Middle East.” *The New York Times*, April 22, 2002, p. A16.