

CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



AU: HIST317 History of the Christian Church II
AU: RELH 317 History of the Christian Church II
Summer 2019

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Consortium of Adventist Colleges and Universities

Self-Paced Full Term Courses

This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm exam completion date, 3) a final exam completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

Andrews University

Surveys the history of the church from the Protestant Reformation to the current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, and worldwide mission expansion and ecumenism.

Course Prerequisites

Andrews University

HIST 118 or permission of the Instructor

Course Learning Outcomes

Upon completion of this course, the student should be able to:

- Explain major events, movements, ideas, and trends in the history of Christianity since 1500.
- Creatively and effectively interpret the significance of that history from today's perspective.

Required Text/Material

González, Justo L. The Story of Christianity: The Reformation to the Present Day. New York: HarperOne, 1985. ISBN: 9780060633165

Spickard, Paul R., Kevin M. Cragg, and Gordon William. Carlson. A Global History of Christians: How Everyday Believers Experienced Their World. Grand Rapids, MI: Baker, 1994. ISBN: 9780801022494

NOTE: Purchase textbooks through any online bookstore, such as [amazon.com](https://www.amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, order through bookstore.andrews.edu, then email sdestudents@andrews.edu

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 8 assignments and 2 exams; so it is recommended that you budget about 13.5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

Course/Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Assignments 1-6

1. Knowledge Check (multiple-choice, matching, true/false questions)
2. Short Answer (fill in the blank questions)
3. Essays

Essay Rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Exams

The midterm exam is worth 25% of your grade. You are allowed 150 minutes to complete this exam. The final exam is worth 25% of your grade. You are allowed 150 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html

Schedule with start, midterm, final and completion dates in RED.

Modules	Lessons	Readings	Assignments
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty
1 May 13-19	Lesson 1: Reform, Revolution, and Retrieval	A Global History of Christians: Preface (pp. 9-11)	
	Lesson 2: The Need for Reform and the Erasmian Protest	A Global History of Christians pp. 158-169 The Story of Christianity (Vol. 2): Ch. 1	
2	Lesson 3: The Lutheran Revolt	A Global History of Christians pp. 171-180 The Story of Christianity (Vol. 2): Ch. 2-4, 9	Assignment 1
	Lesson 4: The Anabaptist Restoration	A Global History of Christians pp. 180-184 The Story of Christianity (Vol. 2): Ch. 5-6 The Schleithem Confession of 1527	
3	Lesson 5: The Calvinist Transformation	A Global History of Christians pp. 184-190 The Story of Christianity (Vol. 2): Ch. 7	
	Lesson 6: The English Equivocation	A Global History of Christians pp. 190-194 The Story of Christianity (Vol. 2): Ch. 8	Assignment 2
4	Lesson 7: The Catholic Resurgence	A Global History of Christians pp. 194-199 The Story of Christianity (Vol. 2): Ch. 12 Loyola, "Rules for Thinking With the Church" in Supplementary Reading	
	Lesson 8: Catholic Globalization	A Global History of Christians pp. 200-221 2000 Years of Christianity In Africa: "The Search for African Roots and the Biblical Sabbath (pp. 29-45)	Assignment 3
5	Lesson 9 Reformed Dynamism vs. Catholic Reaction	The Story of Christianity (Vol. 2): Ch.10, 11, 13	
6	Lesson 10: Puritan Revolution in England and New England	A Global History of Christians pp. 221-227 The Story of Christianity (Vol. 2): Ch. 17, 22, 24	
7	Lesson 11: Dogmatism, Division, and Thirty Years' War	A Global History of Christians pp. 232-238 The Story of Christianity (Vol. 2): Ch. 14-16, 18-20	Assignment 4
8 June 17-20	MIDTERM EXAM (Needs to be completed by Thursday, June 20, 11:59 PM)		
9	Lesson 12: Enlightenment Rationalism	A Global History of Christians pp. 238-243 The Story of Christianity (Vol. 2): Ch. 21	
	Lesson 13: Evangelical Revivalism	A Global History of Christians pp. 243-250, 259-271 The Story of Christianity (Vol. 2): Ch. 23; pp. 228- 230 John Wesley's Journal May 24, 1738	Assignment 5
10	Lesson 14: Catholicism in the Age of Revolution	A Global History of Christians pp. 280-283; 368-369 The Story of Christianity (Vol. 2): Ch. 26 and 29	
	Lesson 15: Protestantism in the Age of Revolution	A Global History of Christians pp. 252-258 The Story of Christianity (Vol. 2): Ch. 28	
11	Lesson 16: The "Lively Experiment" in America	A Global History of Christians pp. 266-279; 283-293 The Story of Christianity (Vol. 2): Ch. 25	Assignment 6
	Lesson 17: World Christianity in the Age of Imperialism	A Global History of Christians Ch. 13; pp. 292-302 The Story of Christianity (Vol. 2): Ch. 27, 30 2000 Years of Christianity in Africa: pp. 23-28, 53-56	
12	Lesson 18: Eastern Christianity in the Modern Era	A Global History of Christians pp. 378-379 The Story of Christianity (Vol. 2): Ch. 32	Assignment 7
13	Lesson 19: Post-Christian Ideologies	A Global History of Christians Ch. 14-17 The Story of Christianity (Vol. 2): Ch. 31, 33-36	Assignment 8
14	Lesson 20: II: Evangelical Resurgence and Pentecostal Explosion	2000 Years of Christianity in Africa: "Acts 1:8 and the Gospel in Africa" (pp. 15-28) and "A Wake Up Call" (pp. 57-59)	
15	Lesson 21: III: Vatican II and Ecumenism Lesson 22: IV: Globalization and Liberation	The Barmen Declaration of 1934 (Supplementary Reading)	
16 July 29- August 1	FINAL EXAM (Needs to be completed by Thursday, August 1, 11:59 PM)		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
50	Assignments 1-8
25	Midterm Exam
25	Semester Exam
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<https://www.andrews.edu/distance/students/gradplus/withdrawal.html>

. The incomplete policy is found online at

<http://www.andrews.edu/web/mvc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place.

Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.