

SAINT LOUIS CHRISTIAN COLLEGE
GHY311N - SURVEY OF CHURCH HISTORY

MIKE PABARCUS - INSTRUCTOR
Three Semester Hours Credit

Spring 2012

Thursdays
6:00-10:00PM.

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COLLEGE CORE VALUES

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

Bible Knowledge— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry

Christian Character— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves.

Ministry Skills— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully.

Christian Worldview— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing.

Christian Community— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach.

COURSE DESCRIPTION

Students examine the history of the church from Pentecost to the present. Current challenges facing the church are examined and evaluated.

COURSE RATIONALE

This course contributes in part to student achievement of the following Institutional Objective:

Upon completion of a program of study at Saint Louis Christian College, the graduates will: Know how to partner with other Christians without compromising our commitment to restore New Testament Christianity. Therefore SLCC promotes the spiritual heritage of the Restoration Movement, especially its twin goals of the "restoration of the ancient order of things" and unity among all believers.

COURSE OBJECTIVES

As a result of this study, the student shall be able to. . .

1. Identify significant individuals, events, councils, movements, and heretical groups in the history of the church.
2. Sketch a timeline of the history of the church from Pentecost to the present.
3. Demonstrate an understanding of the evolution and unique character of the Catholic church.
4. Display a comprehension of the rise and unique character of the Protestant church.
5. Express an awareness of the development and unique character of the American Restoration movement of the church.
6. Communicate a knowledge of the progress and unique character of the African-American church.
7. State your appreciation for the faith and contributions of previous generations of Christians.

COURSE REQUIREMENTS

Attendance and Participation - Attendance in class is required. In accordance with institutional policy, a student will be given an extra assignment should that student's absences in this module total four hours. To remediate these absences, the student will be required to write an appreciative biography on the life of one individual who made a significant impact on the course of the history of the church. The findings of this research will be summarized in a 5-6 page paper. This paper should report on the individual's life and reflect upon the significance they have to contemporary Christians. The student will choose the specific topic for this project in consultation with the instructor. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers.

Reading - The textbooks for this course are:

Dowling, Enos E. "B. D. Phillips Memorial Lectureship on the Restoration Movement." May 4-7, 1971, Lincoln Christian College Press, Lincoln, IL.

Pabarcus, Michael. *Underappreciated: The African-American Church in the United States*. Lulu.com, 2009

Shelley, Bruce. *Church History in Plain Language*. Dallas: Word Books, 1982.

The student will be required to read the texts as set forth in the attached course schedule. To give evidence that this has been completed the student will be required to submit the identification sheet and the significance essay which relates to the assigned reading.

WEEK ONE

- Read: Shelley, *Church History in Plain Language*. pages xv-87.
- Complete: Identification Sheet One, identifying each individual or movement on the Fact Sheet in a one paragraph statement.

- Complete: Significance Essay One. Write a one page essay discussing the statement, "The greatest strength and the most noticeable weakness of the early church as it faced the twin challenges of evangelism and persecution is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

WEEK TWO

- Read: Shelley, *Church History in Plain Language*. pages 89-223.
- Complete: Identification Sheet Two, identifying each individual or movement on the Fact Sheet in a one paragraph statement.
- Complete: Significance Essay Two. Write a one page essay discussing the statement, "The greatest strength and the most noticeable weakness of Roman Catholicism is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

WEEK THREE

- Read: Shelley, *Church History in Plain Language*. pages 224-350.
- Complete: Identification Sheet Three, identifying each individual or movement on the Fact Sheet in a one paragraph statement.
- Complete: Significance Essay Three. Write a one page essay discussing the statement, "The greatest strength and the most noticeable weakness of Protestantism is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

WEEK FOUR

- Read: Dowling, Enos E. "B. D. Phillips Memorial Lectureship on the Restoration Movement."
- Read: Shelley, *Church History in Plain Language*. pages 351-415.
- Complete: Identification Sheet Four, identifying each individual or movement on the Fact Sheet in a one paragraph statement.
- Complete: Significance Essay Four. Write a one page essay discussing the statement, "The greatest strength and the most noticeable weakness of the Stone-Campbell Restoration Movement is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

WEEK FIVE

- Read: Pabarcus, *Underappreciated: The African-American Church in the United States.*"
- Read: Shelley, *Church History in Plain Language*. pages 417-495.
- Complete: Identification Sheet Five, identifying each individual or movement on the Fact Sheet in a one paragraph statement.
- Complete: Significance Essay Five. Write a one page essay discussing the statement, "The greatest strength and the most noticeable weakness of the African-American Church

is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

COURSE EXAMINATION

Each student must complete a Take Home Final which will consist of three sections.

