

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

HIST317 /RELH 317. History of the Christian Church II (3 hrs)
(Spring Semester 2016)

COURSE DESCRIPTION

This course is designed to trace, study and analyze the history of the Christian Church starting with the Protestant Reformation (c. 1500) 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 developments 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. The last five centuries of Church history are as much complex.

Starting around 1500, two “major” factors began to make the life of the Church much more complicated and difficult to study, understand and comprehend. First, within the Western World itself, a fundamental change in social realignment was taking place. The world where the masses were mere subjects to the rule of monarchs and clergy was being replaced with the world where the monarchies disappeared, the clergy was snubbed, and the power went into the hands of secular masses. Second, beginning with the fifteenth century, with the so-called discovery of the New World and the subsequent colonization of the rest of the world 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 could not even dream about. The five-centuries long encounter between Christianity and other cultures on the global level has produced both good and evil.

However, the consequences of migration of peoples and individuals (in the last 100 years, in the last 25 years in particular), formal education, and high-tech technology, which we experience today, is truly remaking the world today. We face a new challenges today. We are more and more talking about post-modern Christianity. 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. Also, you should have taken a course on research methods and writing.

CLASS INFORMATION

MW 12:30-13:45, Buller Hall 208

History of the Christian Church II is a 3-credit course, meaning that we as a class meet 3 hours per week for 15 weeks during the semester. According to federal regulations, students are expected to spend additional 2 hours of academic work for each credit of the course they take. Thus, you are expected to invest a minimum of 6 hours of work (reading, writing, and practice) per week outside the class.

FACULTY / INSTRUCTOR CONTACT INFORMATION

John Jovan Markovic, Ph.D., Professor of History
Buller Hall 130; cell phone: (269) 208-8831
email: jjmarko@andrews.edu; or, johnjovanmarkovic@msn.com
office hours: MWF 10:30-11:20; MW 15:00-16:00; F 12:30-14:00
other times by appointments

COURSE MATERIAL: TEXTS

The Bible (KJV, New KJV, NIV, RSV, or any other modern translation);
Justo L Gonzalez. *The Story of Christianity. Volume II. The Reformation to the Present Day*, Revised and Updated edition (San Francisco: HarperCollins, 2010).
Mark A. Knoll. *Turning Points. Decisive Moments in the History of Christianity* (Grand Rapids, MI: Baker Books, 1997).

I may also post other printed matter related to the topics under discussion on Moodle. I may as well recommend a book, a documentary, or a movie, and those would be either for your own class portfolio or you will be asked to read the printed matter or view the movie.

NOTE: For ISBN, price information, and other details of the texts listed above, please see the listing at the AU Bookstore website.

COURSE OBJECTIVES & LEARNING OUTCOMES

You (students) should acquire a **body of knowledge (factual information)** of past events, of men and women who made a difference, of social trends, religious beliefs and practices, of artistic, of intellectual heritage, of philosophical ideas, and so forth, as to enable you to both retell the historical narrative of the past and to critically and intelligently analyze the issues Christians face today. Like other courses, this course has a specific body of knowledge that you need to memorize and intellectually grasp. The task requires engaging various sources (recorded material) in various manners (reading, memorizing, grasping, writing, interpreting, retelling).

You should acquire analytical skills of **interpretation**, also referred to as critical thinking skills that are very much necessary to resolve issues and problems Christians face in daily life.

You should develop **spiritual and philosophical discernment (wisdom)**, that will enable you to recognize lies, bigotry, variety of destructive *isms* (ideologies, movements, attitudes) and so forth of the unscrupulous “others,” whether they be individuals, groups or organizations.

Discernment and wisdom concerns values, attitudes, and commitments. It is a matter of personal goals that often reach beyond the ability of this course alone to give away. Personal goals are precious stones or nuggets we as individuals find along the path of our life journey. To recognize these precious gifts we need to develop a keen eye and good discernment. Moreover, the goals we set before us are not merely found. We need to continually keep working toward them, so as to develop the habit of learning, for it is the learners who learn from the mistakes of the past, whether these be their own or those of the others. To mature as a person and to fully reach personal potentials we must become humble and patient. You as a student ought to identify and set your own personal goals while in this course. I, as a teacher, cannot make those choices for you, though I can help you make right choices in order to reach them.

COURSE REQUIREMENTS

You (students) are expected to satisfactorily complete the assignments given in this course: class attendance and participation, readings and writing assignments, exams, and quizzes.

- a) **Class Attendance:** students are expected to attend the classes regularly. Learning is an active process, and you must be present to participate in it. If you were working, your employer would not tolerate your absence from work. I (your teacher) don't like to worry about your attendance, and prefer instead to teach, assuming that students paying for a class will have common sense to prepare, attend and participate. Nationwide research and experience shows that absences are a growing problem, and students who skip classes earn lower grades. My objective and desire is that all of you learn the material and earn high grades. Absences and tardiness may definitely affect your final grade up to one full letter grade. Exception to this rule are prolonged illness, in which case I will decide the appropriate remedy.

