



SYLLABUS

HIST 317 History of the Christian Church II
RELH 317 History of the Christian Church II

202221

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School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Surveys the history of the church from the Protestant Reformation to the current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, and worldwide mission expansion and ecumenism.

Course Prerequisites

HIST 118 or permission of the Instructor

Required Text/Material

González Justo L. (2010). *The Story of Christianity*. HarperOne/HarperCollins.

Print ISBN: 9780061855894 eBook ISBN: 9780062364906

Spickard, P. R., & Cragg, K. M. (2008). *A Global History of Christians: How Everyday Believers Experienced Their World*. Baker Academic. Print ISBN: 9780801022494

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 8 assignments and 2 exams; so it is recommended that you budget about 13.5 hours for studying and preparing for each module assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

- Explain major events, movements, ideas, and trends in the history of Christianity since 1500.
- Creatively and effectively interpret the significance of that history from today's perspective.

Part 2: Course Objectives

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Description

Assignments 1-8

- 1) Knowledge Check (multiple-choice, matching, true/false questions)
- 2) Short Answer (fill in the blank questions)
- 3) Essays

Rubrics

Short Essay Rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)

Criteria	Excellent	Acceptable	Substandard
Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Exams

The Midterm exam will cover Lessons 1-11 / Assignments 1-4. It is worth 100 points and you will have two and a half hours to take it. This exam consists of a variety of short answer questions and two essay questions that together comprise approximately two-thirds of the points

The Final exam will cover Lessons 12-22 / Assignments 5-8. It will consist of true/false, multiple choice, and essay questions. It is worth 100 points and you will have two and a half hours to take it. See the exam reviews in LearningHub for more information.

All exams in this must be taken under the supervision of a proctor. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Lesson 1: Reform, Revolution, and Retrieval	A Global History of Christians: Preface (pp. 9-11)	
	Lesson 2: The Need for Reform and the Erasmian Protest	A Global History of Christians pp. 158-169 The Story of Christianity (Vol. 2): Ch. 1	
	Lesson 3: The Lutheran Revolt	A Global History of Christians pp. 171-180 The Story of Christianity (Vol. 2): Ch. 2-4, 9	Assignment 1
	Lesson 4: The Anabaptist Restoration	A Global History of Christians pp. 180-184 The Story of Christianity (Vol. 2): Ch. 5-6 The Schleithem Confession of 1527	
2	Lesson 5: The Calvinist Transformation	A Global History of Christians pp. 184-190 The Story of Christianity (Vol. 2): Ch. 7	
	Lesson 6: The English Equivocation	A Global History of Christians pp. 190-194 The Story of Christianity (Vol. 2): Ch. 8	Assignment 2
	Lesson 7: The Catholic Resurgence	A Global History of Christians pp. 194-199 The Story of Christianity (Vol. 2): Ch. 12 Loyola, "Rules for Thinking With the Church" in Supplementary Reading	
	Lesson 8: Catholic Globalization	A Global History of Christians pp. 200-221 2000 Years of Christianity In Africa: "The Search for African Roots and the Biblical Sabbath (pp. 29-45)	Assignment 3
3	Lesson 9 Reformed Dynamism vs. Catholic Reaction	The Story of Christianity (Vol. 2): Ch.10, 11, 13	
	Lesson 10: Puritan Revolution in England and New England	A Global History of Christians pp. 221-227 The Story of Christianity (Vol. 2): Ch. 17, 22, 24	
4	Lesson 11: Dogmatism, Division, and Thirty Years' War	A Global History of Christians pp. 232-238 The Story of Christianity (Vol. 2): Ch. 14-16, 18-20	Assignment 4
	PROCTORED Midterm Exam		
5	Lesson 12: Enlightenment Rationalism	A Global History of Christians pp. 238-243 The Story of Christianity (Vol. 2): Ch. 21	
	Lesson 13: Evangelical Revivalism	A Global History of Christians pp. 243-250, 259-271 The Story of Christianity (Vol. 2): Ch. 23; pp. 228-230 John Wesley's Journal May 24, 1738	Assignment 5
	Lesson 14: Catholicism in the Age of Revolution	A Global History of Christians pp. 280-283; 368-369 The Story of Christianity (Vol. 2): Ch. 26 and 29	
	Lesson 15: Protestantism in the Age of Revolution	A Global History of Christians pp. 252-258 The Story of Christianity (Vol. 2): Ch. 28	
6	Lesson 16: The "Lively Experiment" in America	A Global History of Christians pp. 266-279; 283-293 The Story of Christianity (Vol. 2): Ch. 25	Assignment 6
	Lesson 17: World Christianity in the Age of Imperialism	A Global History of Christians Ch. 13; pp. 292-302 The Story of Christianity (Vol. 2): Ch. 27, 30 2000 Years of Christianity in Africa: pp. 23-28, 53-56	
	Lesson 18: Eastern Christianity in the Modern Era	A Global History of Christians pp. 378-379 The Story of Christianity (Vol. 2): Ch. 32	Assignment 7