1. Construct a timeline of *The Top 25 Events in the History of the Church* listing those events in chronological order and providing a two sentence summary of the event and its significance.
2. Develop a *Top Ten List of Individuals in Church History.*" This list is to exclude Jesus and the apostles. A statement explaining the inclusion of each individual on the list is to accompany the list.
3. Write an Appreciative Biography. The student is expected to research and write an appreciative biography on the life of one individual who made a significant impact on the course of the history of the church. The findings of this research will be summarized in a 10-12 page paper. This paper should report on the individual's life and reflect upon the significance they have to contemporary Christians. The student will choose the specific topic for this project in consultation with the instructor. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers.

Individuals who would serve as appropriate subjects for this paper are:

Ignatius
Tertullian
Augustine
Leo I
Gregory I
Thomas Aquinas
John Wycliffe
John Hus
Menno Simons
George Whitefield
Jonathan Edwards
Francis Xavier
Robert Raikes
William Wilberforce
Thomas Campbell
Walter Scott
Richard Allen
Booker T. Washington

This examination is due at the beginning of the first session of the next class.

COURSE ASSESSMENT

Students in this module will be evaluated by a traditional grading system of A, B, C, D, etc. You should refer to the Student Handbook or the College catalog for further details on the grading system. The final grade will be based on a combination of the following values:

Take Home Final	50%
Fact Sheets	25%
Significance Essays	25%

The final grade will be available to the student approximately seven days after the Take Home Final is submitted.

COURSE SCHEDULE

Hour	Week One	Week Two	Week Three	Week Four	Week Five
1	Introduction The Foundations of Church History Rationale, Assumptions	Catholicism: Constantine and the Development of the State Church	Protestantism: Here I Stand! Martin Luther	Protestantism: Into All the World!	The Church at the End of the Twentieth Century: Liberalism and Evangelicalism
2	The Early Church: They've Turned the World Upside Down!	Catholicism: Controversies, Creeds, and Councils	Protestantism: If God Be For Us, Who Can Be Against Us? John Calvin	Protestantism: Salt and Light!	The Church at the End of the Twentieth Century: Even More Unknown and Underappreciated
3	Break The Early Church: Blood of Martyrs is the Seed of the Church	Break Catholicism: How Did the Popes Become the Popes?	Break Protestantism: Unknown and Underappreciated The Anabaptists	Break Restorationism: Historical Sketch	The Church at the End of the Twentieth Century: The Pentecostals and Charismatics: In Their Historical Context
4	The Early Church: Heresy 101	Catholicism: Dealing with Disagreement The Crusades, The Inquisition, The Monks	Protestantism: The World Is My Parish! John Wesley	Restorationism: Theological Commitments	The Church at the End of the Twentieth Century: Looking Backward and Forward Module Evaluation

COURSE INFORMATION

Late Policy - Papers are due during the class period on the day the paper is due. Reading assignments will have ten points deducted from the total score for each class day they are late.

Legibility - All homework assignments must be legible (typed, neatly written, or printed). Your grade will be dropped if your paper is sloppy and not readable.

Academic Honesty - Any cheating or plagiarism will result in a grade of "F" or ZERO being given for the assignment on which it is found.

Special Academic Circumstances - Students with a diagnosed learning disability, please see the instructor privately to discuss assessment measures that would enhance your ability to learn.

Adjustment of Syllabus - The above schedule, procedures, and assignments are subject to change in the event of extenuating circumstances.

Instructor Availability – The instructor may be contacted at the telephone numbers or e-mail addresses listed below.

Michael Pabarcus

Campus Contacts: 1-314-837-6777 (x1506) or mpabarcus@slcconline.edu

Home Contacts: 1-314-541-9343 or mikeslcc@hotmail.com

FACT SHEET ONE

Identify each individual or movement with a one paragraph statement.

Eusebius

Ignatius

Irenaeus

Tertullian

Clement of Rome

Emperor Julian

martyr

Polycarp

Nero

Novatian and the controversy surrounding him

Gnosticism

Marcion

Montanists

Tatian

Justin Martyr

apostolic succession

SIGNIFICANCE ESSAY ONE

Answer the following question in a one page, typewritten essay.

