

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

HIST317 /RELH 317. History of the Christian Church II (3 hrs)
(Spring Semester 2007)

Instructor: John J. Markovic, Ph.D.
Class: MW 12:30-13:45, Griggs Hall 203
Office: MWF 8:30-9:15, 11:30-12:15
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COURSE DESCRIPTION

This course is designed to trace, study and analyze the history of the Christian Church from the Protestant Reformation of the sixteenth century to the present. The course will address intellectual, cultural, social, economic and political developments that influenced, shaped and characterized the life and development of the Church. The coverage of these so-called historical “forces and restraints” does not preclude theological issues and problems. Compared to the last semester, the five centuries of church history may appear a much lighter task before us, but that is deceiving. There are two “big” factors which make these five centuries as much difficult to study, understand and comprehend as the first fifteen, if not even more complicated. First, beginning with the fifteenth century, with the so-called discovery of the New World and the subsequent colonization of the rest by the Spanish, Portugese, English, French, Dutch and, later, the others, the world had begun to become global. After five centuries of globalization, we, today, witness a world our ancestors would not even dream about. The five-centuries long encounter between Christianity and other cultures on the global level has produced both good and evil. Migration of masses and individuals, formal education, and high-tech technology, which we experience today, is truly remaking the world. We face a new challenge today. Before us is a task to learn about the others, and that in itself is an enormous task. However, before we are to engage the others, we must first learn about ourselves, who we are, what is our purpose.

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 beyond the objectives of this course. Goals are precious stones and nuggets we find during and at the end of this 15-weeks long intellectual journey. To reach these goals, we have to earnestly and continually keep working toward, so as to develop the habit of learning — for it is the learners who minimize the repetition of the past mistakes. 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

- Justo L. Gonzalez. *The Story of Christianity. Volume II. The Reformation to the Present Day*, (San Francisco: HarperCollins, 1985).
- Mark A. Knoll. *Turning Points. Decisive Moments in the History of Christianity* (Grand Rapids, MI: Baker Books, 1997).
- Philip Jenkins. *The Next Christendom. The Coming of Global Christianity* (New York: Oxford Univ Press, 2002).

RECOMMENDED TEXTS

- Henry Bettenson and Chris Maunder, eds. *Documents of the Christian Church*, 3rd ed. (Oxford, GB: Oxford University Press, 1999).
- Philip Schaff. *History of the Christian Church*, 8 vols. (Charles Scribner's Sons, 1910 [reprinted by Wm. B. Eerdmans Publishing Co., 1980]).
- Kenneth Scott Latourette. *A History of Christianity* (New York: Harper & Brothers Publishers, 1953).
- Colin Brown. *Christianity & Western Thought. A History of Philosophers, Ideas & Movements. Volume 1. From the Ancient World to the Age of Enlightenment* (Downers Grove, IL: InterVarsity Press, 1990).
- Steve Wilkens & Alan G. Padgett. *Christianity & Western Thought. A History of Philosophers, Ideas & Movements. Volume 2. Faith & Reason in the 19th Century* (Downers Grove, IL: InterVarsity Press, 2000).
- Owen Chadwick. *A History of Christianity* (St. Martin's Press, 1995).
- Earle E. Cairns. *Christianity through the Centuries. A History of the Christian Church*, 3rd ed. (Grand Rapids: Zondervan, 1996).
- Louis Israel Newman. *Jewish Influence On Christian Reform Movements* (New York: Columbia Univ Press, 1925).

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 2006-2007 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. The readings are assigned from the above listed textbooks, not excluding articles from other scholarly works and popular press.
- 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 page 4.
- 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. **write three (3) critical book reviews.** Each critical book review shall be from 4-5 pages long, double-

spaced, and typed. The books to be reviewed must be approved by the teacher. All students must read and review *The Next Christendom* by Philip Jenkins (see above the list of required texts). The other two books to review should be from the list given below (see page 6), or, a student's choice (yet, it must be approved by the teacher).

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. If you insist to use laptop in the classroom, then I reserve the right to inspect how you are using it, and ask you to shut it off if necessary. No use of any other electronic devices during the class time or exams 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.

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.

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.

