

**BHIS 3050 * Church History: Reformation to Modern *
Spring 2024****Instructor**

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All official communication with me should come to my Harding e-mail address (rather than Messenger, etc. for example). Also, I will communicate with you through your Harding e-mail address, so check it frequently.

Office Hours (subject to change). I would love for you to come by. Although I am often available at other times, these are hours I plan to reserve for students.

M: 2-5
T: 2:30-4
W: 11-12; 2-4
Th: 2:30-3:30
F: 10:30-12

Please Read and Be Familiar with this Syllabus. In order to earn points for this class, each student is required to affirm that he or she has done so in your Canvas Modules. I also recommend that you print this syllabus and bring it to class with you each day.

It is my desire that all students succeed in this course, and I wish to do my part in helping you succeed. Here are some tried and true keys for success in this course:

1. Always attend class and pay attention.
2. Follow directions (proofread, edit, and rewrite papers).
3. Turn in assignments on time.
4. Recognize that history is a story, made up of many stories. Visualize the story, the main characters, what they do and say, why they are important to the development of the story, etc.
5. Read all assigned material and highlight important points and people. Fill in the study guides as you read. Do not depend on other persons' answers.
6. Take good but not excessive notes. Bring your study guide to class and fill it in as we go along. Don't wait until right before the exam to begin working on it. Pay attention to names, events, and principles, but don't try to write down everything.
7. Get involved with the material. Participate in class. Discuss the material outside of class with your classmates. Tell someone else about what you are learning.
8. When you don't understand something, ask questions. Please come to me if you need help.

Course Description

This course surveys the history of the church from the events leading up to the Protestant Reformation to the 20th century. Because of the time frame to be covered, some material will be covered in detail while other material will be only lightly touched on, if at all. The course requires extensive, and sometimes difficult, reading, academic standard writing, and the mastery of material that is most likely unfamiliar to the average student. This course adheres to the expectations of the Higher Learning Commission stipulating university guidelines regarding workload requirements per credit hour. For every class hour, the typical student should expect to spend *at least* two clock hours outside of class in problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning (note: This is the **minimum** expectation). This means you should expect to spend a minimum of 6 hours per week working on this class outside our regular class time.

This course is designed as an upper level Bible course for a variety of different constituencies, including the following: **Bible majors** (may fulfill menu requirements), **Engineering** and **nursing majors** (satisfies a liberal arts history requirement), **Theological Studies second majors**, a variety of minors, and students of any major as part of their eight required Bible courses.

Please be aware of the following: Bible majors, engineering majors, and most students taking this class to fulfill requirements for a minor should be enrolled in BHIS 3050 for 3 hours credit. Nursing majors should be enrolled in BHIS 3050 for 2 hours credit.

Outline of Course

- I. Pre-Reformation (Medieval Church to Erasmus): 14th to 16th century
- II. Reformations (Luther to Pietism): 16th and 17th centuries
- III. Dissent to Restoration (Moravians to Pentecostalism and Ecumenicalism): 17th-20th century

This course primarily addresses the **University Learning Outcome # 5 on Historical Perspective:** Students will demonstrate a broad perspective on the context of the past and the development of ideas that enables them to understand and evaluate current issues. It also addresses the **University Learning Outcome # 3 on Critical Thinking:** Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

Additionally, ***in line with the objectives of the College of Bible and Ministry, this course seeks to lead students to know, live, and share God's Word and to understand, love and serve God's World.***

COLLEGE OF BIBLE AND MINISTRY STUDENT LEARNING OUTCOMES

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.

6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

This course particularly addresses 1, 2, 4, and 6 above in the following ways:

1. Students will identify, distinguish, summarize and order important persons, events, and issues that have influenced the church--demonstrated through learning activities 1-6 below.
2. Students will analyze and critique some of the primary sources used in reconstructing church history in light of Christian Scripture—demonstrated through learning activity 3 below.
3. Students will experience through reading assignments, lectures, and class discussion the tension between doing “ordinary” history and “theological” history.
4. Students will discover, through reading assignments, lectures, research, and class discussion, why and how the church drifted from New Testament norms and examine efforts to return to those norms. They will demonstrate what they are learning through learning activities 1-6 below.
5. Students will cultivate an understanding of the present religious world and how it came about—demonstrated through learning activities 3-5 below.
6. Students will ascertain how knowledge of church history can inform the theology and practice of the contemporary church—demonstrated through learning activities 3 & 4 below.
7. Students will articulate solutions of problems confronting 21st century Christianity by applying knowledge of church history in light of Scripture—demonstrated by learning activity 4 below.