Discuss the statement, "The greatest strength and the most noticeable weakness of the early church as it faced the twin challenges of evangelism and persecution is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

FACT SHEET TWO

Identify each individual or movement with a one paragraph statement.

Eusebius of Caesarea
Constantine
Age of catholic Christianity
Catholic
Diocletian
Arius/Arian Controversy
Alexander
Council of Nicea
Nicene Creed
General Council at Chalcedon
Origen
Augustine
Donatism
Monasticism
Pontifex Maximus
Leo
Icons
Justinian
Gregory the Great
The Crusades
Thomas Aquinas
St. Francis of Assisi
Pope Innocent III
Dominic Guzman

SIGNIFICANCE ESSAY TWO

Answer the following question in a one page, typewritten essay.

Discuss the statement, "The greatest strength and the most noticeable weakness of Roman Catholicism is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

FACT SHEET THREE

Identify each individual or movement with a one paragraph statement.

John Hus
John Wycliffe
Desiderius Erasmus
Martin Luther
Philip Melancthon
Johann Tetzel
Charles V
Diet of Worms
Ulrich Zwingli
John Calvin
John Knox
Menno Simons
Sola fide
Sola scriptura
Ignatius Loyola
Council of Trent
George Fox
John Wesley
Charles Wesley
George Whitefield
Jonathan Edwards

SIGNIFICANCE ESSAY THREE

Answer the following question in a one page, typewritten essay.

Discuss the statement, "The greatest strength and the most noticeable weakness of Protestantism is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

FACT SHEET FOUR

Identify each individual or movement with a one paragraph statement.

Francis Xavier

Matteo Ricci

August Francke

William Carey

David Livingstone

Clapham Sect

William Wilberforce

Harriet Beecher Stowe

William Booth

Social Gospel

Walter Rauschenbusch

Washington Gladden

Cane Ridge Revival

James McGready

Thomas Campbell

Barton W. Stone

Alexander Campbell

SIGNIFICANCE ESSAY FOUR

Answer the following question in a one page, typewritten essay.

Discuss the statement, "The greatest strength and the most noticeable weakness of the Stone-Campbell Restoration Movement is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

FACT SHEET FIVE

Identify each individual or movement with a one paragraph statement.

Charles Darwin

Liberalism

Neo-orthodoxy

Fundamentalism

Evangelicalism

Pentecostalism

Charismatic movement

Romanticism

Biblical criticism

Julius Wellhausen

F. C. Baur

Friedrich Schleiermacher

Karl Barth

Rudolf Bultmann

James Cone

Richard Allen

David Walker

Harriet Tubman

Booker T. Washington

W.E.B. DuBois

William Joseph Seymour

Martin Luther King Jr.

SIGNIFICANCE ESSAY FIVE

Answer the following question in a one page, typewritten essay.

Discuss the statement, "The greatest strength and the most noticeable weakness of the African-American Church is. . ." (Be specific in your identification of both the strength and the weakness, giving reasons and at least one historical example for your conclusions).

