THE CHURCH TO THE MODERN ERA, HT101OL
SYLLABUS

I. COURSE DESCRIPTION

“A study of Christianity from the second century to the rise of the Enlightenment with special emphasis on
the institutional history of the church as well as theological developments in the church”.

HT101
The Church to the
Modern Era

HT102
The Church in the
Modern Era: Europe and America

100—>1750 1750—>Present

II. COURSE OBJECTIVES

- The student will know generally the history of the Christian church and the writings of leading
  Christian thinkers to the Modern Era.
- The student will understand the various ecclesiastical traditions of the church through a studying
  of their doctrine and practices.
- The student will reflect upon his/her own understanding of theology through the study of doctrinal
  formulation through the centuries.
- The student will analyze the validity of theological perspectives by studying the thought of various
  historical figures and their movements.
- The student will synthesize the historical development of various trends in theology such as the
  growth of individualism or the emergence of a specific church tradition, practice, polity, or
  movement.
- The student will evaluate the premises, theses, and perspectives of a selection of historical writings.
- The student will perceive the value of historical studies for their ministries though we live in an era
  that denigrates the insights that can be gained from a study of the past.

III. COURSE TEXTBOOKS

A. Required


Class notes are (on line) or you can purchase a copy in the Book Center.

Each of the required texts has a distinct purpose and contribution in giving the student knowledge of
church history. The Pictorial Guide provides a quick overview of the history of the church so that the
students who are not acquainted with the broad sweep of church history before he/she plunges into the
details of it. The Story provides the student with the basic content of church history; this is the central
text of the course.

B. Supplementary Bibliography
SELECTED SOURCES FOR ANCIENT/ MEDIEVAL CHURCH HISTORY

[Numerous Christian classics can be accessed at http://www.ccel.org]


**SELECTED SOURCES FOR REFORMATION CHURCH HISTORY**

**THE RENAISSANCE**


**THE REFORMATION**


**MARTIN LUTHER**


**LUTHERAN ORTHODOXY**


**ULRICHZWINGLI**


JOHN CALVIN

REFORMED ORTHODOXY

ANABAPTISTS AND RADICALS

ENGLISH REFORMATION AND PURITANISM


**CATHOLIC REFORMATION**


**SELECTED SOURCES FOR POST-REFORMATION CHURCH HISTORY**

**THE ENLIGHTENMENT**


**PIETISM**


**IV. COURSE REQUIREMENTS**

**A. Reading Assignments**

Each student will read the class notes and portions of the course textbooks as listed on the course schedule below in order to gain a general knowledge of the history church to the Modern Era.
B. Written Assignments (papers, journals, study exercises, charts, etc.)

None required for this course. Writing competence will be reflected in the two examinations (up to 10% of each exam).

C. Quizzes and/or Exams

*The Kregel Pictorial Guide: The little volume is designed to provide the student, who may be studying church history for the first time, a simplistic overview of the material. (If you fail the examination, you must retake it until you have a passing grade. The highest grade you will receive is one letter grade below your passing grade.)*


Note: The function of the examinations is that of a learning tool. Intense study of events, prominent people, movements, and ideas as well as the exercise of writing will hopefully promote comprehension.

D. Interactions:

Post your response to a discussion question. Then discuss one another’s responses with at least 2 of your classmates. Think of this as a commenting on each other’s posts via Facebook. Use this guided discussion to enhance your learning and to develop a learning community with your classmates.

V. COURSEPOLICIES

A. Weight Given to Course Requirements for Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Up to 20%</td>
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<tr>
<td>Kregel Examination</td>
<td>Up to 10%</td>
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<tr>
<td>Mid-term Examination</td>
<td>Up to 20%</td>
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<tr>
<td>Final Examination</td>
<td>Up to 20%</td>
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<tr>
<td>Interactions</td>
<td>Up to 30%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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B. Late Assignments

*NO late assignments will be accepted unless under extraordinary circumstances that have been discussed with the professor prior to the time the assignment is due.

C. Absences

See Student Handbook.

D. Letter/Numerical Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>96-98</td>
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<tr>
<td>A-</td>
<td>94-95</td>
</tr>
<tr>
<td>B+</td>
<td>91-93</td>
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<tr>
<td>B</td>
<td>88-90</td>
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<tr>
<td>B-</td>
<td>86-87</td>
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<td>C+</td>
<td>83-85</td>
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<td>C</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>0-69</td>
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</tbody>
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V. COURSE SUPPLEMENTAL INFORMATION

This course seeks to understand the emergence and development of the life, ministry, and theology of the church in its historical, cultural, and intellectual contexts. An investigation of the individuals, institutions, and ideas of the Christian enterprise not only informs the other disciplines of a theological education, it interprets the patterns of acting and thinking through which the church has developed.