Students are expected to enter the classroom **on time**. When you make an appointment, you are expected to be on time. Your future employer will not tolerate tardiness either. Likewise, I plan to start the class on time, and I expect you to be in your seat on time. Occasionally, you

may be late, and in such a case, please come in, but take one of the empty seats near the door. I would rather you come in and attend the class than sit outside and miss the class discussion altogether.

Note: if you miss 10% of class time, I may reduce the overall course grade by one letter (for example, from B+ to C+). In case you miss 20% of class time, I may assign grade F for the course (see AU Class Schedule policy).

Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the Dean's office. **Excused absences do not remove the student's responsibility to complete all requirements of the course.** Class work is made up by permission of the teacher.

- b) **Readings Assignments:** 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) **Quizzes: all quizzes are unannounced,** usually at the beginning of the class period. Each quiz will be based on the assigned reading for the day. If you miss a quiz, under no circumstances will you be allowed to make-up one. It is for that reasons that I drop three (3) lowest-scored quizzes at the end of the semester.
- d) **Exams:** there will be three (3) exams, all sectional, each worth 100 points. Exams require short essays, identification of major terms and concepts, as well as brief outlines.

The first two exams are scheduled during the class time. For the schedule of the final exam follow the university published examination schedule.

Note: You are allowed to make-up only one (1) exam during the semester, limited to illness, a field trip associated with another class, death in the family, or to some other form of misfortune that befalls upon you. In all cases, a written statement from the doctor, the teacher, or your advisor is required. A note from your friend, pastor, parent, or a relative, is usually not accepted. **Take the tests seriously. I do.**

- e) **Write a Research Paper:** complete research on a selected topic and write a paper based on that research. This paper should be 11-12 pages long, typed, double-spaced, and paginated, accompanied with the title page according to the AU rules for research papers. The following are suggested topics for research that falls within the perimeters of this course.
 - 1) What happened at the Council of Trent?
 - 2) What is the history and what are the origins of the Emerging/Emergent Church?
 - 3) What happened at the Second Vatican Council?
 - 4) What is the legacy of Pierre Teilhard de Chardin?
 - 5) What is the history and what are the origins of theistic evolution in Christianity?
 - 6) What position(s) did the Catholic church hierarchy take versus Nazism and Bolshevism?
 - 7) How did Pius XII respond to the news of the destruction of the Jews under the Nazi regime?
 - 8) How did the Catholic Church respond to Modernity and its challenges to the Church?
 - 9) Once Martin Luther raised the issue of where is the repository of spiritual authority, how have the subsequent generations of Christians or groups respond to the same issue?
 - 10) What are the origins of Society of Jesus, and what role in the history of Christianity did they play?
 - 11) What is the legacy of Søren Kierkegaard / Friedrich Schleiermacher / Karl Barth / Rudolf Bultmann / Yurgen Moltmann / Brian McLaren / Scot McKnight [or any other major theologian of the post-Reformation period; obviously, with the permission of the instructor of the course] for the Christian Church?
 - 12) What are the origins and the major doctrinal characteristics of the Quakers?
 - 13) What are the origins of and the history of the Pentecostal movement?

- 14) In what ways has the Holocaust impacted the relationship between the Christians and the Jews?
 - 15) What are the origins, what is the history, and what is the purpose behind the spiritual exercises?
 - 16) What role have the Christian mystics played following the Council of Trent?
- f) **Write a book review:** write a 3-4 pages book review of one of the books you used for your research paper. Your review should identify the main thesis of the book, summarize the content of the book for the reader, and present a good analytical and critical discussion of the thesis, the content of the book, and whether the author succeeded in his stated objective.

All written assignments must be typed, double spaced, paginated, font size 12 points, always in Times New Roman, and 1" (inch) margins on all sides. All submissions should be in hard copies. No submission of written assignments through email. All written assignments must be completed, even if late. Late submissions, of course, will incur penalties, starting with 10% per day of being late.

ASSESSMENT AND GRADING

3 exams:	300 pts
quizzes	est. 100 pts
research paper	100 pts
book review	50 pts

NOTE: The total number of points you earn during the semester will be divided by the total number of possible (550), and the resulting score will be the score for the course.

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%	

COURSE POLICIES

- a) **Academic Honesty and Integrity:** honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity are taken seriously by us (the teachers), academia and the educational system. Acts of academic dishonesty are tracked in the office of the Provost. For more details on the acts of academic dishonesty see the University Bulletin.
You are welcome to study with friends and even proofread each other's work. You are not allowed to turn in someone else's work as yours. All work, papers, reviews, exam essays, quizzes, critical essays, must be your own work. Notice, every time you directly quote—always placed within quotation marks—or indirectly paraphrase someone else's words or ideas you must acknowledge and credit the source. If you don't, you are stealing. This type of "borrowing" from others without giving credit is known as plagiarism, and it is the most grievous sin in the academic world. Both cheating and cooperating with cheaters are subject to punishment.
- b) **Classroom Seating:** to maximize the functionality of the classroom, please choose a permanent seat for the semester within the first three days of the instruction.
- c) **Electronics:** the use of cell phone, laptop, and recording devices is **not allowed**. **Turn off your cell phone before the class starts.** Under no circumstances are recordings—verbal or visual—to be posted on a public website.
- d) **Classroom Atmosphere:** a productive and open discussion involves personal exposure, meaning you or other students are, in a certain way, taking a risk. Your ideas may not be in accord with those of the others, but your point — as long as it is honest, supported, and sensible — need 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, and is welcome.