Learning Resources

1. The *Bible*. From time to time during the semester, we will give attention to various biblical texts. Please have a Bible in class.
2. Owen Chadwick, *The Reformation*. **Required.** Classic account of the Protestant Reformation from a British perspective. Fairly difficult reading in some places.
3. James North, *A History of the Church from Pentecost to Present*. **Required.** A fairly lightweight, but thorough survey of church history. The book is an enjoyable read.
4. Access to Canvas. Additional Readings, Study Guides, and other material will be provided on Canvas. I suggest that you print off the study guides and bring them to class, filling in answers as we go along.
5. Adequate materials for taking notes.
6. Tim Dowley, *Atlas of Christian History*: Optional. A valuable resource that includes approx. 60 maps, a chronology of Christian history, and supplemental text. Provides helpful information on eras & areas not covered by this class.

Course Requirements

- Regular and punctual attendance:

Class attendance is **an essential component of this course**. Although it is theoretically possible to score well on exams without actually attending class, the student who misses class frequently, misses a significant part of the overall educational experience provided by the class. Additionally, responsible participation in a Bible class is an **integral part of the Harding experience**, and is required by the University. Therefore, your instructor expects you to be in class and attentive each day, and he intends to record attendance each day. Those who miss class for any reason are expected to keep up with class material and assignments, primarily by checking with their classmates for information they have missed. Be aware that class lectures are not recorded.

Bible classes make a distinction between excused and unexcused absences. Excused absences are given for the following: death in the immediate family, officially sanctioned school activities, sickness accompanied by note from doctor or medical professional (From the student handbook, "Students can visit Student Health Services (SHS) if they are sick to receive care and an excuse note can be provided as needed."). Students who are too ill to keep up need to communicate that to the professor immediately and arrangements will be made for completing their work in a timely manner.

For any absence to be excused, the instructor of this course must be notified prior to the absence and receive written confirmation from the appropriate source within one week of the student's return to class. University excuses are issued by the office of the Provost, a coach, or a sponsor and reported in Pipeline. In such cases, **the student must print off the excuse** and bring it to the professor.

In addition to the above, the instructor of this course reserves the right to discern whether or not a student is taking inappropriate advantage of the University's excuse policy.

Unexcused absences: If you are late to class it is your responsibility to see that you are not charged with an absence. Absences are recorded if you are not in your seat when the professor begins taking attendance. Tardies must be registered on the day you are late to class and **before you leave the classroom**. Students who are habitually tardy may be counted as absent. Students who are ten minutes late are considered absent. **NOTE WELL:** For security purposes, the teacher may lock the doors when it is time for class to start.

Class periods missed due to late enrollment and/or transfer from another class count as unexcused absences. Job and Grad School interviews, weddings, projects for other classes, etc. are NOT excused absences. For these you are allowed a generous number of absences without penalty. **However, a student who accumulates more than 4 unexcused absences (i.e. more than 10% of total class meetings) will be penalized 10% (one letter grade) on his or her final grade.**

If students accumulate unexcused absences totaling at least 20% (9 absences) of the total class meetings (the equivalent of three weeks) for the semester, they will be given a grade of "WF" for non-attendance (Withdrawn Failing) and referred to the office of the Provost where they will

receive further discipline for violation of academic policy. See the catalog for further clarification.

If a student accumulates two “WFs” in Bible courses due to excessive absences, this will result in a “Bible attendance suspension” for at least one semester.

I keep the official attendance record which you may look at any time. Students are responsible for checking with me and keeping track of their official attendance record.

Appropriate conduct: Your conduct should be in keeping with Christian standards, the policies of Harding University, and the maturity expected of university students. Students may be asked to leave class with an unexcused absence if they are not in keeping with these expectations.