The study of Church history has several advantages for the servant of the Lord. **First,** it allows us to understand why the church today thinks the way it does, why it uses the language it does. **Second,** it relativizes our own times. It preserves the church from fads and novelty. We have the tendency to perceive new programs and methods with messianic promises of success. History teaches that there are few great events or life changing moments; however, change is very gradual. It is the little things that bring about significant alteration in culture. **Third,** it reminds us that we are part of the body of Christ that is far more extensive than one’s private beliefs or denominational heritages. It should deliver us from provincialism,
pride, and arrogance borne of the idea that any one church or ecclesiastical tradition stands in the exclusive heritage of first century orthodoxy. **Fourth,** knowledge of the history of the church will preserve the church from error; it provides both polemical and apologetical weapons against deception. The accumulated wisdom of the church can provide an arsenal of arguments as we struggle to preserve the church today from opponents within and without. **Fifth,** acquaintance with the past can give us a sense of calm in turbulent times that the Lord’s church will ultimately triumph. The devil has employed every strategy to destroy the church, armies have marched against, it, faithless scholarship has relentlessly assaulted it, internal bickering has rent it, and martyrdom has depleted its ranks from time to time. Yet the church marches forward in triumphal anticipation when the kingdoms of this world will be put under Christ’s feet and the bride, without spot or wrinkle, will be given to the king.

We will attempt to articulate the interrelationship and interdependence of institutional history and the theological developments of the church. The endeavor to gain insight into the progress and catalytic uses in the formulation of the church’s teachings will form a basis to trace out not only how doctrine has changed, but more importantly why it has developed as it has. Finally, discovering the influences and motivations for individual, ecclesiastical, and doctrinal advancement will enrich our perceptions of the church.

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The Presence of the Professor
While the online learning environment is different than the live classroom environment, your professor is still involved and available. You can expect your professor to participate in the required interactions/discussions regularly and substantially. You can also expect your professor to have at least 3 virtual live “office hours”. Your professor will inform you of the times and means that these will occur. Most professors will likely use the Chat feature provided by our online platform at online.dts.edu.

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DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VI. COURSE LECTURES AND ASSIGNMENT SCHEDULE

**Note:** The Class Note readings are approximate. Follow the topical study.

| Unit 1 | Introduction to the Course | Read Syllabus  
Read Quality Discussions  
Read Class Notes, 1–5  
Read Hannah, *The Kregel Pictorial Guide to Church History* (Access this in the Files Section or through the links in the course assignment page) | Unit 1 Videos  
Meet and Greet |
| --- | --- | --- |
| Unit 2 | Church Fathers  
Apologists | Read Class Notes pp. 6-76.  
Read Hannah, *Invitation to Church History*, Ch. 1. | Unit 2 Videos  
Discuss Prompts in  
**Discussion A** (See due dates on the course stream)  
Take the Kregel Exam |
| Unit 3 | The Theologians | Read Class Notes: pp. 76–112.  
Read Hannah, *Invitation to Church History*, Ch. 2. | Unit 3 Videos |
| Unit 4 | Rise of Power and  
Sacramentalism of the Church | Class Notes: pp. 112–123.  
Hannah, *Invitation to Church History*, Ch. 3. | Unit 4 Videos |
| Unit 5 | Expansion, Opposition,  
and Division | Read Class Notes: pp. 123–44.  
Hannah, *Invitation to Church History*, Ch. 4 & 5 | Unit 5 Videos  
Discuss Prompts in  
**Discussion B** (See due dates on the course stream) |
<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Scholasticism and Renaissance Humanism</th>
<th>Read Class Notes: pp. 144–173. Hannah, <em>Invitation to Church History</em>, Ch. 6</th>
<th>Unit 6 Videos Mid-Term Exam</th>
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</thead>
<tbody>
<tr>
<td>Unit 7</td>
<td>Luther</td>
<td>Read Class Notes: pp. 173–96. Hannah, <em>Invitation to Church History</em>, Ch. 7</td>
<td>Unit 7 Videos</td>
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<tr>
<td>Unit 8</td>
<td>Zwingli, Calvin, and the Anabaptists</td>
<td>Read Class Notes: pp. 196–221. Hannah, <em>Invitation to Church History</em>, Ch. 8</td>
<td>Unit 8 Videos Discuss Prompts in <em>Discussion C</em> (See due dates on the course stream)</td>
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<tr>
<td>Unit 9</td>
<td>English and Roman Catholic Reformation</td>
<td>Read Class Notes: pp. 221–33. Hannah, <em>Invitation to Church History</em>, Ch. 9 &amp; 10</td>
<td>Unit 9 Videos</td>
</tr>
<tr>
<td>Unit 10</td>
<td>The Enlightenment</td>
<td>Read Class Notes: pp. 235–59. Hannah, <em>Invitation to Church History</em>, Ch. 11 – 13</td>
<td>Unit 10 Videos Final Exam Reading Reports</td>
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</tbody>
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