



**Harding University**  
**BHIS 3060.OL (3 hrs)**  
**History of Renewal Movements**  
**November 2-December 18, 2020**

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**Instructor Information**

Name: Edward Robinson, Ph.D.

Department: Bible and Ministry

E-mail: [erobinson@texascollge.edu](mailto:erobinson@texascollge.edu), [ejr03a@acu.edu](mailto:ejr03a@acu.edu)

Phone: (903) 617-9372

Office location: NA

Office hours: NA

Preferred method of contact: Students may email the professor at either email. The phone number provided is a cell phone and may be used for academic emergencies.

**Harding University's Mission:**

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

**University Level Student Learning Outcomes (ULOs)**

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. Click [here](#) to see the ULOs on Harding's Assessment webpage. This class focuses on ULO1 Biblical Knowledge and Application and ULO 5 Historical Perspective as its primary university-level learning outcomes:

ULO 1: Students will demonstrate an understanding of biblical content and interpretation and their applications in ethical decision-making.

ULO 5: Students will demonstrate a broad perspective on the context of the past and the development of ideas that enables them to understand and evaluate current issues.

**College of Bible and Ministry Mission Statement:**

The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love, and serve God's world through and beyond their chosen vocation.

### **Catalog Course Description and Rationale**

A survey of the history of the church from its beginning up to the 20th century with a particular focus on movements of renewal. The course highlights significant developments and people and introduces students to both primary and secondary sources.

Credit Hours: 3

### **College of Bible and Ministry Level Student Learning Outcomes:**

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

### **Course Level Student Learning Outcomes (CLOs):**

By the end of the course students should be able to:

1. Students will be able to remember people, events, and principles that have influenced Christian history, especially during times of renewal. (COBAM SLO 4)
2. Students will be able to evaluate from a theological perspective the historical turning points that gave birth to reformatory movements in a variety of cultural contexts. (COBAM SLO 1, 4)
3. Students will be able to analyze their theological heritage within the currently diverse religious context. (COBAM SLO 2, 5)
4. Students will be able to appraise the perspective history provides in matters of contemporary interpretation and application of Scripture. (COBAM SLO 2, 5)
5. Students will be able to apply principles of renewal movements in such a way that brings edifying theological evaluation of their church context. (COBAM SLO 3, 6)

### **Course Materials**

Holloway, Gary, and Douglas A. Foster. *Renewing God's People: A Concise History of Churches of Christ*. Abilene, TX: ACU Press, 2006. (required)

Noll, Mark A. *Protestantism: A Very Short Introduction*. New York: Oxford University Press, 2011. (required)

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*, 3<sup>rd</sup> ed. Grand Rapids, MI: Baker Academic, 2012. (required)

Additional reading assignments will be given throughout the course.

Students may purchase textbooks at the HU bookstore at the following link: <http://hubookstore.harding.edu/SelectTermDept.aspx>. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus.

### **Assessment**

Discussion questions = 25%

Application assignments = 10%

Reflection assignments = 10%

History Workshop = 25%

Exam 1 = 15%

Exam 2 = 15%

### **Assignments**

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online. Please look at each requirement below carefully. All assignments must be completed on time to avoid grade reductions of up to one letter grade per day late.

#### **Discussion questions: (25%, due on Wednesdays) (CLOs 1, 2)**

- 1) Comment on 2 discussion questions posted for each week.
- 2) Respond to at least two comments posted by classmates or the instructor. Make sure that you have at least one response in two different discussion threads in addition to your answers to the discussion questions.

Note: Your grade comes in two parts. You receive half your grade for answering the question and the other half for responding to a classmate. This means that as I go through and grade the discussions, you may see 50% in the grade book. A 50% can mean one of three things: I have not finished grading the discussions, you have not posted twice, or you have posted twice and I have overlooked your post. In the event that you have posted twice and one week later you still have 50% in the discussions, please send me a quick email to notify me that I have missed your post. Keep in mind that I manually assign the discussion grades while I read them. I ask for your patience as you wait for your grade to be assigned.

#### **Application assignment: (10%, due on Thursdays) (CLO 5)**

The application assignment is designed to help you create a bridge between the readings and the world. How does the history of the church speak to your world? This question will be posted like a discussion so that everyone will have a chance to read what others are saying, but you are not required to respond to other posts. When you answer the application and reflection assignments, please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the questions and will have virtually no grammar mistakes. This is not a pass/fail assignment.

**Reflection assignment: (10%, due on Fridays) (CLOs 3, 4)**

The reflection assignment is designed to help you create a bridge between the course content and your personal concerns. How does church history speak to you? This question will be posted like a discussion so that everyone will have a chance to read what others are saying, but you are not required to respond to others' posts. When you answer the application and reflection assignments, please be sure to write with appropriate collegiate style writing. Grammar rules will apply. Perfect scores will answer all parts of the questions and will have virtually no grammar mistakes. This is not a pass/fail assignment.

**History Workshop: (25%) (CLO 1, 5)**

One of the most important benefits of studying the Bible at Harding is your opportunity to think about ways your Bible learning can be a blessing for the church. This assignment, comprising a major portion of your grade, provides you with a chance to join your studies with your faith and practice.