- All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to the University’s established dress code. As a matter of respect, good taste, and appropriate manners, hats/caps/other head coverings should not be worn in the classroom during Bible class and I reserve the right to ask you to remove them.
- Please be respectful of your classmates and instructor. Examples of behaviors that indicate a lack of respect include working on other classes, sleeping or giving the appearance of sleeping in class or otherwise appearing to be not paying attention, disruptive talking, leaving the classroom during lectures, and using electronic devices during class without permission to do so. Lap-tops for taking notes may be used in this class with written permission from me. **Photographing slides or making voice recordings without permission will be considered a breach of academic integrity.**

Required Learning Activities

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| 1. Exams (three major exams, excluding the final) | 240 to 300 points |
| 2. Final exam (comprehensive) | 100 points |
| 3. Primary Source Assignments (see below) | 50 points |
| 4. One or Two Take-home Exams (25 pts. each; see below) | 25 to 50 points |
| 5. Various quizzes | up to 150 points |
| 6. Chronology quiz | 40 points |

- I do not accept assignments by e-mail.

NOTE:

*In NO CASE can any student taking the class for three hours credit receive an A or B in the class without completing both take-home exams and at least 4 of the primary source assignments. Two-hour students are required to complete one take-home exam essay and one of the first four primary source assignments in order to be eligible for an A or B in the class.

* Any assignment that is turned in to me taking more than one page of paper should be STAPLED together. This helps me keep track of your work. Handwritten assignments should be legible and with pen rather than pencil. I may deduct points if these instructions are not followed.

* When referring to the collection of Christian Scriptures, the word “Bible” should be written with a capital “B.”

* Students who miss class due to excused absences may turn in written assignments when they return to class. Assignments due on Canvas will still need to be submitted on the due dates.

* Please keep all assignments in your notebook or other safe place after I return them to you. This is your record of graded material and in case of discrepancies will need to be produced as evidence of completed/graded assignments.

* All assignments turned in to Canvas should include the student’s name.

* Written assignments submitted on Canvas should use Microsoft Word® (DOC and DOCX). If you use googledocs, you should save as a Word file before submitting to Canvas.

Learning Activities:

1. Exams: Major exams will be administered around the 4th or 5th, 7th or 8th, and 11th or 12th weeks of the semester, but it will depend on the rate at which we cover the material. Expect exams to be administered in the testing lab. Exams will be cumulative and will be over material covered in class and on Canvas, as well as material from your Chadwick and North textbooks. Sharing information about what is on a test is a violation of academic integrity and reduces the possibilities of added points for the class.
2. Final Exam: Cumulative over all material covered. In the testing lab.
3. Primary Source Assignments: Two-hour students will have one (10 pt.) writing assignment over important primary source documents (provided) from one of the movements we are studying. Three-hour students will have five of these assignments. Assignments should be at least one page in length. At the top of these assignments please include your name and clearly identify the source covered. Also, please include the date due. Each assignment will have 2 parts: 1) a Summary of the material and 2) an Analysis of the material in light of Scripture—you should actually cite relevant Scriptures

that either support or challenge one or two **significant** positions/claims taken in the primary sources. Each part of the paper should be clearly and visibly identified as Summary and as Analysis. These assignments should be submitted on time through Canvas (see note above on format) and in hard copy.

4. Take-home exam essays: Two-hour students will be given an essay exam worth 25 points each, and three-hour students will be given two of these exams. Students will complete the essays on their own time outside of class. Each student will be expected to do his or her own work. For each exam students will turn in a two-page (I will not read beyond 2 pages) response. The answers should be submitted on time through Canvas (see note above on format) and in hard copy. The exam should include your name, be typed, double-spaced, in Times New Roman size 12 font with standard margins. The prompts and additional instructions will be provided on Canvas. These papers will be due at class time on **Monday, February 12 (for three-hour students) and Friday, April 19 (for everyone)**. Late submissions will receive a score of zero.
5. Various Quizzes: A variety of quizzes (usually on Canvas) will be given over the course of the semester. Most will relate to reading assignments. Students are expected to complete the assigned readings according to the schedule given below. These quizzes will provide accountability for keeping up with readings/lectures and reinforce the learning of the material.
6. Chronology Quiz: Will come at the end of the semester and will be explained in class.

