*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.
CHHI 520 – History of Christianity I
Professor’s notes*
As of September 8, 2008

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?
Level of demand = 7
I believe this course could be taken with one other courses within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?
Level of demand = 5
Students have about 800 pages of reading apart from their research paper.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?
Level of demand = 7
The course requires 25 forty-five minute lectures so a decent amount of time is needed for lecture viewing each 8 week term.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?
Level of demand = 7
The course has four 50 question timed (1 hour exams) that are closed book. As many of the questions ask for precise recall, the exams are difficult. This is the area of the greatest complaint on the part of students.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?
Level of demand = 5
For five weeks of the course, students are asked to make one substantial post (200-250 words) and one follow-up post during the week. DBs are taken straight from the reading, generally are liked by students and create a good sense of community. They also provide
some stimulation for research paper topics. The guidelines for DBs are clearly communicated in advance through Blackboard and an email.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?**

Level of demand = 7
This course has one critical book review (3-4 page) and a research paper (10-12 pages). These two assignments comprise 45% of the students’ grade so it is what I value most.

**Additional comments:**

After taking the course, many students who confessed little excitement for history, were inspired and challenged by the relevance of church history.

Students comment on how the course materials and expectations are clearly laid out and that weekly emails of tips, reminders and encouragement are helpful.

The discussion board creates a sense of community and most students actively participate.
Syllabus

LIBERTY THEOLOGICAL SEMINARY
DISTANCE LEARNING PROGRAM

CHHI 520
HISTORY OF CHRISTIANITY I
Dr. Edward Smither (elsmither@liberty.edu)

REQUIRED TEXTBOOKS


COURSE DESCRIPTION

This course comprises a study of the first fifteen centuries of historical Christianity giving consideration to the origins of the Christian movement, the rise of the church under persecution, the battle for orthodoxy and the development of Christian doctrine, monasticism, the rise and decline of the Roman Papacy, as well as the events leading up to the Protestant Reformation.

I. RATIONALE

A study of the Christian church movement during the first fifteen centuries is essential for those preparing to minister in the church in order to both understand their heritage and build upon it. This course is designed to give the student an awareness of the unique aspects of the life of the church in this period.

II. PREREQUISITES

None

III. COURSE OBJECTIVES

A. Objectives

1. The students will become familiar with the major events and great turning points in this period of Christian history.

2. The students will survey the weaknesses and strengths of various Christian leaders and movements in order to avoid the former and capitalize on the latter in their own ministry.
3. The students will become enthusiastic for the Lord’s work by examining the service rendered in His name by notable Christians during this period of Christian history.

4. The students will develop as readers and critical thinkers.

5. The students’ research and writing skills will be sharpened.

B. Specific cognitive objectives

1. The students will become familiar enough with the history of the Christian church to be able to answer successfully general objective questions on exams dealing with events, personalities, and dates covered in readings and class lectures.

2. The students will actively discuss the major movements of Christian history (i.e. persecutions, the rise of heresy, and the rise of Roman Catholicism) through participating in on-line discussion forums.

3. The students will effectively analyze movements, issues, and personalities in Christian history through written reviews of reading assignments and through a research paper.

IV. MATERIALS FOR LEARNING

A. Internet access, Microsoft Word

B. VCR/DVD player, TV

C. Video lessons (25)

D. Textbooks

E. Bible

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Each student will read pages 7-17 of the Gonzalez text and prepare a one-page summary of the setting for early church history. See ASSIGNMENTS for the requirements for this essay.

B. Each student will read and write a review of one book in the supplemental reading list. See ASSIGNMENTS for requirements for the review.

C. Objective Tests (4)
D. Discussion Board. Each student will participate in a weekly discussion board with faculty and other students.

E. Research Paper. Each student will write a paper that will be graded on the adequacy of its research and content. See ASSIGNMENTS for specific requirements.

VI. GRADING

A. Weight

The following items will constitute the following percentages of the final grade:

- Preparatory Assignment
- 1-page Essay Gonzalez
- 5%
- Test 1
- Lessons 1–8
- 10%
- Test 2
- Lessons 9–15
- 10%
- Test 3
- Lessons 16–25
- 10%
- Test 4 (Comprehensive)
- Lessons 1–25
- 10%
- Discussion Board
- Five Topics
- 10%
- Research Paper
- Choose from list of topics
- 35%
- Book review
- Choose from list of books
- 10%