Instructions for the History Workshop: Create a 3-part workshop on renewal movements.

Imagine your audience to be people in your age demographic at your church. In other words, I want you to think through how you would share with your peers what you have learned in this course. Focus your workshop around these three foundational questions:

1. In what ways should church history influence our understanding of biblical interpretation?
2. In what ways has culture affected major turning points of renewal movements?
3. What place does the concept of restoration have in the 21st-century church?

Your workshop may come in the form of a white paper, PowerPoint, Prezi, video, or some other medium. You may create speeches, class lessons, or even essays for an online presentation, such as a blog.

History workshop will be evaluated on the following criteria:

- The lessons will include appropriately historical people, places, and events that are relevant to your argument. (40%)
- The lessons have been written with grammar and writing rules expected at the collegiate level and have clear and appropriate learning outcomes for each presentation. (20%)
- The lessons demonstrate creative ways to apply principles of renewal movements to present-day concerns. (20%)
- The lessons provide cogent responses to the three foundational questions above. (20%)

Your course textbooks and notes should be used for this project; however, you are also encouraged to consult other reference materials as needed. Please include all works consulted at the end of the document in a bibliography.

The History Workshop is due **Wednesday, December 16th**.

## Exams (CLO 1)

### Exam 1 (15%)

Exam 1 is an open book exam covering the first half of the course. You will find the exam under Quizzes. You will have 90 minutes to complete 50 questions. You will only have one attempt to complete the exam; so be sure you are ready to begin before you open it.

The exam is due by **Friday, December 4th**. Since you may take the exam at any time, late exams will not be accepted and will be counted as zeros. (If you have an unusual circumstance that prevents you from taking the exam on time, please contact me. Forgetting to take the exam or losing track of time, however, is not unusual!)

### Exam 2 (15%)

Exam 2 is an open book exam covering the second half of the course. You will find the exam under Quizzes. You will have 90 minutes to complete 50 questions. You will only have one attempt to complete the exam; so be sure you are ready to begin before you open it.

The exam is due by **Friday, December 18th**. Since you may take the exam at any time, late exams will not be accepted and will be counted as zeros. (If you have an unusual circumstance that prevents you from taking the exam on time, please contact me. Forgetting to take the exam or losing track of time, however, is not unusual!)

## Class participation

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

*In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF.*

Also, for us to have a pleasant learning experience, we must have a certain culture in our discussions. Please read over the online etiquette. We must commit to respectful treatment of each post, remembering that although the course is online, the person submitting the post has flesh and blood and real feelings. Additionally, keep in mind that your posts become part of the history of this course. I would refrain from saying anything that you would not want to be held against you in the future.

## **Time Management Expectations**

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours problem-solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes, and other activities that enhance learning. As an online student in a six-week class, you should expect to spend about 22-23 hours per week on this class.

Here is a suggestion of how much time to spend each week on course preparations and engagement:

Textbook and online resource readings = 5 hours

Discussion questions = 5 hours

Application assignment = 1 hour

Reflection assignment = 1 hour

Exams = 5 hours

Final Workshop = 5 hours

## **Grievance Procedures**

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

## **Grading**

Grades will be assigned by percentage:

90+	A
80+	B
70+	C
60+	D
59 & below	F

*Late work will be penalized by 10% for every workday late.*

## **Required Technology**

See [Center for Distance Education in Bible & Ministry: Technical Requirements](#)

### *Minimum Technical Skills*

Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

### *Canvas, Internet or Technology Outage Policy:*

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems, and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Canvas privacy link: <https://www.canvaslms.com/policies/privacy>

### *Instructor*

If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affect the timing of online assignments, grading assignments or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

### *Student*

Students may contact the Canvas Help Desk M - F, 8 a.m. to 5 p.m. at 501.279.4938 or via email at [elarning@harding.edu](mailto:elarning@harding.edu).

If you experience a power outage, Internet service outage, LMS (Canvas), or other technical issues, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

### **Drop/Add Dates**

Please see Pipeline or contact the Registrar's office ([registrar@harding.edu](mailto:registrar@harding.edu)) for the drop/add refund schedule.

### **Library Resources**

The Harding Brackett Library offers many services to students on campus and at a distance. Click [here](#) to link to the Library.

### **Student Support**

The academic support team is available to help students with a variety of services such as advising, study help, multicultural services, and career services. Click [here](#) for more information.

### **Students with Disabilities**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a **documented disability** condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access **as**

**soon as possible** in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 226 in the Student Center on the Harding University Searcy campus. Since some courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at [DisabilityServices@harding.edu](mailto:DisabilityServices@harding.edu) or (501) 279-4019.

### **Accessibility**

This course will be facilitated using Canvas, the Learning Management System used by Harding University. [Canvas ADA Compliance Information](#)

### **Academic Integrity**

A key component to online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

#### **Class A Sanctions (Course Level)**

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.