GRADING STRUCTURE

3 exams:	300 pts (60% of final grade)
quizzes	100 pts (10% of final grade)
3 book reviews:	150 pts (30% 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
(Spring Semester 2007)

- WED Jan 10. Introduction
- MON 15. Martin Luther King's Day: no class
- WED 17. The Protestant Reformation (Gonzales, 1-28)
The Protestant Reformation and the Rise of the Middle Class (by Eugene Weber, UCLA)
- MON 22. The Diet of Worms (Noll, 151-174)
- WED 24. The Theological Breaking Away from the Catholic Church (Gonzalez, 29-52)
- MON 29. The Spreading of the Reformation (Gonzales, 53-85)
- WED 31. The English Act of Supremacy, 1534 (Noll, 175-196)
- MON Feb 5. Politics and Violence during the Early Reformation (Gonzalez, 86-109)
- WED 7. The Catholic Reformation (Gonzales, 110-125)
The Catholic Worldwide Outreach (Noll, 197-220)
- MON 12. FIRST EXAM
- WED 14. The Religious Wars (Gonzalez, 127-163)
- MON 19. President's Day: no class
- WED 21. Gallicanism, Lutheranism, Arminianism, and Rationalism (Gonzales, 164-195)
- MON 26. Those Who Were Led by the Spirit (Gonzales, 196-216)
- WED 28. The New Piety (Noll, 221-244)
- MON Mar 5. The Thirteen Colonies (Gonzalez, 217-261)
- WED 7. The French Revolution (Gonzalez, 262-267; Noll, 245-268)
- MON 12. The Church and the Emerging Nation-States (Gonzales, 267-281)
- WED 14. SECOND EXAM
- MON 26. Theology in the Nineteenth Century (Gonzales, 282-302)
- WED 28. The New Imperialism and Christianity (Gonzales, 303-323)
- MON Apr 2. The Edinburgh Conference, 1910 (Noll, 269-294)
- WED 4. Christianity in the Twentieth Century (Gonzalez, 330-359)
- MON 9. Christianity in the Twentieth Century (Gonzalez, 360-387)
- WED 11. Contemporary Christianity (Gonzales, 388-398; Noll, 295-315)
- MON 16. The Christian Revolution (Jenkins, 1-53)
- WED 18. The Rise of New Christianity (Jenkins, 55-105)
- MON 23. Coming to Terms (Jenkins, 107-162)
- WED 25. Seeing Christianity Again for the First Time (Jenkins, 163-220)
- MON 30. FINAL EXAM at 13:30 – 15:30 (1:30 – 3:30 p.m.)

THE READING LIST

- Randal Balmer. *Thy Kingdom Come. An Evangelical Lament. How the Religious Right Distorts the Faith and Threatens America* (New York: Basic Books, 2006).
- Millard J. Erickson, Paul Kjoss Helseth and Justin Taylor, eds. *Reclaiming the Center. Confronting Evangelical Accommodation in Postmodern Times* (Wheaton, IL: Crossway Books, 2004).
- Mark A. Noll and Carolyn Nystrom. *Is the Reformation Over? An Evangelical Assessment of Contemporary Roman Catholicism* (Grand Rapids, MI: BakerAcademic, 2005).
- Karl Barth. *Protestant Theology In the Nineteenth Century*, New Edition (Grand Rapids, MI: William B. Eerdmans Publishing Co., 1959 [2001]).
- Richard Tarnas. *The Passion of the Western World. Understanding the Ideas that Have Shaped Our World View* (New York: Ballantine Books, 1991).
- Rene Remond. *Religion and Society in Modern Europe* (Blackwell Publishers, 1999).
- Lamin Sanneh and Joel A. Carpenter. *The Changing Face of Christianity. Africa, the West, and the World* (New York: Oxford Univ Press, 2005).
- Alister E. McGrath. *The Future of Christianity* (Blackwell Publishers, 2002).
- B. A. Gerrish. *The Old Protestantism and the New. Essays on the Reformation Heritage* (Edinburg: T. & T. Clark Ltd., 1982).
- Jonathan Hill. *The History of Christian Thought. The Fascinating Story of the Great Christian Thinkers and How They Helped Shape the World as We Know It Today* (Downers Grove, IL: InterVarsity Press, 2003).
- Michael Phayer. *The Catholic Church and the Holocaust, 1939-1965* (Bloomington: Indiana Univ Press, 2000).