

Syllabus for Church History (CH 502)
Front Range Bible Institute
Professor Tim Dane
(Spring 2011)

I. Course Description

CH 501/502 is a two-part course in the study of church history. CH 502 will pick up the study at the time of the Renaissance and Reformation and take the student up to the present era.

II. Course Objectives

- A. To have the student know the major events of church history
- B. To have the students know and appreciate the major doctrinal issues that developed throughout church history and how these doctrines came into formal articulation over the ages
- C. To have the student recognize the importance of protecting the Body of Christ from doctrinal deviations
- D. To have the student recognize the importance of learning from the past—learning from the right choices of the past as well as from the mistakes of the past

III. Course Requirements

- A. Attend all classes (or purchase a DVD copy of the class if absent)
- B. Read all assigned text books
- C. Read class notes
- D. Participate in class discussions based upon your personal readings
- E. Take all exams or quizzes
- F. Complete the class project
- G. **Reading requirements:**
 - i. **Read Justo Gonzalez. *The Story of Christianity*** (two volumes or in the one-volume version). San Fransisco: Harper and Row. 1984. **(read volume 2 from the Reformation to the present day)**
 - ii. **Read Church History notes by Tim Dane.**
 - iii. Master's Level: add 400+ pages from any of the following resources:

- a. **Read pages 345-640 from the following: Tim Dowley, *Eerdman's Handbook to The History of Christianity*. Grand Rapids: Eerdmans, 1977.**
- b. Choose from any of the following and read 100-300 pages from one of the following resources:
 - i. Estep, William. *The Anabaptist Story*. Grand Rapids: Eerdmans. 1975.
 - ii. Klassen, Walter, ed. *Anabaptism in Outline*. Herald Press. (appx. 300).
 - iii. Verduin, Leonard. *The Reformers and Their Step-children*. Paternoster.
 - iv. Verduin, Leonard. *The Anatomy of a Hybrid* (comes in sections three and four of a series). Eerdmans.
 - v. Herschberger, Guy. *The Recovery of the Anabaptist Vision* (Vol. 22 of its series). Baptist Standard Bearer.
 - vi. Snyder, C. Arnold. *Anabaptist History and Theology* (the student's edition). Pandora Press.

IV. Course Grading

- A. 30% Reading
- B. 30% Exam
- C. 40% Class Project

V. **Class Project:** Produce your own parallel column church history chart that will provide you with a tool for recalling major events and dates and also serve as a tool for your own teaching needs. As a minimum, the columns should include the following information. Build on the work you did in CH 501 by (1) continuing on from the date you already reached in your chart and (2) adding additional information to what you have already done.

- A. Precise dates for the events (or range of years if more appropriate)
- B. Name of key events
- C. Names of major individuals
- D. Events as they directly relate to the church
- E. Events in the political and military realm
- F. Your church history notes has such a chart in the early sections that can serve as a guide

VI. Course Schedule

| Date | Estimated Topic of Discussion | <p>For each question, do the following (For Independent Study students in the Spring 2011 session, disregard the instructions 1 and 2 below, and answer the questions below directly to the professor by email on a weekly basis):</p> <p>1. You must first answer the professor's question directly with replies to the questions that have been asked. This answer to the question must be made by Thursday of that class week.</p> <p>2. You must interact with/reply to at least one of the other students and the answer that he/she made to that question. This (gracious) interaction can build upon what someone said, correct what said, or ask for clarification on what someone said? This answer must be by Sunday of that class week.</p> |
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| 3-29-11 | Impact of Renaissance Weakening of papacy Impact of Pre-Reformers | Describe the following: (1) Describe three factors that led to the weakening of the Papacy's influence, thus helping to pave the way for the Reformation. (2) What was (were) the major impact (2) of people like Savonarola, Wycliffe, Huss, and Tyndale |
| 4-7-11 | Luther's Impact | What was the major thrust of Luther's theological thinking and message? How did Luther view sin and the relationship of God's grace and Man's will? Looking back, what were any weaknesses of Luther's work and results? |

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| 4-14-11 | Zwingli's Impact Calvin's Impact | <p>Explain how Zwingli and Luther differed on the Lord's Supper.</p> <p>Explain the significance of Zwingli's position on baptism.</p> <p>Explain the appropriateness (or lack thereof) of applying Calvin's work in Geneva to our present ministries (whether in the U.S. or abroad).</p> |
| 4-21-11 | Calvin's Impact, cont | <p>Explain how Calvin differed from Zwingli and Luther on the Lord's Supper.</p> <p>Explain how you might agree or disagree with Calvin's teaching and emphasis on the sovereignty of God.</p> <p>Did Calvin fail and/or sin with reference to Michael Servetus?</p> |
| 4-28-11 | Significant Reformed Creeds The Anabaptists | <p>What kind of role should the creeds and confessions play in our own theological positions. Describe your own "Theological Method."</p> <p>Describe the impact of Calvin and the work in Geneva on the spread of biblical Christianity in Europe.</p> <p>Explain who the Anabaptists were, what they believed, and how they were received by others.</p> |
| 5-5-11 | No class, Keep reading, Keep interacting with the threaded discussion, Keep working on your class project | <p>Explain how France responded to the gospel from the time of the Reformers onward.</p> <p>Describe in brief terms the life of John Knox.</p> <p>Explain the significance of Henry VIII in shaping English Christianity.</p> |
| 5-12-11 | No class, Keep reading, Keep interacting with the threaded discussion, Keep working on your class project | <p>Tell what you feel were (1) the strengths of the Puritans as well as (2) the weaknesses of the Puritans.</p> |
| 5-19-11 | Reformation in France Reformation in Scotland Reformation in England | <p>How did the Catholic Church respond to calls for Reformation in (1) Spain, (2) Germany, and (3) Rome?</p> <p>Give a concise explanation of what the Council</p> |

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| | Class goes to 10:15 | of Trent accomplished. |
| 5-26-11 | The Puritans Catholic Counter Reformation Efforts Class goes to 10:15 | Describe the Pilgrims who eventually migrated to America. Who was Cotton Matther? Who was Jonathan Edwards? |
| 5-23-11 | The New World Class goes to 10:15 | Who was George Whitefield and why did he split from the Wesleys? Were the Great Awakening Revivals good, and if so, was the emotion that sometimes characterized the evangelizing a good thing? Are the theology and ministry of Charles Finney worth emulating? Give summary of the work of John Wesley. |
| 6-2-11 | The New World, cont. | Explain the relationship of John Wesley to Pentecostal and Charismatic Christianity. Was the impact of British Colonialism good or bad? Explain why or why not. Explain what you believe might be the positives or negatives of American revivalistic efforts and preaching? |
| 6-9-11 | Imperialism, Colonialism, British Missions & The Fall of Communism America and Denominationalism | Describe what the Fundamentalist Movement was/is and why such a movement was necessary. Tell how you would explain the relationship of biblical Christianity to someone who either has no knowledge or who is coming out of a Roman Catholic or Orthodox background. |
| 6-16-11 | The Twentieth Century and Beyond | Class discussions Exam completed and turned in. Class project completed and turned in. |

VII. Bibliography

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- Snyder, C. Arnold. *Anabaptist History and Theology* (the student's edition). Pandora Press.
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- Wiles, Maurice and Mark Santer. *Documents in Early Christian Thought*. New York: Cambridge, 1975. (268 pp.).