2. Lowering of the grade on the test or assignment, possibly to “F” or zero.
3. Lowering of the grade for the course, possibly to “F.”
4. Immediate removal from the course with either a “W” or an “F” placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb, do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

### **University Assessment Statement**

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

### **Course outline**

Week 1: Christianity emerges out of Judaism (1<sup>st</sup> century and Patristic Period).

- Students will be able to remember important people, places, and events that shaped the Christian movement in the first 400 years.
- Appraise the value of learning church history.
- Compare the theological themes of the first 400 years with the general theological presuppositions of the Stone-Campbell Movement.

Week 2: The formation of a Church and historical doctrines (Constantine and councils).

- Students will be able to remember important people, places, and events involved in the conversion of Constantine, the theological controversy of the fourth and fifth centuries, and the decisions of the church councils.

- Students will be able to evaluate the impact history and culture have on the formation of ecclesiastical governance and doctrine.
- Appraise the importance of church unity as an ongoing mission of the disciples of Jesus.

Week 3: Christendom and schism (Monastics, Holy Roman Empire, and the Orthodox Church).

- Students will be able to remember the important people, places, events of the Medieval period with particular focus on monasticism, the formation of the Holy Roman Empire, and the schism between the Roman Catholic Church and the Orthodox Church.
- Analyze the impact the union of church and state had on the ongoing mission of the church to make disciples.
- Compare the contribution to spirituality made by the monastic movement with the American Restoration Movement of the 19th century.

Week 4: The protest and global expansion (16th-century challenges).

- Students will be able to remember people, places, and events pertaining to the European Reformation, English Reformation, and the missionary efforts of the Roman Catholic Church.
- Students will be able to analyze the qualitative differences between the European Reformation and the English Reformation.
- Students will be able to analyze from a theological perspective the degree to which the Roman Catholic expansion of the 16th century upheld the Great Commission.
- Students will be able to appraise the relationship between the American Civil War and theological separation in the Stone-Campbell Movement.

Week 5: Protestants find their mission (Methodists, Pietism, and the Restoration Movement).

- Students will be able to remember the people, places, and events of the 18th to 20th centuries in relation to Pietism, international missions, and social justice activities in European and American Protestant churches.
- Students will be able to evaluate the relationship culture, economics, and politics had on faith-driven mission efforts, Pietism, and social justice.
- Students will be able to explore the relationship between the Stone-Campbell Movement and the broader Protestant forces at work in the 19th century.

Week 6: From modern to post-Christian mission of the church.

- Students will be able to remember important people, places, and events of the 20th century that have had an enduring influence on Christian history.
- Students will be able to evaluate major movements of the 20th century, such as ecumenicism, pentecostalism, and liberationism.
- Students will be able to appraise the place of restoration principles in light of the cultural, historical, sociological, and political landscape of the 21st century.

### Weekly reading schedule

Weekly model. The course will be taught in **six weeks**. We are following a **Monday-Friday**. I encourage you to optimize your weekends for studying, too, if you need to. Even though assignments are due Wednesday nights, which could be a busy night at church for you, don't feel as if you have to wait till Wednesday night to post. You may work ahead on any assignment. Use the following weekly schedule:

- ✓ Monday and Tuesday read the assignments and notes and begin to answer the discussion questions. (I encourage you to read over the weekend as well.)
- ✓ On Wednesday post your discussions
- ✓ On Thursday post the application assignment.
- ✓ On Friday post the reflection assignment.
- ✓ Do not forget the exams and the History Workshop.

Below is the reading schedule for the course:

- ✓ Week 1: *Turning Points* pages 1-38; *Renewing* pages 5-30
- ✓ Week 2: *Turning Points* pages 39-76; *Renewing* pages 31-62
- ✓ Week 3: *Turning Points* pages 77-141; *Renewing* pages 63-81
- ✓ Week 4: *Turning Points* pages 143-213; *Renewing* pages 83-99;  
*Protestantism* pages 1-42
- ✓ Week 5: *Turning Points* pages 215-285; *Renewing* pages 101-121;  
*Protestantism* pages 43-88
- ✓ Week 6: *Turning Points* pages 287-327; *Renewing* pages 123-145;  
*Protestantism* pages 89-139

### Due dates

<b>Weeks</b>	<b>DQs</b>	<b>App. Assign.</b>	<b>Ref. Assign.</b>	<b>Exams</b>
1. Nov. 2-6	Nov. 4	Nov. 5	Nov. 6	
2. Nov. 9-13	Nov. 11	Nov. 12	Nov. 13	
3. Nov. 23-27	Nov. 25	Nov. 26	Nov. 27	

4. Nov. 30-Dec 4	Dec. 2	Dec. 3	Dec. 4	Exam 1: Dec. 4
5. Dec. 7-11	Dec. 9	Dec. 10	Dec. 11	
6. Dec. 14-18	Dec. 16	Dec. 17	none	Exam 2: Dec. 18 History Workshop: Dec. 16

### Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-)  
This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, the written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. **Never criticize or comment on others' grammatical or spelling errors, unless doing so is part of your assignment.**

8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect for each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <https://kb.wisc.edu/ei/resources/page.php?id=50548>