SELECT COURSE BIBLIOGRAPHY

- Armstrong, William Park. *Calvin and the Reformation* Grand Rapids: Baker, 1980.
- Askew, Thomas A. and Peter W. Spellman. *The Churches and the American Experience: Ideals and Institutions* Grand Rapids: Baker, 1984.
- Bainton, Roland. *Here I Stand: A Life Martin Luther* New York: Abingdon, 1950.
- _____. *The Reformation of the Sixteenth Century* Boston: Beacon Press, 1952.
- Bebbington, D.W. *Patterns in History: A Christian View*. Downers Grove: IVP, 1979.
- Boer, Harry R. *A Short History of the Early Church*. Grand Rapids: Eerdmans, 1976.
- Cairns, Earle E. *Christianity Through the Centuries*. Grand Rapids: Zondervan, 1981.
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- Dowley, Tim ed. *Eerdmans Handbook to the History of Christianity*. Grand Rapids: Eerdmans, 1977.
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- Freund, W.H.C. *Martyrdom and Persecution in the Early Church*. Grand Rapids: Baker Book House, 1981.
- _____. *The Rise of Christianity*. Philadelphia: Fortress Press, 1984.
- Fulop-Miller, Rene. *The Jesuits: A History of the Society of Jesus* New York: Capricorn Books, 1956.
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- Hillerbrand, Hans J. *The World of the Reformation* Grand Rapids: Baker, 1981.
- Huizinga, J. *The Waning of the Middle Ages*. New York: Anchor Books, 1954.
- Jones, R. Tudur. *The Great Reformation* Downers Grove: IVP, 1985.
- Latourette, K.S. *Christianity in a Revolutionary Age* Grand Rapids: Zondervan, 1958.
- _____. *A History of Christianity*. New York; Harper and Row, 1953.
- _____. *A History of the Expansion of Christianity*. Grand Rapids: Zondervan, 1970.
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- Marty, Martin. *A Short History of Christianity*. Philadelphia: Fortress Press, 1959.
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- Meeks, Wayne A. *The First Urban Christians*. New Haven: Yale University Press, 1983.
- Montgomery, John Warwick. *The Shape of the Past: A Christian Response to Secular Philosophies of History*. Minneapolis: Bethany, 1975.
- Newman, A.H. *A Manual of Church History*. Valley Forge: Judson Press, 1914.
- North, James. *From Pentecost to the Present*. Joplin: College Press, 1983.
- Oldenbourg, Zoe. *The Crusades*. Translated from the French by Anne Carter. New York: Pantheon Books, 1966.
- Petry, Ray C. ed. *A History of Christianity: Readings in the History of the Church*. Grand Rapids: Baker Book House, 1962.
- Prawer, Joshua. *The World of the Crusaders*. New York: Quadrangle Books, 1972.
- Ramsay, W.M. *The Church in the Roman Empire*. Grand Rapids: Baker Book House, 1954.
- Schaeffer, Francis. *How Should We Then Live?* Old Tappan: Fleming H. Revell, 1976.
- Smith, M.A. *The Church Under Siege*. Downers Grove: IVP, 1976.
- Stevenson, J. ed. *Creeds, Councils and Controversies*. London: SPCK, 1966.
- Sweet, William Warren. *The Story of Religion in America* New York: Harper and Row, 1950.
- Trevor-Roper, Hugh. *The Rise of Christian Europe*. New York: Harcourt Brace and World, 1965.
- Tucker, Ruth A. and Walter Liefeld. *Daughters of the Church*. Grand Rapids: Zondervan, 1987.
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- Woodbridge, John D. ed. *Great Leaders of the Christian Church*. Chicago: Moody Press, 1988.

Appreciative Biography Scoring Guide

F (60%)	D (75%)	C (82%)		B (90%)	A (97%)
Adequacy of Historical Summary (30%)	The paper provides a reflection on the historical materials relating to the individual chosen which contains significant errors.	The paper provides a superficial or somewhat erroneous reflection on the historical materials relating to the individual chosen.	The paper provides an accurate but somewhat superficial reflection on the historical materials relating to the individual chosen.	The paper provides an accurate reflection on the historical materials relating to the individual chosen.	The paper provides an insightful and profound reflection on the historical materials relating to the individual chosen.
Adequacy of Reflection on Significance (30%)	The paper provides a reflection on the significance of the individual chosen which contains significant errors.	The paper provides a superficial or somewhat erroneous reflection on the significance of the individual chosen.	The paper provides an accurate but somewhat superficial reflection on the significance of the individual chosen.	The paper provides an accurate reflection on the significance of the individual chosen.	The paper provides an insightful and profound reflection on the significance of the individual chosen.
Depth of Research (10%)	The paper makes use of three or fewer resources.	The paper makes use of five or fewer resources.	The paper makes adequate use of five to ten resources.	The paper makes adequate use of ten or more resources.	The paper makes studied and critical use of ten or more resources.
Structure (15%)	The paper does not follow a logical sequence with smooth transitions.	The paper barely follows a logical sequence with smooth transitions.	The paper partly follows a logical sequence with smooth transitions.	The paper mostly follows a logical sequence with smooth transitions.	The paper clearly follows a logical sequence with smooth transitions.
Style (5%)	The paper does not contain complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper barely contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper partly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper mostly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper clearly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.
Grammar and Spelling (5%)	The paper does not demonstrate proper usage of grammar, punctuation, mechanics, and spelling.	The paper barely demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper partly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper mostly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper clearly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.
Format (5%)	The paper does not demonstrate proper usage of MLA format and documentation.	The paper barely demonstrates proper usage of MLA format and documentation.	The paper partly demonstrates proper usage of MLA format and documentation.	The paper mostly demonstrates proper usage of MLA format and documentation.	The paper clearly demonstrates proper usage of MLA format and documentation.