B. Scale

A = 94–100  B = 86–93  C = 75–85  D = 68–74  F = 0–67

VII. BIBLIOGRAPHY

A. General Histories


**B. Sourcebooks**


C. On-Line Resources

http://ntgateway.com/ (New Testament resources; good maps)

www.newadvent.org/fathers (Writings of Church Fathers)

http://www.ccel.org/fathers2/ (Early Church Fathers)

http://www.earlychristianwritings.com/ (Early Christian writings)

http://www.spurgeon.org/~phil/creeds.htm (Creeds and Confessions)

http://www.earlychurch.org.uk/

http://www.medievalchurch.org.uk/

http://www.ccel.org/index/author-A.html (writings of early and medieval Christianity)

http://www.iclnet.org/pub/resources/christian-history.html (guide to early church documents)

D. Early Church


**E. Medieval Period**


**F. Pre-Reformation**


# Course Chart

<table>
<thead>
<tr>
<th>LESSON</th>
<th>STORY OF CHRISTIANITY VOL. 1</th>
<th>DOCUMENTS OF THE CHRISTIAN CHURCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: THE ORIGIN OF AND INFLUENCE UPON THE EARLY CHURCH IN THE APOSTOLIC AGE (A.D. 30–100)</strong></td>
<td></td>
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<tr>
<td>1. Introduction to Church History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Influences on the First Century World</td>
<td>Chs. 1–2</td>
<td></td>
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<tr>
<td>3. The Life and Ministry of Jesus Christ</td>
<td></td>
<td>Part I, Sect. III, pp. 29–32</td>
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<tr>
<td>4. The Apostolic Witness (A.D. 30–100)</td>
<td>Chs. 3–4</td>
<td></td>
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<tr>
<td>5. The Church in A.D. 100</td>
<td>Ch. 5</td>
<td>Sect. II, pp. 25–29</td>
</tr>
<tr>
<td>7. Struggle for Purity</td>
<td>Chs. 7–8</td>
<td>Sect. IV, pp. 32–38</td>
</tr>
<tr>
<td>8. Struggle for Purity (con’t.)</td>
<td>Ch. 9</td>
<td></td>
</tr>
<tr>
<td><strong>TEST 1: LESSONS 1–8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISCUSSION BOARD</strong></td>
<td></td>
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<tr>
<td>10. Ante-Nicene Literature</td>
<td>Ch. 10</td>
<td></td>
</tr>
<tr>
<td>11. The Church in A.D. 325</td>
<td>Chs. 11–12</td>
<td>Sect. VII, pp. 68–86</td>
</tr>
</tbody>
</table>

**Module 1**

**Module 2**

**Module 3**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Story of Christianity Vol. 1</th>
<th>Documents of the Christian Church</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 3: FACTORS INVOLVED IN THE RISE OF THE PAPACY, ESPECIALLY THE DOCTRINAL CONTROVERSIES (A.D. 325–600)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The Rise of the Papacy and Doctrinal Controversies (Arian)</td>
<td>Chs. 13–17</td>
<td></td>
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<tr>
<td>13. Doctrinal Controversies (Nestorian)</td>
<td>Chs. 18-22</td>
<td>Sect. IX &amp; X, pp. 91–95</td>
</tr>
<tr>
<td><strong>TEST 2: LESSONS 9–15</strong></td>
<td></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<tr>
<td><strong>MODULE 4</strong></td>
<td></td>
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<tr>
<td><strong>UNIT 4: FACTORS INVOLVED IN THE EXPANSION AND OPPOSITION OF THE PAPACY (A.D. 600–1054)</strong></td>
<td></td>
<td></td>
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<tr>
<td>17. Religious Opposition</td>
<td></td>
<td></td>
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<tr>
<td><strong>MODULE 5</strong></td>
<td></td>
<td><strong>DISCUSSION BOARD</strong></td>
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<tr>
<td><strong>UNIT 5: FACTORS CONTRIBUTING TO THE DOMINATION OF THE PAPACY (A.D. 1054–1215)</strong></td>
<td></td>
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<tr>
<td>19. The Crusades</td>
<td></td>
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<tr>
<td>20. The Crusades (con’t.)</td>
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<tr>
<td>21. The Rise of Scholasticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The Peak of the Influence of Scholasticism</td>
<td>Ch. 34</td>
<td></td>
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<tr>
<td>LESSON</td>
<td>STORY OF CHRISTIANITY VOL. 1</td>
<td>DOCUMENTS OF THE CHRISTIAN CHURCH</td>
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<tr>
<td>23. The Collapse of Papal Prestige</td>
<td>Ch. 32</td>
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<tr>
<td>24. Desire for Reform</td>
<td>Chs. 33</td>
<td>Sect. IV &amp; V, pp. 146–150</td>
</tr>
</tbody>
</table>

**MODULE 7**

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<thead>
<tr>
<th>TEST 3: LESSONS 16–25</th>
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</thead>
</table>

**MODULE 8**

<table>
<thead>
<tr>
<th>TEST 4: LESSONS 1–25 (Comprehensive Final)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SUBMIT RESEARCH PAPER</th>
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