Scoffing, jeer, or any other form of contempt for the opinions of others, however, is not allowed. Show respect toward others. **Bad manners in the classroom will not be tolerated.**

As a scholar in training, be prepared to ask questions, to challenge existing notions, and to explore alternative explanations for humanity's creative and destructive impulses. Having said that, you should also be aware that some questions may be out of place and inappropriate, or impossible to answer. Some questions may lead us into a dead-end street or take our discussion into unwanted areas. Some difficult questions may produce unpleasant answers about our ancestors and ourselves; whereas other answers may encourage respect. Together we may come to accept that some of our questions may never be answered.

- e) **Disability Accommodation:** if you qualify for special assistance under the American Disabilities Act, please contact the Student Success Office at Nethery Hall 100 or disabilities@andrews.edu.
- f) **Emergences:** 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.
- g) **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, 2nd floor).

FYI—FROM A TEACHER SOMEWHERE IN THIS LAND

Students cut classes for two general reasons. They have things to do that appear more important than the class, or they wish to avoid what they fear will be painful consequences if they attend. In regard to the first, nursing a serious illness or attending the funeral of a close relative are good—or should I say, legitimate—excuses. But other excuses—the demands of your job, social engagements (including recovering from the night before), completing assignments for other courses—are, at best, questionable.

The other general reason is more disturbing and perhaps less recognized. When asked what they most dislike about the way the course is taught, students answer—“**Anything that produces sustained tension or anxiety.**” We believe cutting is a result of that aversion. The response of students to feelings of personal inadequacy, **fear** of humiliation, or a threatening professorial personality or teaching style, is often to avoid class. This response feeds on itself, as frequent absences make attending even more threatening.

But what accounts for frequent cutting where the teachers try to make the material interesting, know the students by name, and approach them with respect, care, help, and affability? We take that question as one you and we cannot answer. We simply tell our students: Attend our classes regularly or drop the course.

THE CLASS OUTLINE

The class outline below is to provide you with the readings and assignments schedule. You are expected to read the assigned material before you come to class. Quizzes will be based on the assigned reading for the day.

CLASS AND READING SCHEDULE
(Spring Semester 2016)

- MON Jan 4. Introduction
WED Jan 6. The Protestant Reformation (Gonzales, 1-46)
The Protestant Reformation and the Rise of the Middle Class (by Eugene Weber, UCLA)
MON 11. The Diet of Worms (Noll, 151-174)
WED 13. The Theological Breaking Away from the Catholic Church (Gonzalez, 47-65)
MON 18. **no class:** Martin Luther King's Day
WED 20. The Spreading of the Reformation (Gonzales, 67-104)
MON 25. The English Act of Supremacy, 1534 (Noll, 175-196)
WED 27. Politics and Violence during the Early Reformation (Gonzalez, 105-134)
MON Feb 1. The Catholic Reformation (Gonzales, 135-166)
The Catholic Worldwide Outreach (Noll, 197-220)
WED 3. **FIRST EXAM**
MON 8. The Religious Wars (Gonzalez, 167-209)
WED 10. Gallicanism, Lutheranism, Arminianism, and Rationalism (Gonzales, 211-248)
MON 15. **no class:** President's Day
WED 17. Those Who Were Led by the Spirit (Gonzales, 249-273)
MON 22. The New Piety (Noll, 221-244)
WED 24. The Thirteen Colonies (Gonzalez, 275-347)
MON 29. The French Revolution (Gonzalez, 349-355; Noll, 245-268)
WED Mar 2. The Church and the Emerging Nation-States (Gonzales, 355-372)
MON 7. Eastern Christianity (Gonzalez, 373-383)
WED 9. **SECOND EXAM**
MON 21. Theology in the Nineteenth Century (Gonzales, 385-415)
WED 23. The New Imperialism and Christianity (Gonzales, 417-440)
MON 28. The Edinburgh Conference, 1910 (Noll, 269-294)
WED 30. Christianity in the Twentieth Century (Gonzalez, 441-455)
MON Apr 4. Christianity in the Twentieth Century (Gonzalez, 547-493)
WED 6. Contemporary Christianity (Gonzales, 495-530; Noll, 295-315)
MON 11. The Emerging Church
WED 13. What Happened at Vatican II
MON 18. Emergence Christianity
WED 20. What Lies ahead?

MON Apr 25. **FINAL EXAM** at 13:30 – 15:30 (1:30 – 3:30 p.m.)

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)