Modules	Lessons	Readings	Assignments
7	Lesson 19: Post-Christian Ideologies	A Global History of Christians Ch. 14-17 The Story of Christianity (Vol. 2): Ch. 31, 33-36 2000 Years of Christianity in Africa: "Acts 1:8 and the Gospel in Africa" (pp. 15-28) and "A Wake Up Call" (pp. 57-59) The Barmen Declaration of 1934 (Supplementary Reading)	Assignment 8
	Lesson 20: II: Evangelical Resurgence and Pentecostal Explosion		
8	Lesson 21: III: Vatican II and Ecumenism		
	Lesson 22: IV: Globalization and Liberation		
PROCTORED Final Exam			

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Lesson 1: Reform, Revolution, and Retrieval	A Global History of Christians: Preface (pp. 9-11)	
	Lesson 2: The Need for Reform and the Erasmian Protest	A Global History of Christians pp. 158-169 The Story of Christianity (Vol. 2): Ch. 1	
2	Lesson 3: The Lutheran Revolt	A Global History of Christians pp. 171-180 The Story of Christianity (Vol. 2): Ch. 2-4, 9	Assignment 1
	Lesson 4: The Anabaptist Restoration	A Global History of Christians pp. 180-184 The Story of Christianity (Vol. 2): Ch. 5-6 The Schleithem Confession of 1527	
3	Lesson 5: The Calvinist Transformation	A Global History of Christians pp. 184-190 The Story of Christianity (Vol. 2): Ch. 7	
	Lesson 6: The English Equivocation	A Global History of Christians pp. 190-194 The Story of Christianity (Vol. 2): Ch. 8	Assignment 2
4	Lesson 7: The Catholic Resurgence	A Global History of Christians pp. 194-199 The Story of Christianity (Vol. 2): Ch. 12 Loyola, "Rules for Thinking With the Church" in Supplementary Reading	
	Lesson 8: Catholic Globalization	A Global History of Christians pp. 200-221 2000 Years of Christianity In Africa: "The Search for African Roots and the Biblical Sabbath (pp. 29-45)	Assignment 3
5	Lesson 9 Reformed Dynamism vs. Catholic Reaction	The Story of Christianity (Vol. 2): Ch.10, 11, 13	
6	Lesson 10: Puritan Revolution in England and New England	A Global History of Christians pp. 221-227 The Story of Christianity (Vol. 2): Ch. 17, 22, 24	
7	Lesson 11: Dogmatism, Division, and Thirty Years' War	A Global History of Christians pp. 232-238 The Story of Christianity (Vol. 2): Ch. 14-16, 18-20	Assignment 4
8	PROCTORED Midterm Exam		
9	Lesson 12: Enlightenment Rationalism	A Global History of Christians pp. 238-243 The Story of Christianity (Vol. 2): Ch. 21	
	Lesson 13: Evangelical Revivalism	A Global History of Christians pp. 243-250, 259-271 The Story of Christianity (Vol. 2): Ch. 23; pp. 228-230 John Wesley's Journal May 24, 1738	Assignment 5
10	Lesson 14: Catholicism in the Age of Revolution	A Global History of Christians pp. 280-283; 368-369 The Story of Christianity (Vol. 2): Ch. 26 and 29	
	Lesson 15: Protestantism in the Age of Revolution	A Global History of Christians pp. 252-258 The Story of Christianity (Vol. 2): Ch. 28	

Modules	Lessons	Readings	Assignments
11	Lesson 16: The "Lively Experiment" in America	A Global History of Christians pp. 266-279; 283-293 The Story of Christianity (Vol. 2): Ch. 25	Assignment 6
	Lesson 17: World Christianity in the Age of Imperialism	A Global History of Christians Ch. 13; pp. 292-302 The Story of Christianity (Vol. 2): Ch. 27, 30 2000 Years of Christianity in Africa: pp. 23-28, 53-56	
12	Lesson 18: Eastern Christianity in the Modern Era	A Global History of Christians pp. 378-379 The Story of Christianity (Vol. 2): Ch. 32	Assignment 7
13	Lesson 19: Post-Christian Ideologies	A Global History of Christians Ch. 14-17	Assignment 8
14	Lesson 20: II: Evangelical Resurgence and Pentecostal Explosion	The Story of Christianity (Vol. 2): Ch. 31, 33-36 2000 Years of Christianity in Africa: "Acts 1:8 and the Gospel in Africa" (pp. 15-28) and "A Wake Up Call" (pp. 57-59)	
15	Lesson 21: III: Vatican II and Ecumenism Lesson 22: IV: Globalization and Liberation	The Barmen Declaration of 1934 (Supplementary Reading)	
16	PROCTORED Final Exam		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
50	Assignments 1-8
25	Midterm Exam
25	Final Exam
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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