CH 502: The Church since the Reformation

Gordon-Conwell offers technical support during regular business hours. If you have a technical issue, please email helpdesk@gordonconwell.edu. All requests related to the course should be sent to the professor, T.A., and/or the Semlink program staff.

Download the Syllabus as a PDF.

Office Hours
Dr. Reeves will take questions regarding any aspect of the course inside the General Questions forum. If you have a question of a more personal or immediately urgent nature, Dr. Reeves is available by email. Also, if you have a course question that is more urgent and needs a response within 24 hours, it would be best to submit this question via email, in case Dr. Reeves has not scheduled to check Sakai that day.

Course Description
The Church from the Reformation is a basic introduction to the development of the Christian Church from the Protestant Reformation of the Sixteenth Century to the present time. In this course I want you to appreciate the church’s heritage and incorporate it into your ministries. Most of us are unaware how much the past shapes the present, not only in terms of human history but in terms of issues in ministry. Most of us just need a guide to understand this story, and my hope is that this class can help new students enjoy their first walk through church history and advanced students can gain a deeper appreciation for familiar territory.

Gordon-Conwell Mission
This course satisfies the following institutional learning objectives
- To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. (Article 2)

Course Learning Objectives
This course is designed to give students a working knowledge of the major themes, issues, and personalities of Church history from the Reformation onward, to help them to appreciate and make use of the rich resources of the post-Reformation Church in their personal spiritual lives and ministries, and to enhance their understanding of the background of the church’s present situation. I intend that upon completing this course, you will:
1. **Identify and describe** the key persons, places, movements and doctrines of significance to the Christian church from the Reformation to the present.
2. **Explain** the historical and theological developments of the period, and **relate** those to contemporary issues in the church.
3. **Appraise** the rich heritage of the Church’s global history in order to **describe** it effectively to contemporary audiences in light of biblical revelation.
Lesson Topics
This course is 14 weeks long, with 13 lecture weeks and the final week set aside for writing the final paper. The 14 weeks are grouped together under five modules, as follows:

1. **Module A: Reformation in the 16th Century (3 weeks)**
   - Lesson 1: Setting Reformation Trajectories
   - Lesson 2: Maintaining Reformation Momentum
   - Lesson 3: Reformation Relevance Today

2. **Module B: Wars and Confessions in the 17th Century (2 weeks)**
   - Lesson 4: The Church of and in England
   - Lesson 5: Enforcing Faith on the Continent

3. **Module C: Old Religion in a New World in the 18th Century (3 weeks)**
   - Lesson 6: Melting Pot Religions in the Thirteen Colonies
   - Lesson 7: Revolutionary Spirit and the Church
   - Lesson 8: Great Awakening Then and Now

4. **Module D: From Protestant to Fundamentalist in the 19th Century (2 weeks)**
   - Lesson 9: Modernism and its Many Discontents
   - Lesson 10: Engaging Fundamentalism

5. **Module E: Local Complexity and Global Diversity in the 20th Century (4 weeks)**
   - Lesson 11: World Wars and the Church
   - Lesson 12: New Voices in a Globalized World
   - Lesson 13: Living in a Globalized Church (2 weeks)

Required Materials
- **Church History in Plain Language**, 4th Edition (2013), by Bruce Shelley
  Continuing from CH 501, this book forms the foundation of the course since it is a survey of the relevant material. Students will only be reading the second half of the book that begins with the discussion of the Reformation.

- **Luther the Reformer**, by James Kittleson
  This is the single best accessible (i.e. readable) volume on Luther’s life and context that I have found. While other books surpass it for detail or theological substance, those are best read only after you know the life of Luther and some of his ideas. For those who know nothing of Luther—or who think they know Luther when they may not—this is the book for them.

- **The Rise of Evangelicalism**, by Mark Noll
  This is a hard period of time to grasp in one single volume, but if any man can do it, it's Mark Noll. This book tells us the story of the great pivot that occurred when Protestantism landed on the shores of the New World and the ‘melting pot’ of European cultures became a melting pot, too, of European denominations.

- **Global Awakenings: How 20th Century Revivals Triggered a Christian Revolution**, by Mark Shaw
  The 20th century gave us an expansion of diversity within Protestantism and evangelicalism, which was only supported by the rapid expansion of global Christianity—or in some cases our new awareness of global Christianity. This book is written by someone who not only knows the subject historically but who has lived in several of these contexts. It’s ‘short and sweet’ in a good way.

Course Requirements
Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The following chart indicates how various course elements proportionately relate to the overall course grade. Students will be required to watch all the lectures and read each of the assigned books. There will also be a major paper. The grade breakdown is as follows:

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<thead>
<tr>
<th>Course Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Video Lectures</td>
<td>5 %</td>
</tr>
<tr>
<td>Reading</td>
<td>15 %</td>
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<tr>
<td>Discussion Forums</td>
<td>10 %</td>
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<tr>
<td>Midterm Cumulative Essay</td>
<td>20 %</td>
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<tr>
<td>Final Cumulative Essay</td>
<td>20 %</td>
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<tr>
<td>Sources of History Paper</td>
<td>30 %</td>
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Learning Activities
**Reading and Video Lectures**
You will have lectures and readings assigned weekly. **You must view the lectures first before doing the reading**, as they will provide crucial context for you and alert you to things to be watchful for as you read. As the reading for this course is very heavy, you are strongly encouraged to view the lectures as early in the week as possible.