Evaluation

1. **Grading Scale**: 90% and up = A; 80% - 89% = B; 70% - 79% = C; 60% - 69% = D; less than 60% = F. I do not round up.
2. You should assume that all assignments are due at class-time of the due date. Some Canvas assignments may be due at 11:59 pm on the due date, so pay careful attention. If you miss a paper assignment due to an excused absence, you may turn it in when you return to class. However, students are expected to meet all Canvas assignment deadlines. Otherwise, late assignments receive zero credit. You would be wise to inform me ahead of time when you know you will be absent. Classroom activities, exams, quizzes and assignment deadlines missed due to unexcused absences (or tardies) result in a score of zero for the missed activity.
3. **For missed exams there is no make-up**. A missed exam is recorded as a zero. If it is to your benefit, I will drop your lowest exam score, but not the final exam score.
4. In general, do not expect the maximum score for minimum effort on assignments.
5. All questions related to attendance, grades, assignments, etc. must be resolved **NO LATER THAN 3:30 pm (CST), Thursday, April 25**.
6. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how

I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the office of the Provost. Academic dishonesty will be handled according to the procedures delineated in the Harding University catalog/handbook. Dishonesty includes, but is not limited to: (1) handing in work you copied from someone else rather than doing it yourself; (2) submitting a paper written in whole or in part by yourself or another student whether in this semester or a previous one; (3) copying another student's answer or using a cheat sheet during tests; (4) cutting and pasting off Internet sites, any use of AI, or otherwise adapting internet material without citing the source; (5) handing in material you have purchased; (6) plagiarizing other authors' material; (7) using, transmitting, and or otherwise making available copies of tests or information from them; (8) aiding or abetting others in committing academic dishonesty; (9) photographing slides or making voice recordings in class without permission; (10) additionally, all recorded lectures are the property of your professor and any unauthorized dissemination of any parts of these lectures is a violation of academic integrity, and is strictly prohibited.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 of the Student Center, telephone, (501) 279-4019.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Tentative Reading/Assignment Schedule

Assignments should be read or completed BEFORE the date given.

The professor reserves the right to adjust this schedule and/or add assignments as needed.

Date	Readings and topic
W 1/10	Historian's Dilemma quiz; Integrity Statement; info sheet
F 1/12	Syllabus quiz & statement
F 1/19	North Chpt. 14, Avignon papacy, schism, Wyclif, Hus
M 1/22	North Chpt. 15
F 1/26	Chadwick chpt. 1, 31-39 (Erasmus); chpt. 2; North 16, 326-327 (Erasmus); chpt. 17, 331-340
M 1/29	Primary Source 1 (95 theses and xian nobility)
M 2/5	Chadwick, chpt. 3, 76-81; North chpt. 17, 340-344; Zwingli video
F 2/9	North 17, 347-352; Chadwick, chpt. 6, 188-203 (quiz)
M 2/12	Take-home exam 1
F 2/16	Calvin Video
M 2/19	Chadwick chpt. 3, 82-96; North chpt. 17, 344-347
W 2/21	Primary Source 2 (institutes of Xian religion)
F 2/23	North chpt. 17, 353-354; Chadwick 220-221
M 2/26	Chadwick, chpt. 4, 99-104; 113-117; 123-132; North chpt. 18, 359-378
F 3/1	Primary Source 3 (Westminster confession)
M 3/11	Chadwick chpt. 8, 252-281; North chpt. 19, 385-393; North chpt. 24, 497-504; Chadwick chpt. 9
W 3/13	Chadwick chpt. 12, 398-405; chpt. 13, 434-441; chpt. 14
F 3/15	Chadwick chpt. 5, 153-170; North 14, 398-402
M 3/18	North 19, 393-398 Chadwick chpt. 8, 316-320
W 3/20	Chadwick chpt. 5, 175-184; chpt. 6, 203-210; chpt. 7, not 217-230; North chpt. 18, 378-382
M 3/25	North chpt. 20, 405-408 (Spener & Pietism)
F 3/29	North chpt. 20, 408-425
M 4/1	Primary Source 4 (circ. of heart and xian perfection)
F 4/5	North chpt. 23
W 4/10	Primary Source 5 (D & A)
W 4/17	North chpt. 24, 505-515
F 4/19	North chpt. 21 Take-home exam 2
M 4/22	Chronology quiz
W 4/24	North Chpt. 26