

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

HISD 552 WORLD CHRISTIAN MOVEMENT II

Gary B. McGee

January 2005

DEGREE COMPLETION PROGRAM

January 6, 13, 20, 27, and February 3, 2005
6-10 p.m.

COURSE DESCRIPTION

A continuation of the integrated study of the world Christian movement in its advance around the globe from 1500 to the present time.

COURSE OBJECTIVES

Upon the completion of this course on the last five centuries of Christian history and theology, the student should be able:

1. To discuss the historical development of Christian doctrine since 1500.
2. To analyze the interaction of theology with history, hermeneutics, science, and philosophy.
3. To discuss the contributions of key individuals, movements, and issues during the last five hundred years in the history of Christianity.

TEXTBOOKS

Miller, Glenn T. *The Modern Church: From the Dawn of the Reformation to the Eve of the Third Millennium*. Nashville: Abingdon Press, 1997.

Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove, Ill.: InterVarsity Press, 1999.

Placher, William C., Ed. *Readings in the History of Christian Theology*, Vol. 2: From the Reformation to the Present. Philadelphia: Westminster Press, 1988.

METHODOLOGY

Each Thursday evening session will be based on the completion of pre-session assignments. Class time will then include lectures, discussion, small groups, a video presentation, and a "reflection quiz" (at the conclusion of the class time).

COURSE REQUIREMENTS

1. Attendance and participation in class sessions: Absences should be avoided unless an emergency situation arises. More than one will be disastrous for successful completion of the course. See the degree completion program handbook for more information. *Students should not plan ministry activities during the course either in the U.S. or overseas that will cause them to miss class(es).*
2. Completion of all pre-session assignments.

3. Successful completion of five essays, each one due at the beginning of a particular class session, and 4 pages in length. The essays should not contain footnotes, endnotes, bibliography, and *few if any direct quotations*. (For a direct quotation, simply put the name of the speaker, title of work cited, and page number[s]). See attached “Tips for Writing Better Essays.” **The sources for the essays are limited solely to the assigned readings.**
4. Successful completion of five “reflective quizzes,” each one given at the close of a Thursday evening session over some topic presented and discussed on that particular evening and/or the assigned readings. A reflective quiz contains one essay question.
5. Cautions:
 - A. Late work will be penalized.
 - B. Incompletes will be given only in the event of extreme circumstances.
 - C. Evidence of plagiarism will result in an essay being assigned the grade of “F” and possibly in the student failing the course.

GRADING

Essays	60%
Quizzes	40%

COURSE OUTLINE AND ASSIGNMENT SCHEDULE

CODE: M—Miller; O—Olson; P—Placher

Jan 6 16th-Century Reformations

Objectives: The assignments and classroom discussions for this unit will enable the student:

1. To discuss key historical, theological, and liturgical developments from 1500 to the present.
2. To analyze how the Christian gospel was contextualized in various environments.
3. To interpret the relevance of issues and developments from this period to the contemporary church context in which she or he lives.

Pre-session requirements:

1. Reading: M-1-5; O-24-27; P-Chapters 1-2
2. Essay (four pages double-spaced and carefully proofread; title page unnecessary); topic: What were the differences between Luther and the Catholic Church on salvation by faith? How is this debate relevant for today? (Sources for the essays must come exclusively from the assigned readings.)

Jan 13 Reformations (contd.)

Objectives: The assignments and classroom discussions for this unit will enable the student:

1. To discuss key historical, theological, and liturgical developments from 1500 to the present.
2. To analyze how the Christian gospel was contextualized in various environments.
3. To interpret the relevance of issues and developments from this period to the contemporary church context in which he or she lives.

Pre-session requirements:

1. Reading: M-6-10; O-28; P-Chapter 3
2. Essay: Discuss how the Reformation agendas of Zwingli and Calvin differed from that of Luther.

Jan 20 18th-Century Enlightenment and Revivalism

Objectives: The assignments and classroom discussions for this unit will enable the student:

1. To discuss key historical, theological, and missiological developments from 1500 to the present.
2. To analyze how the Christian gospel was contextualized in various environments.
3. To interpret the relevance of issues and developments from this period to the contemporary church context in which she or he lives.

Pre-session requirements:

1. Reading: M-11-17; O-29-31; P-Chapter 4
2. Essay: Discuss the contributions of 18th-century revivalism (called "Pietism" in Continental Europe) to modern Christianity.

Jan 27 19th-Century Developments

Objectives: The assignments and classroom discussions for this unit will enable the student:

1. To discuss key historical, theological, liturgical, and missiological developments from 1500 to the present.
2. To analyze how the Christian gospel was contextualized in various environments.
3. To interpret the relevance of issues and developments from this period to the contemporary church context in which he or she lives.

Pre-session requirements:

1. Reading: M-18-22; O-32-33; P-Chapters 5-6

2. Essay: Discuss the various ways in which the contributors to Placher, Chapter 6, responded to the challenges to Christianity posed by the Enlightenment. Would such responses be effective today?

Feb 3 20th-Century Developments

Objectives: The assignments and classroom discussions for this unit will enable the student:

1. To discuss key historical, theological, liturgical, and missiological developments from 1500 to the present.
2. To analyze how the Christian gospel was contextualized in various environments.
3. To interpret the relevance of issues and developments from this period to the contemporary church context in which she or he lives.

Pre-session requirements:

1. Reading: M-23-27; O-34-35, Conclusion: P-Chapters 7-8
2. Essay: The "Barmen Declaration" signaled a revolutionary questioning of the value of natural theology and the legitimacy of inculturated Christianity. Both Barth and Bonhoeffer signed it. What relevance does Barmen have for Christians today?

RESOURCES

1. Recommended reading lists in the textbooks provide helpful bibliographies.
2. Definitions of terms can be found in the following: *Blackwell Dictionary of Eastern Christianity, Dictionary of the Ecumenical Movement, Encyclopedia of Catholicism, Evangelical Dictionary of Theology, New Catholic Encyclopedia, New International Dictionary of the Christian Church, Oxford Dictionary of the Christian Church, Westminster Dictionary of Church History*, etc.

SPECIFIC DATA

Prepared by Gary B. McGee, October 20, 2004.

TIPS FOR WRITING BETTER ESSAYS

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good essay requires hard work. Within five minutes of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT THE PROFESSOR EXPECTS IN ESSAYS

1. Familiarity and interaction with the required reading
2. Logical organization
3. Original analytical reflection
4. Integrity in writing
5. Consistency in following the designated style manual (Turabian)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. A clear rationale for the grade should be provided through comments written on the paper.
3. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. When I was in graduate school, a professor stated that he would count the number of mechanical problems and typos on a paper. If the number exceeded the number of pages, the grade would be reduced by one grade point. This represents a fair approach to grading. It has been my experience that if more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good *written*, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (*Of course*, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.

6. Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the *occasional* use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. ***Use direct quotations sparingly.*** A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.***
11. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
12. Use headings (if necessary). Do not use "chapters."
14. Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and *especially* for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.
15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
16. *Gender inclusive language* should always be used except when referring to the members of the Trinity.