To receive credit for the reading and video lectures it is mandatory that students read all of the assigned books and watch all of the lectures for the course. The grade will be assessed on an ‘all or nothing’ basis: to get credit, students must complete the reading and lecture videos entirely.
A reading report and video lectures report must be uploaded to the Assignments tool in Sakai by the last day of the course at 11:55 pm EST. The proper forms for the reports may be downloaded from respective assignment in the Assignments tool or by navigating to the "Reports" folder inside the Resources tool. Microsoft Word and PDF formats are both available.

[] Discussion Forums
As you read, view, listen, and learn, you must interact with other students through the discussion forum in each module (five total in the course). Your participation in these forums will be graded on the basis of criteria described in the Discussion Forum Rubric, available in the Resources tool.

Midterm and Final Cumulative Essays
There will be two cumulative essays (midterm and final) that will both be open note and book. You will be asked to answer one synthesis question using the available materials from the course (lectures, books, etc.). You will write your essay in a word processor and will submit the final document in Sakai. The Midterm will occur during Lesson 8 of the course, and the Final will occur during Lesson 13 and must be uploaded to the Assignments tool in Sakai by 11:55 pm EST of the last day of those lessons. The essay question will only be available in the Assignments tool only during the weeks of those lessons and not before.

For more information on what will be expected of you, see the Midterm and Final Rubric.

Sources of History Paper
The paper will be an analysis paper in which you will explore a theme (or themes) in the writings of a figure from either ancient or medieval history. You will choose from one of the texts listed under "Primary Sources" in the course materials on Sakai. These are classic works and so all worth reading, but you will choose one and read 275+ pages of the work for your paper. If one work is not 275+ pages you will need to choose as many sources as will be needed to read that amount.

The paper will be 14+ pages (not including title page, works cited or other nonessential elements of the paper). The paper will be required to be a fair analysis of author and a careful comparison of their ideas with supporting evidence from the primary source reading. This will be graded according to the Sources Paper Rubric.

The paper must be uploaded to the Assignments tool in Sakai by last day of the course at 11:55 pm EST.

Grading Policy
The reading and lecture report will be graded on an "all or nothing" basis. As these components of the course together make up a fifth of the overall course grade (20%, see chart above), you are highly encouraged to finish them in their entirety. The Forums, Midterm, Final, and Sources of History Paper assignments will be graded according to the criteria set forth in their respective grading rubrics. All grading rubrics can be found in the Grading Rubrics folder inside the Resources tool in Sakai.

Grading Scale
Grading Scale (point values and definitions of letter grades can be found in the "Grading Scale" section of the Gordon-Conwell Student Handbook):

A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0.0

"A" means "conspicuous excellence;" "B" means "exceeding the minimum;" "C" means "satisfactory" work; "D" means "passing" but "unsatisfactory;" and "F" means "course has been failed."

Course Policies

Instructor Feedback
I will attempt to respond to questions or messages within 24-48 hours, excluding Sundays. I will also do my best to provide feedback on assignments within one week of submission and post grades on Sakai within 1 week of submission. The exception to this will be the paper, which I will provide more extensive feedback on, and which may take up to 6 weeks to grade entirely for the course.

Document Formatting and Submission
Assignments must be submitted electronically by posting on the Sakai site. Hard-copies will not be accepted. The Journal Analysis and Final Paper must be in MS-Word format (.doc or .docx). Assignments should be double spaced with 1” margins on all sides of each page, and should be printed in Times New Roman 12 point type. Citations must be in Turabian format. Any failure to use these formatting or citation rules will result in grade reduction of half a letter grade for minor errors (e.g. wrong margins) or a full grade for major errors (e.g. wrong citations).

Late Work
All late work will be penalized the equivalent of one letter grade per week beyond the due date, unless arrangements are made ahead of time. Extenuating circumstances will be considered as appropriate. Work turned in later than the last day of the course will normally require that an extension be approved by the Seminary. If you anticipate a problem, contact me as soon as possible.

Netiquette
Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: http://www.albion.com/netiquette.
Additional Seminary Policies

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Grades are posted on line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade. Note that the final grade posted in Sakai is not official; the official final grade will be posted in the CAMS student portal.

Contacting the Educational Support Services Office
email: semlink@gordonconwell.edu
phone: 978-646-4144 (office hours only)
Office hours: 9:00 am - 12:00 pm and 1:00 pm to 4:00 pm, Monday through Friday
Office closed during Chapel: Wednesdays from 11:00 am to 12:00 pm